



Georgiana Molloy Anglican School

2026

Secondary School Handbook



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Welcome to Secondary School at GMAS

GMAS is a school where students are known, supported, and encouraged to become the best version of themselves. We believe in wrapping around our young people, academically, socially, and emotionally. We use a restorative approach that focuses on relationships, responsibility, and genuine growth. Every student's journey and context is different, and we work together to create pathways that match their skills, interests, and future goals.

Moving through Secondary School is a rite of passage, and for many students the most significant turning point is Year 10. This is where they begin thinking seriously about their future and selecting subjects for Years 11 and 12. It's a pivotal moment in their schooling, and we make sure they don't navigate it alone. Together with the student's pastoral team and our pathways staff, students receive practical, personalised guidance. Parents and caregivers are also an essential part of the process, reinforcing the strong partnership between school and home.

With a wide range of options from ATAR and General pathways, to Vocational and Workplace Learning, students can choose the path that suits their strengths and ambitions.

This handbook is designed to help you explore what's possible at GMAS and to support you as you take the next steps in your journey.

Mrs Stephanie Braid

Head of Secondary School

Why GMAS

01. Exceptional Staff

Our teaching staff are some of the best in the country. They go 'above and beyond' to ensure that each student is fully supported throughout their Senior School journey. Our teachers are role models, counsellors, cheerleaders and mentors who are deeply committed to seeing every student thrive. Students requiring additional support have access to free after-school tutoring for most subjects.



02. Learning Environment

Set amid beautiful open planned and landscaped grounds comprising over 15 hectares, the school offers modern, technology-rich facilities which create an environment conducive to learning and social engagement. The entire school's infrastructure is in place to support and enhance the educational curriculum and co-curricular programs on offer.



03. Individual Learning Plans

GMAS provides an inclusive environment for students' individual learning needs, including our gifted and talented students and those requiring learning support. Students of all abilities are nurtured and encouraged to develop their own unique skill sets and individual strengths.



04. Leadership Opportunities

GMAS offers a diverse range of leadership opportunities for all Senior School students. Student leaders are role models for other students in the School and are in a position to affect positive change on campus. Students are supported in becoming effective leaders with enhanced public speaking, teamwork, problem solving and organisational skills.



05. Links and Connections

Our students benefit from our strong links with Australian universities and training organisations. Our music students have had access to leading performers and teachers from the University of Western Australia Music Department and the Western Australian Academy of Performing Arts. We also hold strong relationships with South Regional TAFE and the Bunbury Regional Trade Training Centre to deliver our VET pathways. GMAS has established a range of community connections to benefit our students. Our global connection with our sister school, Sanda Gakuen, enriches our Language learners' experience and strengthens their cultural understanding.

06. Student Wellbeing

Our pastoral care program is woven throughout our daily operations and curriculum, ensuring each student's academic, emotional, social, physical and spiritual needs are being supported. Student wellbeing is strengthened through our Head of House structure, the House system, and the dedicated support provided in Year 7. These layers of care ensure every student is known and valued as an individual. Students have direct access to counselling, chaplaincy and learning support. They also have the opportunity to participate in over 50 co-curricular sporting, academic and recreational pursuits, designed to instil a strong sense of wellbeing.



08. Personal Accomplishment

GMAS is a school that strives to promote accomplishment in all things, challenging the students to go beyond mediocrity and achieve their full potential. Our students are encouraged to become independent, critical thinkers with an ongoing love of learning. Each term, we recognise and reward students who have achieved personal excellence in arts, service, academia or sport.



10. Dedicated Pathways Team

Our students are supported by our dedicated Pathways Department, who ensure that students are well informed in their chosen pathways and career decisions. The Pathways Department provides careers guidance to all students as a group or individually, coordinates work experience and placements, VET certification, careers events, and liaises with tertiary and other training institutes to deliver a comprehensive VET program at school.



07. Diverse Curriculum

With over 60 academic subjects and over 60 VET Certificate courses on offer, our Senior School curriculum caters for a wide range of interests. GMAS challenges our students to make the most of their capabilities while equipping them with the skills, knowledge and experience required to pursue their career and ambitions after they leave school.



09. Flexible Study Options

Students at GMAS are able to access a variety of pathways to university, TAFE or the workplace. In Years 11 and 12, students have the option to: select an academic pathway comprising of ATAR subjects, General subjects or a combination of both engage in Curtin Ready Pathway engage in part time offsite Vocational Education & Training (VET) at one of our partner training institutes obtain a Certificate I, II or III qualification enter into a school-based traineeship participate in workplace (on the job) learning enrol in a certified endorsed program engage in a combination of the above.



Wellbeing

A HOLISTIC APPROACH

At GMAS, we are committed to a relational culture — one that values genuine connection, respect, and understanding among all members of our community. We believe in nurturing the whole person and promoting a safe, caring learning environment where every student feels a strong sense of wellbeing and identity.

We strive to be inclusive, open, and responsive to the diverse needs, abilities, and experiences of all students. By taking the time to know each learner — their personality, interests, and cultural background — we create a responsive environment where diversity is celebrated, belonging is fostered, and a love of learning flourishes.

Our ongoing commitment is to build a positive and supportive school community that encourages strong relationships and personal responsibility. Our approach is grounded in restorative practices, which focus on repairing harm, restoring relationships, and strengthening community. Through reflection and meaningful dialogue, students are guided to understand the impact of their actions, take responsibility for their choices, and learn from their experiences to grow both personally and socially.

PASTORAL CARE

Each student at GMAS belongs to a House — a unique community within the broader school, each with its own history, character, and focus. Within their House, students join a House Group that grows and evolves as they progress through the years. This structure helps them build strong relationships both within and across year levels, enabling students to receive support from their House Group Teacher while also learning from the experience and guidance of their older Housemates.

The Home Room teacher is central to this care and is always the first person to approach for help or advice on most matters. Heads of House work closely with each House Group and Home Room teachers throughout the year and ensure ongoing support and encouragement for all students.

The Assistant Head of Secondary and the Head of Secondary School are also available to help with any concerns if not resolved by the Home Room teacher or relevant Head of House.

Teaching & Learning

GMAS is committed to providing an educational program that nurtures natural curiosity and inspires a lifelong love of learning. Our aim is to equip students with a strong foundation of knowledge, skills, and strategies that prepare them for success in Senior School and beyond.

Our course offerings are intentionally broad and diverse, supporting the development of the whole person. In Years 7 and 8, students engage in a common program comprising compulsory year-long courses alongside elective subjects studied on a rotational basis. This structure provides students with a wide range of learning experiences and opportunities to discover their interests.

From Year 9 onwards, students undertake a combination of core and elective courses designed to foster their passions and explore potential pathways. This progression leads naturally into the specialised pathway programs offered in Years 11 and 12.

STREAMING & LEARNER ACCESS

At GMAS, academic streaming of students begins in Year 7 for selected core subjects. This process is informed by a range of data sources, including prior academic results, standardised testing, teacher assessments, and other diagnostic information collected throughout the year. Streaming enables teachers to tailor their programs and strategies to the specific learning needs and readiness levels of their students, ensuring that every learner is both challenged and supported appropriately.

The purpose of this approach is to create a learning environment where students can experience success, maintain engagement, and make steady academic progress. Teachers are able to differentiate their instruction more effectively, providing enrichment and extension for those ready to advance further, while offering targeted assistance for students who may need additional support to consolidate key skills and concepts.

Learning Support plays an integral role in this process. Our Learner Access and Intervention team works closely with classroom teachers to identify students who may require additional assistance, whether short-term intervention or ongoing support. This may include small-group instruction, in-class support, modified programs, or tailored adjustments to cater for individual learning needs. The team also collaborates with families and, where appropriate, external specialists to ensure a coordinated approach to each student's development.

Importantly, streaming and support groupings are flexible and regularly reviewed. As students' skills, confidence, and learning profiles evolve, they may move between groups to ensure continued growth and challenge. This dynamic model reflects our commitment to meeting students where they are in their learning journey and helping them to reach their full potential in a caring and inclusive environment.

The Secondary School Curriculum in Western Australia

The Secondary School Curriculum in Western Australia is governed by the School Curriculum and Standards Authority (SCSA), which sets the Western Australian Curriculum and Assessment Outline for Years 7 to 10, and the Western Australian Certificate of Education (WACE) requirements for Years 11 and 12.

From Years 7 to 10, all students study the key learning areas of:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Health and Physical Education
- The Arts (including Visual Arts, Drama, Dance and/or Music)
- Technologies (Design and Digital)
- Languages

These learning areas are designed to provide a balanced and comprehensive foundation that develops students' knowledge, skills and understanding while also fostering creativity, critical thinking, and communication. Schools also incorporate general capabilities such as literacy, numeracy, ICT capability, and personal and social capability across all learning areas.

In Years 11 and 12, students select from a wide range of ATAR, General, Foundation, and Vocational Education and Training (VET) pathways depending on their interests, abilities, and future goals. These programs lead towards the achievement of the WACE, which certifies the successful completion of secondary schooling in Western Australia.

ASSESSMENT

Teaching and learning at the School are guided by the principles outlined in the Western Australian Curriculum and Assessment Outline. Teachers design learning experiences and assessments that align closely with these principles, providing a balanced and appropriate range of tasks.

Each course incorporates a variety of assessment types, including classwork, assignments, oral presentations, tests, folio work, and group activities. The emphasis on each assessment type may differ depending on the nature of the course.

If a student is absent for a formal test, the class teacher—in consultation with the Head of Department—will determine whether the test needs to be completed upon the student's return. This decision will be based on the significance of the test and the available evidence of the student's performance.

A full copy of the School's Assessment Policy is available on the [School website](#).

Prometheus Program

In Greek mythology, Prometheus was the Titan who gifted humanity with wisdom through fire. At GMAS, the Prometheus Program embodies this spirit of enlightenment, offering a Gifted and Talented pathway for students in Years 5–10.

THE PROGRAM AIMS TO:

- Develop students' critical, creative, and collaborative thinking, preparing them to be innovative and resourceful global citizens.
- Enhance student wellbeing, enabling confident and meaningful engagement in learning and life beyond school.

At its core, Prometheus is grounded in Philosophy and Ethics, fostering deep thinking through Communities of Inquiry (COI)—structured discussions that build respect, empathy, and understanding of diverse perspectives.

Prometheus students engage across learning areas, participate in academic competitions, and connect with the broader community.

SELECTION

Students in Years 5–10 may be nominated by teachers or identified by the Gifted and Talented Coordinators through testing. Selection involves an interview to determine suitability for the program. Students recognised as gifted through external assessments may also be considered, including younger students where appropriate.

Years 5–6: one period per week with the Prometheus Junior School Coordinator.

Years 7–10: one period per fortnight with the Prometheus Secondary School Coordinator.

COMPETITIONS

South West Philosothon – Students explore ethical and philosophical questions through guided discussion, developing reasoning and communication skills in a collaborative setting.

da Vinci Decathlon – Inspired by Leonardo da Vinci, this competition challenges students across ten disciplines including Science, Engineering, Mathematics, Codebreaking, and Creative Arts.

Ethics Olympiad – A collaborative event where students analyse real-world ethical issues, demonstrating depth of thought, ethical reasoning, and respect for diverse viewpoints.

Staff Contacts

HEAD OF CURRICULUM/VET: MR PHILIP DEROOST

All queries about Pathways and VET

EMAIL: pde@gmas.wa.edu.au

HEAD OF SECONDARY SCHOOL: MRS STEPHANIE BRAID

EMAIL: sbd@gmas.wa.edu.au

ASSISTANT HEAD OF SECONDARY SCHOOL: MR PAUL STENNER

EMAIL: pst@gmas.wa.edu.au

HEAD OF YEAR 7: MS TRUDI CARR

Questions or concerns regarding your Year 7 student

EMAIL: tca@gmas.wa.edu.au

BUNKER - HEAD OF HOUSE

Mrs Lisa Ness

lne@gmas.wa.edu.au

EAGLE - HEAD OF HOUSE

Mr Andrew Bland

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FLINDERS - HEAD OF HOUSE

Ms Rebecca Movley

rmo@gmas.wa.edu.au

GEOGRAPHE - HEAD OF HOUSE

Mr Adam Pool

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HAMELIN - HEAD OF HOUSE

Mr John Yates

jya@gmas.wa.edu.au

MEELUP - HEAD OF HOUSE

Mr Troy Wilson

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Heads of Department

The GMAS Heads of Department listed below are available to support families with questions about their respective learning areas. If you require clarification or would like to discuss a particular course, please contact the relevant Head of Department using the details provided.

HEAD OF ENGLISH AND LANGUAGES: MRS SOPHIE NORRIS
EMAIL: sno@gmas.wa.edu.au

HEAD OF MATHEMATICS: DR AMANDA DRAPER
EMAIL: adr@gmas.wa.edu.au

HEAD OF SCIENCE: MS ASHLEY CHAMBERLAIN
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HEAD OF HASS: MRS FIONA FORREST
EMAIL: ffo@gmas.wa.edu.au

HEAD OF HEALTH AND PHYSICAL EDUCATION: MR HUGH WENDELIN
EMAIL: hwe@gmas.wa.edu.au

HEAD OF DESIGN & TECHNOLOGY: MR ADAM PRESTON
EMAIL: apr@gmas.wa.edu.au

HEAD OF THE ARTS: MRS KYLIE DAVIS
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YEAR 7&8

COURSE OFFERING

Courses
+ Course Information

Year 7&8 Course Offering

YEAR LONG COURSES

TERM COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
ENGLISH	<u>English</u>	4
MATHEMATICS	<u>Mathematics</u>	4
SCIENCE	<u>Science</u>	3
HUMANITIES & SOCIAL SCIENCES (HASS)	<u>Humanities & Social Sciences</u>	3
HEALTH AND PHYSICAL EDUCATION	<u>Health Education</u>	1
HEALTH AND PHYSICAL EDUCATION	<u>Physical Education</u>	2
LANGUAGES	<u>Japanese</u>	2
HASS	<u>RAISE</u> (<u>Religious Studies</u>).	1
DIGITAL LITERACY	<u>Digital Literacy</u> .	1
TECHNOLOGY	<u>Digital Technology</u> .	2 (for 10 weeks)
TECHNOLOGY	<u>Food Technology</u> .	2 (for 10 weeks)
TECHNOLOGY	<u>Materials Technology - Wood & Metal</u>	2 (for 10 weeks)
TECHNOLOGY	<u>Textiles Technology</u> .	2 (for 10 weeks)
THE ARTS	<u>Drama</u>	2 (for 10 weeks)
THE ARTS	<u>Music</u>	2 (for 10 weeks)
THE ARTS	<u>Visual Art</u>	2 (for 10 weeks)
THE ARTS	<u>Design</u>	2 (for 10 weeks)

YEAR 7&8 YEAR LONG COURSES

ENGLISH

In Years 7 and 8 students begin to question values and explore the wider world through English. They explore social, cultural, environmental and technological issues while developing independence and collaboration skills. Critical literacy underpins learning as students analyse how structure, language and techniques shape meaning. They engage with diverse spoken, written and multimodal texts for enjoyment and understanding, and create imaginative, informative and persuasive works — including narratives, reports, performances and digital compositions — for various audiences and purposes.

MATHEMATICS

The proficiency strands of understanding, fluency, problem-solving and reasoning are an integral part of the mathematics content across these years.

Students develop their abstract thinking through the introduction of algebra. Students begin to formalise the language of Mathematics by applying mathematical notation, conventions and naming principles in both geometric and measurement situations. They reason with parallel lines, perform transformations of points on the Cartesian plane, classify triangles and explore time zones within Australia. Students generalise their understanding of perimeter, area and volume into formulas for efficient calculation. Students formalise their understanding of probability through definitions and the construction of simple sample spaces. They connect probability and statistics by engaging in single-stage chance experiments and simulations.

Assessments can include topic tests, semester tests, investigations and portfolios.

SCIENCE

In Year 7, students study the diversity and classification of living things, model energy and matter flows through ecosystems, and explore forces, renewable and non-renewable resources, and the Earth–sun–moon system. They conduct investigations using accurate measurements and models to explain relationships and inform decision-making.

In Year 8, students examine cells as the basic units of life and connect structure to function in body systems. They investigate particle theory to explain physical and chemical changes, classify energy forms, and study how energy drives changes such as those in the rock cycle. Students refine their experimental skills, using evidence to make predictions and support explanations.

HUMANITIES & SOCIAL SCIENCES

In Years 7 and 8, Humanities and Social Sciences introduces students to the study of History, Economics & Business, Geography and Civics & Citizenship. In History, students explore ancient and medieval societies and key events that shaped the modern world. They channel their inner entrepreneur as they dive into the world of Economics. Students learn about markets, supply and demand and managing money. In Geography, they explore Australia's unique landscapes and the importance of managing resources sustainably. In Civics & Citizenship, students learn how Australia's democracy works and gain insight into how a courtroom operates.

YEAR 7&8 YEAR LONG COURSES

HEALTH EDUCATION

Across Years 7 and 8 Health, students learn to understand and manage the physical, emotional and social changes that occur during adolescence. They develop knowledge and strategies to support safe and respectful relationships, including practicing assertive communication, refusal skills and the ability to confidently give or deny consent. Students explored how peers, media and online environments can influence their decisions and wellbeing, and apply help-seeking behaviours when needed. They strengthen their critical health literacy by analysing youth-focused health-promotion initiatives and evaluating the credibility of health information. Students also reflect on their personal strengths, set improvement goals, and develop an understanding of how healthy behaviours contribute to their overall lifestyle and wellbeing.

PHYSICAL EDUCATION

Throughout Years 7 and 8 Physical Education, students participate in a wide range of sports and physical activities including Ultimate Frisbee, Modcrosse, AFL, Softball/Teeball, Pickleball, Badminton, Athletics and Cross-Country. A strong focus is placed on effort, participation, enjoyment, teamwork and fair play, with students encouraged to be actively involved and support their peers in all activities. Students work on developing fundamental and sport-specific movement skills, while applying simple tactical strategies in game play. In Term 4, students also engage in tournament play, taking on roles such as coaching, officiating, scoring and team organisation to build leadership, communication and responsibility while collaborating in modified and competitive environments.

A specialist basketball program of one allocated class is also offered and held during Physical Education lesson times for those who apply.

JAPANESE

Students will focus primarily on learning to read and write the first of three script-based alphabets (with mnemonic aids and actions to help them), basic introductions of themselves and their friends and how to count. Students look at events of cultural and historical significance related to the time of year they are studying Japanese. Students who study Japanese will benefit from learning new problem-solving skills, different study techniques and a better understanding of grammar.

RAISE

Guided by the AngliSchools religious education framework, RAISE teaches students about the Bible, church history and world religions while encouraging philosophical and ethical discussion. Students also engage in hands-on service projects, providing meaningful opportunities to give back to their community. The subject celebrates our Anglican identity while embracing and respecting students of all beliefs.

DIGITAL LITERACY

Within Digital Technologies, students have practical opportunities to incorporate design thinking as they develop innovative digital solutions. Students become effective users of digital systems and explore how information and data is conveyed and displayed in the digital world. They are encouraged to use a range of software and hardware for their projects, including embedded systems and robotics. Students develop digital skills, focusing on computational thinking and problem-solving.

TECHNOLOGY

DIGITAL TECHNOLOGY

Within Digital Technologies, students have practical opportunities to incorporate design thinking as they develop innovative digital solutions. Students become effective users of digital systems and explore how information and data is conveyed and displayed in the digital world. They are encouraged to use a range of software and hardware for their projects, including embedded systems and robotics.

FOOD TECHNOLOGY

In Food Technology, students develop practical cooking skills while learning about nutrition and healthy eating choices.

Year 7: Students explore the importance of a nutritious start to the day by preparing a range of healthy breakfast foods. They learn to cook eggs in different ways, evaluate the nutritional quality of commercial breakfast cereals, and apply their findings to create their own homemade granola blend.

Year 8: Students focus on designing and producing foods suitable for a nutritious and affordable lunchbox. They apply the Technology Process to plan and batch test and refine a savoury muffin recipe that meets both taste and health goals.

Throughout both years, students build confidence in the kitchen, develop safe food-handling skills, and learn to make informed choices about what they eat.

MATERIALS TECHNOLOGY - WOOD & METAL

Within Materials Technology, students engage in the use of resistant materials to meet a given design brief. Students will consider; correct workshop safety, proper and safe use of hand and small power tools, knowledge of materials and acceptable finishing techniques in the production of their designs. Upon completion of the course, students will have gained experience in design and will have applied this to several small projects made from a variety of timber, metal and plastic materials.

TEXTILES TECHNOLOGY

Students will explore how technology influences the textiles world, learn how to design, create, and evaluate textile items and enjoy hands-on experience. They will investigate fibres, fabrics, patterns, and construction techniques. Students will carry out design projects that allow students to broaden their knowledge of textiles, investigating the principles of design and apply these to the production of design projects using textile-related technologies.

YEAR 7&8 TERM COURSES

THE ARTS

DRAMA

Year 7 and 8 Drama introduces students to the joy of performance and helps them build confidence in expressing themselves creatively. Through an emphasis on mime, movement, and non-verbal storytelling, students explore the foundations of dramatic expression. Lessons focus on participation in group activities, improvisation, role-play, and eventually, short scripted performances. Students are encouraged to engage collaboratively, respond constructively to the performances of others, and reflect on their own creative processes and outcomes.

MUSIC

Music learning is most effective when young people are making music, and when their existing passion for music is reflected and built upon. The Year 7 'Just Play' course is practical and hands-on, with students expected to participate at their own level. All learners, no matter what their ability or experience, are treated as musicians, and are supported to learn and develop their music skills. This course begins with foundational keyboard skill development and moves quickly with learners transitioning these skills into making music on other instruments such as the ukulele, guitar, bass guitar and drums. Almost every genre of popular music today has, in one way or another, been influenced by blues music. The Year 8 'Blues' course builds on the practical instrumental and ensemble skills learnt in Year 7, exploring the origins and characteristics of this genre while continuing to promote participation through a learner-led approach to the teaching and learning of music.

VISUAL ARTS

Visual Arts in Years 7 and 8 offers students a vibrant and creative introduction to artmaking. In Year 7, students explore drawing, develop confidence with the elements of design, and learn to communicate ideas visually. In Year 8, they extend these foundations into mixed-media and sculptural projects, experimenting with materials such as paint, collage, printmaking, textiles, ceramics and 3D forms. Throughout both years, students view and investigate a range of engaging artworks that connect meaningfully to their practical studies. Written tasks are carefully scaffolded to build the visual literacy and analytical skills needed for success in senior school. Artwork may be imaginative, expressive or abstract, and students are encouraged to discover their own creative voice. Their work is regularly displayed in classrooms, across the school, and featured at our annual Arts and Technology Exhibition.

DESIGN

In the Year 7 Design course, students focus on using foundational design processes and skills, which includes generating ideas, problem-solving, and creating solutions through practical projects. Students learn techniques like sketching and simple digital illustration to communicate their designs and use a variety of materials and equipment to build simple prototypes. The curriculum integrates creative thinking, critical analysis of existing designs, and an introduction to professions in design and technology.

The Year 8 course takes students on a creative journey, from Concept to Creation. This course challenges students to design and produce high-quality, imaginative, and functional products using a combination of graphics and product design skills. Students will take on a given project and work through the design process from initial research and concept development to final production.

2026



YEAR 9

COURSE OFFERING

Compulsory Courses
+ Course Information

Elective Courses
+ Course Information

Year 9 Course Offering

YEAR 9 COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	<u>English</u>	4
Mathematics	<u>Mathematics</u>	4
Science	<u>Science</u>	4
Humanities & Social Sciences (HASS)	<u>Humanities & Social Sciences</u>	4
Health and Physical Education	<u>Health Education</u>	1
Health and Physical Education	<u>Physical Education</u>	2
Vocational Education Training (VET)	<u>Year 9 Pathways Program/Future Ready.</u>	1
Humanities and Social Sciences (HASS)	<u>RAISE</u>	1

ENGLISH

In Year 9, students develop open, questioning perspectives as active participants in society. English deepens their understanding of how ideas and values evolve and are debated. They communicate in varied contexts, analyse and evaluate information, and strengthen critical literacy by examining how authors adapt language, structure and style to shape meaning. Students engage with complex literary, media and digital texts, exploring human experience and ethical issues, and create imaginative, persuasive and analytical works for diverse audiences and purposes.

MATHEMATICS

Year 9 students engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. They work flexibly with linear equations, developing an understanding of gradient. Students explain and determine perimeter and area of composite figures and apply Pythagoras' theorem to solve perimeter and area problems. Students establish conditions for congruent triangles, explore properties of similar figures and develop the trigonometric ratios. Students extend their use of formula to include volume, capacity and surface area of right prisms and cylinders. Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media that relate to data sampling.

Assessments can include topic tests, semester tests, investigations and portfolios.

SCIENCE

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

HUMANITIES & SOCIAL SCIENCES

In Year 9 Humanities and Social Sciences, students continue the study of History, Economics & Business, Geography and Civics & Citizenship. They explore Australia's colonial history and World War I. Students examine Australia's role in the global economy, and the risks and rewards of investing and managing money. They learn about biomes and food production and investigate geographical interconnections. They deepen their civic understanding by examining what influences the way people vote and analysing how Australian courts handle real-life cases and deliver justice.

HEALTH EDUCATION

In Year 9 Health, students explore how external influences such as peers, social expectations, media and online environments can impact their health behaviours, decisions and personal wellbeing. They examine the skills needed to create and maintain safe and respectful relationships by practising conflict-resolution strategies and recognising how emotional responses affect social interactions. Students learn ways to apply informed decision-making in situations involving consent and personal safety. They also evaluate and question health information and messaging to identify bias, distinguish fact from opinion, and understand how social influences shape their attitudes and values.

PHYSICAL EDUCATION

In Year 9 Physical Education, students develop and apply sport-specific skills in Hockey, European Handball and Volleyball, while continuing to improve their performance in Athletics and Cross-Country. They focus on applying tactics such as movement into space, defensive positioning and team structure to improve effectiveness in gameplay. Students demonstrate fair play, teamwork and consistent effort, contributing positively to team success regardless of their skill level. They also begin using feedback and simple performance analysis to refine their movement skills, decision-making and overall performance in both competitive and cooperative activities. In Term 4, students will also engage in tournament play.

A specialist basketball program of one allocated class is also offered and held during Physical Education lesson times for those who apply.

FUTURE READY

This course is organised into two main interrelated strands: skills for learning and work and a future pathway program. Students focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and working in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop an understanding of work, career pathways and post-school destinations. Students will also develop their character strengths and learn to use these to maximise their learning, relationships and wellbeing.

Towards the end of Year 9, each student will have the opportunity to complete an individual pathway planner, meet with the Head of Year 10 and the Head of VET/Careers and discuss their pathway plans for Senior Schooling. In Year 10, students will also prepare for a week long work placement

RAISE

Guided by the AngliSchools religious education framework, RAISE teaches students about the Bible, church history and world religions while encouraging philosophical and ethical discussion. Students also engage in hands-on service projects, providing meaningful opportunities to give back to their community. The subject celebrates our Anglican identity while embracing and respecting students of all beliefs.

YEAR 9 ELECTIVE COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
Health & Physical Education	<u>Outdoor Education *</u>	<p>Students select 4 electives to be studied for 1 period each week for the whole year.</p> <p>*Indicates a course levy applied for materials and resources</p>
Health & Physical Education	<u>Sport Science *</u>	
Languages	<u>Japanese</u>	
Science	<u>Sustainable Living</u>	
Technology	<u>Building and Construction</u>	
Technology	<u>Children, Family and Community</u>	
Technology	<u>Engineering Technology.</u>	
Technology	<u>Food Technology.</u>	
Technology	<u>Materials Technology - Wood & Metal</u>	
Technology	<u>Textiles Technology.</u>	
The Arts	<u>Design</u>	
The Arts	<u>Drama</u>	
The Arts	<u>Music</u>	
The Arts	<u>Visual Art</u>	

HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

Our Outdoor Education course is designed to foster personal growth, challenge, and well-being by immersing students in a variety of engaging activities. It includes three separate day excursions throughout the year. This consists of a day to explore the Ngilgi Cave and a Wadandi cultural experience, providing insight into the rich traditions and wisdom of the local Indigenous community, a learn to sail experience at the Geographe Bay Yacht Club and another day utilising the local pristine environment along the Cape to Cape. Through these experiences, students will develop a deeper appreciation for nature, while enhancing their personal development and well-being. The experiences are based on building resilience, self management skills and confidence in students. This is done in a progressive and supportive environment. **A course levy of \$400 applies to this course.**

SPORTS SCIENCE

In Year 9 Sport Science, students expand their understanding of how the body functions during different forms of physical activity, engaging in a range of recreational, athletic and lifetime activities. They will participate in Biathlon, Yoga/Pilates, Tennis and Lawn Bowls, to apply movement concepts in varied contexts and explore lifelong forms of physical activity. Students work with external coaches and providers, enabling them to learn advanced techniques and performance strategies. High expectations are placed on participation, teamwork, leadership and continuous improvement, with students encouraged to challenge themselves, support their peers and refine their skills and fitness. Through performance reflection and analysis, students develop their ability to evaluate movement, understand the physical demands of each sport and enhance their overall athletic capability. **A course levy of \$150 applies to this course.**

LANGUAGES

JAPANESE

Whether you're interested in Japanese pop culture, anime, or traditional history, this course has something for you! Year 9 Japanese students will continue to grow their skills in reading, writing and speaking, while exploring fun aspects of Japanese culture such as art, food and origami. This course is a great way to build confidence in learning a new language and can open doors for future travel and study opportunities.

SCIENCE

SUSTAINABLE LIVING

There are many cycles in nature including; water, carbon, nitrogen, life and reproductive. Human activities and natural influences have the potential to disrupt these cycles which can lead to short and long term environmental issues.

This course will explore some of these issues and how we can plan for a more sustainable future focusing on a number of sustainable practices on site at GMAS including; aquaponics, bee keeping, solar power, organic gardening and Cows Create Careers. Initiatives in the local community will also be explored.

Aspects such as environmental management and other careers in sustainability will also be covered as well as; entrepreneurship, cottage industries and lifestyle practices that all fit in with the ideal of "thinking globally, acting locally" (for a sustainable future).

The course will involve both theory, field work and excursions/incursions and may also lead to short or longer courses in Years 11 and 12, or post-secondary schooling, on; bee keeping, Environmental Management and other related content.

TECHNOLOGY

BUILDING AND CONSTRUCTION

This course introduces students to a variety of potential DIY situations around the home. Students will utilise a set of basic hand tools to solve common problems and create small projects which endeavour to make their house more functional and appealing. An understanding of the building laws and OH&S implications and considerations, which limit home development, will be addressed as well as the knowledge and understanding of tool skills over a range of materials to create suitable solutions.

CHILDREN, FAMILY AND COMMUNITY

This course provides opportunities to develop an understanding of the development, health and well-being of infants and children. Through emphasis on practical activities, students will explore the stages of child development from conception to school age. It is a very rewarding and engaging course that has a broad appeal to students who want to work with children in the future.

Focus areas covered in the course are: Caring for newborn babies | Growth and development of children | Importance and role of play in child development | Playgrounds and safety

ENGINEERING SYSTEMS TECHNOLOGY

In Year 9 Engineering Systems, students extend their knowledge of electrical circuits and explore their practical applications by designing and building a model house complete with working lights. They are introduced to a range of software tools to develop skills in emerging technologies including computer-aided design (CAD) and 3D printing. Throughout the course, students engage in teamwork, creativity, critical thinking, and project management. With a strong focus on problem-solving, the subject provides opportunities to apply theoretical knowledge in hands-on projects. By the end of the course, students will have created functional circuits that demonstrate their understanding of electrical engineering and mechatronics.

FOOD TECHNOLOGY

Takeaway Reinvention. In this course you will recreate a variety of classic takeaway meals. Think burgers, Poke bowls and pizza, but make it healthy! Students will explore how taste influences food choice, how to get the best value from fresh ingredients, and how to prepare food that's not only delicious, but also cheaper and more nutritious than the store-bought version. Enjoy time with your friends while you improve your practical cooking skills, discover great recipes, and expand your taste buds!

MATERIALS TECHNOLOGY - WOOD & METAL

This hands-on course introduces students to a range of materials with a focus on wood and metal. Students will design, plan, and produce a variety of challenging and innovative projects while developing their practical skills. They will explore and apply modern technologies such as CAD and laser cutting, alongside traditional tools and processes, to create their designs. Using the technology process, students will investigate suitable materials, develop design components, and evaluate their final solutions. Throughout the course, strong emphasis is placed on safe working practices within the workshop environment.

TEXTILES TECHNOLOGY

Get ready to unleash your creativity in Textiles! This hands-on course is all about exploring the world of textiles, sewing and design. It offers students the opportunity to improve practical skills and become confident in using the sewing machine and overlocker to create a variety of amazing textile items.

Students will use their creative skills and abilities to carry out design projects that allow them to broaden their knowledge of textiles, investigate the principles of design and apply these to produce individual textile products or clothing items. Whether it's custom clothing, unique accessories, or something else, you'll have the chance to bring your ideas to life.

Students will make set textiles items such as a simple bag, zippered pouch and pyjama shorts, then design and make their own sustainable textile product or garments.

THE ARTS

DESIGN

If you are interested in learning how to produce creative designs from original concept to final product with an aspect of Enterprise, then this is the elective is for you. There will be an introduction to the 'digital darkroom' – editing and managing images using the Adobe Creative Suite with Photoshop, Illustrator and InDesign software. You will also have the opportunity to further explore Canva and Procreate products which are currently being used in the Design Industry.

You will be encouraged to use your imagination, problem solve and practice creative teamwork to complete both individual and group projects to create design products that can potentially be used within the school environment or beyond.

The elective is designed to develop technical and visual skills by completing short challenging design briefs. Hand drawing will be encouraged in the development of ideas transitioning to digital software to construct contemporary graphics and illustrations for character designs, product designs such as skateboard stickers and event poster designs.

DRAMA

Drama focuses on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. The Year 9 elective Drama course takes students back through the history of drama, exploring the evolution of theatre art. The course starts where it all began in Ancient Greek Theatre, where students work together to become a unified Greek Chorus in a performance. The course then moves onto Shakespearean Theatre, analysing how different directors can interpret the same script by the great bard. A left turn is then taken as the course moves through postmodernism, where anything goes with the goal of creating effective presentational minimalism. This is an enjoyable course where students are given the opportunity to develop individual acting skills, with the aim to improve their vocal and physical performance while building team skills through collaborative performance activities.

Students should be aware that the School Production is co-curricular and not compulsory for elective Drama students. However, elective Drama students are expected to commit to performing in two drama concerts throughout the year.

MUSIC

Students involved in private instrumental tuition and/or co-curricular GMAS music ensembles are highly encouraged to support their music learning by participating in this course. Valuable individual and group performance opportunities are provided, with all instruments and music levels suitable, building on instrumental skills learnt in Years 7 and 8 while also experimenting with new devices such as loop pedals. The Year 9 music course is a fun, interactive, hands-on program focusing both on traditional music but also the busking performance experience. Students undertake planning and rehearsals in preparation for a real-life busking performance, taking into consideration local government rules and regulations and cashless donation systems. The course culminates with a busking excursion into the City of Busselton.

VISUAL ART

Building on the foundations explored in Year 7 and 8, projects in Year 9 are designed to expose students to a new range of techniques, skills and processes as well as enhanced visual literacy.

The Year 9 Visual Arts course is split into two fast paced semester projects, allowing students to develop their art making and responding skills. At the conclusion of Semester 2, students will work collaboratively on a piece that can be featured in the school or local community. For example, a mural or sculptural work.

Visual Arts includes exploration of the following studio areas:

Drawing: Design development

Printmaking: Lino Printing, Screen Printing

Textiles: Hand dying, decorative stitching, wearable art

Painting: Developing painting skills and processes, understanding and application of colour theory

Mixed Media: Combining materials, techniques and processes to create imaginative and varied designs

Students continue to develop visual literacy by responding, reflecting and evaluating their own artwork utilising visual art terminology. Students are not only exposed to art in their local community, but worldwide, through the investigation of artists past and present, that may provide inspiration for their own art exploration.

Student art work is displayed in classrooms, across the school in external exhibitions, as well as our annual Arts and Technology Exhibition.

2026



YEAR 10

COURSE OFFERING

Compulsory Courses
+ Course Information

Elective Courses
+ Course Information

Year 10 Course Offering

YEAR 10 COMPULSORY COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
English	<u>English</u>	4
Mathematics	<u>Mathematics</u>	4
Science	<u>Science</u>	4
Humanities & Social Sciences (HASS)	<u>Humanities & Social Sciences</u>	4
Health and Physical Education	<u>Health Education</u>	1
Health and Physical Education	<u>Physical Education</u>	2
Vocational Education Training (VET)	<u>Future Ready</u>	1
Humanities and Social Sciences (HASS)	<u>RAISE</u>	1

YEAR 10 COMPULSORY COURSES

ENGLISH

In Year 10, students refine their critical literacy and develop independent, questioning perspectives as active participants in society. English deepens their understanding of how ideas evolve and how language, structure and context shape meaning and values. They engage with complex literary, media and digital texts exploring human experience, culture and ethics, and analyse how techniques influence audiences. Students create imaginative, persuasive, analytical and reflective works — including narratives, reports, arguments and performances — for varied audiences and purposes.

MATHEMATICS

Year 10 students engage in financial mathematics by calculating and interpreting income tax and compound interest. They apply the index laws and extend their algebraic understanding to include inequalities, simultaneous equations and quadratic and exponential functions. Students consider the effect on perimeter, area, volume, capacity and surface area when similar figures and objects are enlarged or reduced. Students use geometric reasoning, in both 2D and 3D, finding unknown sides and angles in right-angled triangles using Pythagoras' theorem or trigonometry. Students connect probability and statistics by collecting data from two- and three-stage chance experiments and simulations. Students broaden their understanding of analysis to include commenting on association in bivariate and categorical data, including the notion of bias. The Year 10 Extension course exposes students to concepts and notation to help prepare for Year 11 ATAR courses and advanced mathematical pathways. This class also introduces the use of the Casio Classpad technology.

Assessments can include topic tests, semester examinations, investigations and portfolios.

SCIENCE

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

HUMANITIES & SOCIAL SCIENCES

In Year 10 Humanities and Social Sciences students continue the study of History, Economics & Business, Geography and Civics & Citizenship. They learn about the events of World War 2 and investigate significant civil rights movements. Students examine Australia's economic performance and living standards. They look at how businesses and workplaces are changing. Students also study how the environment changes and is managed. They compare human wellbeing across different geographical locations. Students learn the importance of global citizenship and discuss ways to protect Australia's democracy from threats like AI, misinformation and populism.

Studies in this learning area can lead to Geography, History, Economics, Politics & Law, Accounting & Finance pathways in Year 11.

HEALTH EDUCATION

In Year 10 Health, students expand their understanding of health and wellbeing by analysing how media, cultural perspectives and societal norms influence personal identity and the health of the broader community. They refine advanced communication skills to lead safe, respectful relationships and to support others during challenging interactions, including situations that involve giving or denying consent. Students investigate how emotions and behaviour impact relationship dynamics and learn strategies that promote positive mental, emotional and social wellbeing. They develop a stronger sense of personal and social responsibility by planning and advocating for healthy behaviours that support lifelong wellbeing for themselves and others. Students also take part in the Keys for Life road safety program which enables students to obtain their learner driver permits.

YEAR 10 COMPULSORY COURSES

PHYSICAL EDUCATION

In Year 10 Physical Education, students continue to refine their movement skills and tactical understanding through participation in Fitness training, Golf and Cricket, alongside further development in Athletics and Cross-Country. In Term 4, students will also engage in tournament play. They will use performance analysis, including self-reflection and peer feedback, to identify technical improvements and set personal performance goals. Leadership, responsibility and positive participation are emphasised, with students encouraged to take an active role in organising, managing and contributing to team performance. Throughout all activities, students demonstrate ethical behaviour, determination and resilience while striving to improve their skill execution and tactical decision-making to enhance success.

FUTURE READY

The Future Ready course assists students in planning and shaping their future. Students are provided with the essential knowledge, understanding and skills needed for participating in a rapidly changing world of work. The Year 10 course follows six modules including self assessment, career options and goals, personal career strategy, financial literacy, work experience preparation (including a week long placement) and a digital marketing project/industry presentation.

RAISE

Guided by the AngliSchools religious education framework, RAISE teaches students about the Bible, church history and world religions while encouraging philosophical and ethical discussion. Students also engage in hands-on service projects, providing meaningful opportunities to give back to their community. The subject celebrates our Anglican identity while embracing and respecting students of all beliefs.

YEAR 10 ELECTIVE COURSES

LEARNING AREA	COURSE	PERIODS (PER WEEK)
Health & Physical Education	<u>Outdoor Education*</u>	<p>Students select 4 electives to be studied for 1 period each week for the whole year.</p> <p>*Indicates a course levy applied for materials and resources</p>
Health & Physical Education	<u>Sport Science*</u>	
Languages	<u>Japanese</u>	
Science	<u>Psychology</u>	
Technology	<u>Children, Family and Community</u>	
Technology	<u>Engineering Systems</u>	
Technology	<u>Food Technology</u>	
Technology	<u>Materials Technology</u>	
Technology	<u>Texiles and Design</u>	
The Arts	<u>Drama</u>	
The Arts	<u>Music</u>	
The Arts	<u>Photography - Advanced</u>	
The Arts	<u>Visual Art</u>	

HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

Through interaction with the natural world, the Outdoor Education elective course aims to develop students' understanding of their relationships with the environment, others, and themselves. Students participate in a range of outdoor activities and learn the knowledge and skills needed to participate safely. They are taught how to assess risk, identify and apply appropriate management strategies, and respond to emergencies. The course lays the groundwork for students to lead healthy, safe, and active lives, focusing on challenge and adventure activities, with a particular emphasis on free diving and ocean safety training, personal development, self-confidence, and increased situational awareness. Students will experience a 2-day, 1-night camp featuring rock climbing/abseiling and freediving, along with a day excursion, a dedicated freediving course, resilience training, and sailing lessons. **A course levy of \$600 applies to this course.**

SPORT SCIENCE

In Year 10 Sport Science, students participate in a structured program consisting of one practical lesson and one theory lesson each week to strengthen both their physical capabilities and their understanding of sports science principles. Practical components include Surf Lifesaving, Touch Rugby, Gymnastics and Croquet, giving students the opportunity to develop advanced movement skills, tactical decision-making and confidence across a wide range of physical environments, including the beach. Students are expected to demonstrate strong participation, teamwork and leadership as they worked both independently and collaboratively to improve performance. In the theory component, students built a foundational knowledge base to support future General or ATAR Physical Education Studies and is a recommended prerequisite for these courses. They explore how the human body functions to produce movement, analyse the demands of different activities and applied sport science concepts to improve skill execution and physical performance. **A course levy of \$300 applies to this course.**

LANGUAGES

JAPANESE

Whether you love the 'Kawaii culture', anime or the ancient Samurai, this course should have something to interest you. Year 10 Japanese students will have the opportunity to build on their existing understanding of Japanese language and culture. They will build fluency in reading and writing Hiragana, learn Katakana and Kanji (two other Japanese alphabets), study various language topics and explore Japanese culture: origami, art, cooking and calligraphy. The course will also include a range of different study techniques that can be especially helpful when learning a foreign language. It will be useful for those hoping to travel to Japan in the future, either on a GMAS tour or with family. Australian universities, including UWA, have introduced a 10% bonus (on your scaled language mark, used to calculate your ATAR) for studying languages to a Year 12 level.

SCIENCE

PSYCHOLOGY

Students who are interested in studying Psychology in Years 11 and 12 can now select Introduction to ATAR Psychology as an elective in Year 10 to begin building an understanding of how Psychology helps to explain how we think, feel and behave. The Year 10 course will focus on human behaviour and relationships. Teachers can select from a range of contexts that tap into students' interests and build on some of the informal understandings they may have already developed. Students will learn about the language of psychology and how human behaviour can be explored in relation to individuals, groups and society. They will be introduced to psychological research and access research through journal articles, audio visual material and the internet. The course will assist students to generate ideas and gain knowledge that will help them to become more confident, competent and independent in their everyday lives.

TECHNOLOGY

CHILDREN, FAMILY AND COMMUNITY

This course provides opportunities to develop an understanding of the development, health and well-being of infants and children. Through emphasis on practical activities, hands-on activities, students will explore the stages of child development from conception to school age. It is a very rewarding and engaging course that has a broad appeal to students who want to work with children in the future.

Focus areas covered in the course are:

- Stages of child development from pregnancy, childbirth and key milestones.
- The role family plays in the development of young children.
- The importance of play.
- Early childhood education and ways to care and work with children.
- Regular visits and interaction with children in Early Childhood classes.

This course leads directly to the Children, Family & Community and a good background for careers related to working with children.

ENGINEERING SYSTEMS TECHNOLOGY

In Year 10 Engineering Systems students examine the principles of electromechanical systems, including the operation and control of DC (direct current) motors through the use of H-Bridge circuits. They apply engineering systems processes to plan, design, fabricate, and evaluate their projects, demonstrating an understanding of both the mechanical and electronic subsystems involved. The major assessment task involves the production of a functional remote-controlled vehicle incorporating a gripper claw mechanism. Students are required to test and evaluate the performance of their design through a practical skills assessment, navigating an obstacle course and retrieving a tin can using the claw mechanism. By the conclusion of the course, students will have developed a sound understanding of the integration of mechanical and electronic systems, the principles of motor control, and the application of the systems engineering process to a complex design problem.

FOOD TECHNOLOGY

This course encourages a fun, interactive and practical approach to the study of food and healthy eating. Students will design and create a wide range of foods, while developing an understanding of foods and healthy eating patterns. Students will gain the skills to safely create and produce a range of dishes and a variety of cuisines. There will be a focus on developing cooking techniques, understanding the properties of food, recognising the effects of processing and planning meals to ensure healthy eating habits. Students will explore Food Science and the changes that occur to food during cooking, processing, packaging and preserving. They will become knowledgeable in food selection, health, trends and international cuisine. Students will be able to develop their cooking skills while understanding the technology process of designing, planning and preparing food for a range of occasions.

MATERIALS TECHNOLOGY - WOOD & METAL

This course continues to develop students skills and understanding of working with a variety of materials and machining processes commonly used inside the home and is primarily a hands-on course. Students will have the opportunity to follow set plans to produce a range of challenging and innovative projects. The course introduces students to the manipulation of natural and man-made woods, using an expanding range of hand and power tools as well as industry standard CNC router and LASER engraver. Through the overarching emphasis on working safely in a workshop setting, students will also apply the technology process to investigate suitable materials for the projects, design parts of plans, and then produce and evaluate their designed solutions.

Focus areas covered in the course are:

- the technology process – creating digital solutions that include investigating, designing, producing and evaluating their work
- practical skills and understanding of hand, power and fixed machines to produce models to a high standard of quality

This course leads directly to Year 11 General Materials – Woodwork, or General Building and Construction.

TEXTILES AND DESIGN

Students will journey into the world of fabric and fashion! In this course, they will unleash their creativity by crafting unique items that showcase personal style but are also current and on trend.

Practical work is a strong feature of this course, with a focus on basic design techniques and a spotlight on sustainability. Students will explore a diverse range of contemporary fabrics and equipment and discover the fascinating historical and cultural trends that have shaped fashion. Students are presented with challenges and opportunities to express their design solutions in a range of fashion contexts. Students will work on fashion design challenges, including creating their own line of fashion items. This focus will provide students with the opportunity to learn how the fashion industry works in a practical setting.

THE ARTS

DRAMA

Students will explore the elements of drama in this exciting, energetic, hands-on performance-based course. They will develop their acting skills and techniques and work through the dramatic process to plan, practise, polish and perform, in individual and group activities. Costuming, lighting, sound and make-up techniques are an integral art of the process. Finally, students will utilise a drama journal, where they apply critical reflection on their own and others' dramatic processes. This course offers solid preparation for further Drama studies in Year 11 and 12. Students will explore theoretical aspects and the history of theatre. This course would suit students who enjoy working together on projects and who show appreciation for all styles of theatre within this performing art.

Students should be aware that the School Production is co-curricular and not compulsory for elective Drama students. However, elective Drama students are expected to commit to performing in two drama concerts throughout the year.

MUSIC - YOUNG PRODUCERS

The Year 10 Young Producers course immerses students in a variety of exciting music experiences, focusing on building audio knowledge and skills through composition and performance. Students receive instruction on sequencing, MIDI software and the recording process while developing performance skills along with scoring and song writing techniques. The course includes fun performance tasks supplemented by production tasks, culminating in students producing their own song.

Students involved in private instrumental tuition and/or cocurricular GMAS music ensembles are highly encouraged to support their music learning by participating in this course. However, this course is also suitable to those who have built their music skills through the earlier years music courses. This Year 10 Young Producers course offers solid preparation for further Music studies in Year 11 and 12.

PHOTOGRAPHY - ADVANCED

Advanced Photography is a practical course for students who have studied the Introduction to Photography course in Year 9. Students will continue to develop knowledge of manual photography and will learn a vast range of photographic techniques. The course focuses on individualised topics, giving students the opportunity to explore how to manipulate shutter speed, aperture and ISO in creative situations. Students are tasked with becoming proficient in software programs as used in the creative industry, including Adobe Suite applications such as Photoshop and Lightroom.

*Pre-requisite: Year 9 Photography

VISUAL ART

The Year 10 Visual Art course offers the unique opportunity for students to begin developing their individual skills and creativity through guided independent and collaborative learning experiences. Projects are designed to expose students to an even wider range of techniques, skills and processes as well as to enhance critical thinking and visual literacy.

In the practical component, the elements and principles of art and design are explored through visual inquiry, design development and studio practice. Styles may be figurative, imaginative, decorative, abstract or expressive in style:

Drawing: Design development, portraiture, landscape

Sculpture: Hand building and casting techniques, clay, mixed media, found objects

Painting: Developing painting skills and processes, understanding and application of colour theory to portraiture or landscape

Mixed Media: Combining materials, techniques and processes to create imaginative and varied designs. Influences from other artists, art styles and cultures are explored and applied. Studio work will be compiled in a visual diary, learning portfolio development skills required for Senior School Visual Art courses and further art and design studies beyond school.

In preparation for the Visual Arts ATAR and General courses in Years 11 and 12, students will complete a more in-depth theory component including analysis and investigation of artworks past and present. This will be supported by an immersive excursion to the Art Gallery of Western Australia and visits to local studios.

Student artwork is displayed in the classroom, on the school GMAS Art Facebook page, within the school environment and exhibited in the annual GMAS Arts and Technology Exhibition. Each year, students can be featured in several highly recognised State Art Exhibitions, including Iluka Vision and Pulse Perspectives.

2026



YEAR 11&12

- Curriculum
- Essential Information
- WACE Requirements
- Pathways and Blended Pathways
- ATAR Pathway
 - ATAR Courses
- General Pathway
 - General Courses
- Vocational Education & Training Pathway
 - On Campus Courses
 - Off Campus Courses
- Resources

YEAR 11&12

Curriculum

The Year 11 and 12 curriculum offers students a diverse range of courses designed to match their individual interests, strengths and future aspirations. These courses prepare students for further study, traineeships or direct entry into the workforce.

Most courses have minimum prerequisites that must be met prior to enrolment. Details of these requirements are outlined on the following pages.

When selecting their Senior School pathway, students are encouraged to discuss their goals and options with teachers, Heads of Department, family and friends. A range of useful resources to support decision-making is provided at the back of this handbook.

GMAS also offers parents and students the opportunity to attend information sessions and participate in one-on-one course counselling to help students make informed choices and achieve their goals.

As students grow and explore their career interests, their aspirations may evolve. Therefore, course selections should be broad enough to allow flexibility for future study or training.

Our goal is to support students through their final years of schooling—helping them enjoy their learning journey while gaining the knowledge, experience and qualifications needed to pursue their ambitions beyond school.

Essential Information

WHAT IS WASSA?

All students who complete Year 12 receive a Western Australian Statement of Student Achievement (WASSA), regardless of their chosen pathway. The WASSA formally records a student's achievement in every course, qualification and program undertaken in Years 11 and 12. WASSA is different to WACE.

WHAT IS WACE?

The Western Australian Certificate of Education (WACE) is a certificate awarded to Secondary School students who achieve the requirements outlined below. WACE is recognised by universities, industry, TAFE and other training providers and is a requirement for school leaver entry into university.

MEETING THE REQUIREMENTS

The WACE requirements page on the Authority website (<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>) has full details of what students need to do to achieve a WACE in 2026. The page also includes information about study options, sample programs and frequently asked questions (FAQs).

The WACE Checker can help students track their eligibility. (<https://wacechecker.scsa.wa.edu.au>). Students should contact their school if they have concerns about their enrolment.

Want to know more?

WACE Manual

<http://senior-secondary.scsa.wa.edu.au/further-resources/wace-manual>

Year 12 Information Handbook

<http://senior-secondary.scsa.wa.edu.au/further-resources/year-12-information>

WACE

Requirements

General Requirements

You must:

1.
 - Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy complete a minimum of 20 units, or equivalent complete at least four Year 12 ATAR courses
- OR**
- At least five Year 12 General courses and/or ATAR courses or equivalent
- OR**
- A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses

Literacy and Numeracy Standard

For the WACE literacy and numeracy standard you may:

2.
 - Pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN)
- OR**
- Demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12

Breadth and Depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs.

This requirement must include at least:

- A minimum of ten Year 12 units, or the equivalent
- Four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects

3.

Achievement Standard

You must achieve at least 14 C grades or higher (or equivalent) in Year 11 and Year 12 units, including at least six C grades (or equivalent) in Year 12 units.

4.

Unit Equivalent

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

5.

Pathways and Blended Pathways

When it comes to choosing the right pathway, our goal is to arm our students with all the necessary tools so they can make an informed decision. We want to help find what fits them as a student by discovering their end goals and how they are going to get there. In Term 3 of Year 10, each student and their parents meet with a School Leader to discuss. They can select from a range of pathways such as:

ATAR

Students who chose the mainstream curriculum work towards an Australian Tertiary Admission Rank (ATAR) score for immediate access to university admission.

GENERAL COURSES

General courses are aimed at entering vocational based training or directly into the workforce. They can also be used for alternative entry into some university courses.

VET COURSES

Vocational Education and Training (VET) is nationally recognised and enables students to gain qualifications for all types of employment and industry specific skills to help in the workplace or in further training. A competency-based study option, it focuses on training our students in a workplace setting where they learn actual life skills that can lead towards their career while still being at school.

A diverse range of work placements can be undertaken at either an external provider or at the college (depending on the course). The courses result in Certificate qualifications recognised across Australia. Health, Business and Education Support are just a few of the options within the pathway.

ENDORSED PROGRAMS

Endorsed programs provide access to learning which is not covered by the Western Australian Certificate of Education (WACE) or VET programs. In partnership with Curtin University, we offer access to the UniReady Enabling Program for Year 12. This is an onsite, timetabled course which gives our students university skills so they are better prepared for the next step in their learning journey. Upon completion, UniReady provides our students with an alternative entrance to Curtin University.

ATAR Pathway

WHAT IS ATAR?

The Australian Tertiary Admissions Rank (ATAR) is a number between 0.00 and 99.95 that reports the rank position of a student relative to other students. If you have an ATAR of 70.00, for example, it indicates that you've achieved as well as or better than 70% of the Year 12 school leaver age population in the state. The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states.

ATAR COURSES

ATAR courses are for students who are aiming to go straight to university. These courses are set by the School Curriculum and Standards Authority (SCSA) and are examined externally. Student results in ATAR courses are used to calculate a student's ATAR.

STUDY REQUIREMENTS

- At least one course must be selected from both List A and List B, with a total of six courses including English
- A minimum of four Year 12 ATAR courses must be selected
- ATAR courses require a minimum of a C grade in year 10 English as a base prerequisite

SELECTING AN ATAR COURSE PATHWAY

- Choose six courses from those listed in this handbook
- Alternatively, choose five courses plus a study period if undertaking a Certificate III or higher or an off-campus qualification
- Ensure that you meet prerequisites of selected course (listed under each course description)

UNIVERSITY ADMISSION

In addition to achieving the WACE, school leaver admission is based upon the student's ATAR, competence in English, and (in some cases), completion of prerequisite courses. The Tertiary Institutions Service Centre (TISC) is the ultimate authority on admission requirements for school leavers and their website (www.tisc.edu.au) provides detailed information. Alternative entry pathways are available through our VET offerings.

Year 11 & 12 Course Offering

ATAR COURSES LIST A

At least one course must be selected from List A

COURSE NAME	DEPARTMENT	PREREQUISITES
<u>Drama</u>	The Arts	60% in Year 10 English
<u>Economics</u>	HASS	60% in Year 10 English and 65% in Year 10 HASS
<u>English</u>	English & Languages	60% in Year 10 English
<u>Geography</u>	HASS	60% in Year 10 English 60% and 65% in Year 10 HASS
<u>History (Modern)</u>	HASS	60% in Year 10 English and 65% in Year 10 HASS
<u>Literature</u>	English & Languages	65% in Year 10 English
<u>Music</u>	The Arts	60% in Year 10 English and Music Practical – Grade 4 (AMEB) and Theory Grade 3 (AMEB) or equivalent, plus weekly lessons with a qualified teacher
<u>Politics and Law</u>	HASS	60% in Year 10 English 60% and 65% in Year 10 HASS
<u>Visual Arts</u>	The Arts	60% in Year 10 English

DRAMA - ATAR

SUBJECT CODE: DRA

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

ATAR Drama facilitates the achievement of four outcomes: drama ideas, drama skills and processes, drama responses and drama in society. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. New technologies are utilised, including digital sound and multimedia. The focus in this course is on individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

ECONOMICS - ATAR

SUBJECT CODE: ECO

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH 65% IN YEAR 10 HASS

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. In Year 11, students break down how everyday markets work and then zoom out to see how big forces - like growth, inflation and unemployment - affect the whole country through macroeconomics. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. These skills open doors to a wide range of pathways in vocational training, technical qualifications and university study - especially in business and commerce fields.

ENGLISH - ATAR

SUBJECT CODE: ENG

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

The Year 11 English ATAR course explores how language, purpose, context and audience shape meaning in imaginative, interpretive and persuasive texts. Students analyse how structure, style and visual elements combine to communicate ideas and represent human experience. They examine how attitudes, values and perspectives are constructed through language and how these position audiences.

Through responding to and creating a range of texts, students develop analytical and creative skills, applying stylistic techniques and reflecting on their own language choices to shape meaning and express ideas effectively. The course fosters fluent written and oral communication, encouraging discussion, debate and reflection while valuing English as essential for lifelong learning.

The Year 12 English ATAR course develops students' critical, creative and analytical skills through engagement with diverse texts from various times, cultures and contexts. Students examine how language, genre, structure and context shape meaning, values and perspectives. They compare and evaluate texts, exploring how style and representation influence audiences. Through close study and wide reading, they create imaginative, interpretive, persuasive and analytical responses, refining communication across written, spoken and multimodal forms. It encourages students to critically engage with texts from their contemporary world, helping students develop a sense of themselves, their world and their place in it.

GEOGRAPHY - ATAR

SUBJECT CODE: AIGEO

LIST: A

PREREQUISITES: 60% IN YEAR 10 ENGLISH 60% AND 65% IN YEAR 10 HASS

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. In Year 11, students learn about natural and ecological hazards (like bushfires, earthquakes and disease outbreaks like Ebola) and how communities prepare for and respond to them. They also look at globalisation, exploring how countries, people and cultures are becoming more connected through things like trade, technology, tourism and migration. Throughout the course, students learn how geographers investigate the world by using a range of tools and skills including interpreting graphs and statistics, mapping and fieldwork.

HISTORY (MODERN) - ATAR

SUBJECT CODE: HIM

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH 65% IN YEAR 10 HASS

Modern History explores the key ideas, events and movements that have shaped the modern world. Students develop their understanding of how societies have changed and the forces that continue to influence life today. In Year 11, students do two depth studies. In Unit 1, students study Capitalism in America (1901–1941). They explore how progressivism, World War I, the 1920s boom, and the Great Depression shaped American society, values and politics. In Unit 2, students investigate Nazism in Germany. They examine the fall of the Weimar Republic, the rise of Adolf Hitler and the Nazi Party, and the impact of Nazi ideology and the Holocaust. Through these studies, students build skills in critical thinking, research, and analysis while exploring how individuals and movements have challenged authority and transformed societies.

LITERATURE - ATAR

SUBJECT CODE: LIT

LIST: A

YEAR 11 PREREQUISITE: 65% IN YEAR 10 ENGLISH

The **Year 11** Literature ATAR course develops independent, critical and creative thinkers who appreciate the aesthetic power of language and engage deeply with texts across cultures and eras. Students analyse how literary works represent ideas, values and perspectives, and how they connect through intertextuality. Through close study of prose, poetry and drama, they explore style, context and meaning. Students create imaginative and analytical responses, articulating informed interpretations and experimenting with language and form to express insight and originality. The course encourages students to critically engage with texts from their contemporary world, helping students develop a sense of themselves, their world and their place in it.

The **Year 12** Literature ATAR course develops independent, critical and creative thinkers who analyse how language, culture and identity shape meaning. Students study diverse texts across time and form, exploring how representations convey values and perspectives. Through close analysis, they evaluate style, structure and interpretation, and reflect on the power of language to influence response. Students create analytical and imaginative works that challenge ideas, adapt conventions and express insight, demonstrating confidence, originality and an appreciation of literary artistry.

MUSIC - ATAR

SUBJECT CODE: MUS

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH AND MUSIC PRACTICAL – GRADE 4 (AMEB) & THEORY GRADE 3 (AMEB) OR EQUIVALENT + WEEKLY LESSONS WITH A QUALIFIED TEACHER

ATAR Music encourages students to explore a range of musical experiences aimed at developing their musical skills, understanding, and creative potential. The course consists of a 50% written component and a 50% practical component, for which students can choose to perform on an instrument or voice. Students are provided with opportunities for creative expression and the development of aesthetic appreciation and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences. This course can provide a pathway for further training and employment within the music industry.

POLITICS AND LAW - ATAR

SUBJECT CODE: AIPAL

LIST: A

PREREQUISITES: 60% IN YEAR 10 ENGLISH 60% AND 65% IN YEAR 10 HASS

The Politics and Law ATAR course develops students' knowledge and understanding of political and legal systems in Australia and around the world. In Year 11, students examine both democratic and non-democratic countries, compare elections in Australia with those in the United States, and analyse our legal system alongside non-common law countries like France. They get to unpack real cases including the Claremont and Mushroom murder trials. Studying Politics and Law provides a strong foundation for careers in law, government, foreign affairs, journalism, commerce and more.

VISUAL ARTS - ATAR

SUBJECT CODE: VAR

LIST: A

YEAR 11 PREREQUISITE: 60% IN YEAR 10 ENGLISH

This course enables students to engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR Course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

ATAR COURSES LIST B

At least one course must be selected from List B

COURSE NAME	DEPARTMENT	PREREQUISITES
<u>Accounting and Finance</u>	HASS	65% in Year 10 English and 60% in Year 10 Mathematics
<u>Biology</u>	Science	65% in Extension Science OR 75% in Mainstream Science
<u>Chemistry</u>	Science	65% in Extension Science OR 75% in Mainstream Science AND 60% in Extension Mathematics OR 70% in Mainstream Mathematics
<u>Engineering</u>	Technology	65% in Year 10 Maths and 65% in Year 10 Science
<u>Human Biology</u>	Science	65% in Extension Science OR 75% in Mainstream Science
<u>Mathematics Applications</u>	Maths	50% or higher in Year 10 Mathematics Extension OR 60% or higher in Year 10 Mathematics Mainstream
<u>Mathematics Methods</u>	Maths	60% or higher in Mathematics Extension OR 75% or higher in Mathematics Mainstream
<u>Mathematics Specialist</u>	Maths	70% or higher in Mathematics Extension OR 85% or higher in Mathematics Mainstream
<u>Physical Education Studies</u>	Health & Physical Education	65% or higher in Science. Desirable that Year 10 Sport Science is completed
<u>Physics</u>	Science	65% in Extension Science OR 75% in Mainstream Science AND 65% in Extension Mathematics OR 75% in Mainstream Mathematics

ACCOUNTING AND FINANCE - ATAR

SUBJECT CODE: ACF

LIST: B

RECOMMENDED: 65% IN YEAR 10 ENGLISH 60% IN YEAR 10 MATHEMATICS

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. In Year 11, students learn about small business accounting and prepare and analyse financial reports for a variety of business organisations. They gain the ability to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

BIOLOGY - ATAR

SUBJECT CODE: BLY

LIST: B

YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

CHEMISTRY - ATAR

SUBJECT CODE: CHE

LIST: B

YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE AND 60% IN EXTENSION MATHEMATICS OR 70% IN MAINSTREAM MATHEMATICS

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

ENGINEERING STUDIES - ATAR

SUBJECT CODE: BCN

LIST: B

PREREQUISITES: 65% IN YEAR 10 MATHS AND 65% IN YEAR 10 SCIENCE

The Year 11 Engineering course develops students' understanding of how science, mathematics, and technology combine to solve real-world problems. Students engage in analytical and design-based learning, exploring engineering principles, mechanics, materials, and systems to prepare for further study and practical application.

Throughout the year, students apply their knowledge through a series of hands-on projects. In Semester 1, they construct a timer circuit and a continuity tester, learning how components such as capacitors, LEDs, resistors, and transistors function within a circuit. In Semester 2, students explore digital, analogue, and pulse width modulation (PWM) signals to design and build a mechanical claw. Controlled by a microcontroller and servo motors, the claw integrates electrical and mechanical systems. Students also use computer-aided design (CAD) to design and 3D print housing for the claw and its stand, developing creativity, problem-solving, and technical skills while managing projects from concept to completion.

Year 12 Engineering

The Year 12 Engineering course provides students with practical, hands-on experience in applying engineering principles to real-world problems. Students focus on designing, building, and testing projects using tools, machinery, and computer-aided design (CAD), developing skills in technical drawing, fabrication, and problem-solving. The course encourages creativity, teamwork, and critical thinking, enabling students to explore innovative solutions while managing projects from concept to completion.

To gain real-world insight, students visit RCR Engineering in Bunbury, a company that produces world-leading conveyor systems for Australian mining firms. This visit allows students to observe how an engineering firm operates and understand the processes involved in designing and manufacturing advanced systems. Students then apply this knowledge by producing their own working model of a conveyor system, complete with a colour-sorting sensor, bridging the gap between theory and practical engineering experience.

HUMAN BIOLOGY - ATAR

SUBJECT CODE: HBY

LIST: B

YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN MAINSTREAM SCIENCE

The Human Biology ATAR course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

MATHEMATICS APPLICATIONS - ATAR

SUBJECT CODE: MA

LIST: B

YEAR 11 PREREQUISITE: 50% OR HIGHER IN YEAR 10 MATHEMATICS EXTENSION; OR 60% OR HIGHER IN YEAR 10 MATHEMATICS MAINSTREAM

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It both builds on, and adds to, concepts from Years 7 to 10, introducing new mathematical skills and the use of the Casio Classpad calculator. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

MATHEMATICS METHODS - ATAR

SUBJECT CODE: MAM

LIST: B

YEAR 11 PREREQUISITE: 60% OR HIGHER IN MATHEMATICS EXTENSION; OR 75% OR HIGHER IN MATHEMATICS MAINSTREAM

This course focuses on the use of calculus and statistical analysis; introducing new and exciting mathematical skills in addition to advancing the use of the Casio Classpad calculator. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of technical disciplines at the tertiary level. It is recommended that capable mathematics students study Mathematics Methods ATAR in conjunction with Mathematics Specialist ATAR as this pairing can be beneficial to their ATAR in Year 12. Ten percent of the scaled score for Mathematics Methods is added to the TEA (used for calculating ATAR) regardless of whether this subject is in the student's top four.

MATHEMATICS SPECIALIST - ATAR

SUBJECT CODE: MAS

LIST: B

**YEAR 11 PREREQUISITE: 70% OR HIGHER IN MATHEMATICS EXTENSION;
OR 85% OR HIGHER IN MATHEMATICS MAINSTREAM**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. This is the only ATAR Mathematics course that cannot be taken as a stand-alone course and it must be studied in conjunction with the Mathematics Methods course as preparation for entry to specialised university courses such as Engineering, Physical Sciences and Mathematics. The pairing of Mathematics Methods ATAR and Mathematics Specialist ATAR can help to maximise ATAR in Year 12 for capable mathematics students. Ten percent of the scaled score for both Mathematics Methods and Mathematics Specialist is added to the TEA (used for calculating ATAR) regardless of whether these subjects are in the student's top four.

PHYSICAL EDUCATION STUDIES - ATAR

SUBJECT CODE: PES

LIST: B

**YEAR 11 PREREQUISITE: 65% OR ABOVE IN SCIENCE. DESIRABLE THAT
YEAR 10 SPORT SCIENCE IS COMPLETED**

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

PHYSICS - ATAR

SUBJECT CODE: PHY

LIST: B

**YEAR 11 PREREQUISITE: 65% IN EXTENSION SCIENCE OR 75% IN
MAINSTREAM SCIENCE AND 65% IN EXTENSION MATHEMATICS
OR 75% IN MAINSTREAM MATHEMATICS**

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

General Pathway

The **General Pathway** is designed for students who are aiming to:

- enter **further training** (such as TAFE or apprenticeships), or
- move **directly into the workforce** after school
- aim for an alternative entry to university rather than ATAR

COURSE STRUCTURE

- **General courses** are offered in both **Year 11 and Year 12**.
- Students complete a **range of class-based assessments**, such as tests, investigations, practical work, and projects.
- There are **no external ATAR exams**, but in Year 12 students complete an **Externally Set Task (EST)** for each General course.
 - The EST is set by the School Curriculum and Standards Authority (SCSA) and marked by teachers in accordance with SCSA guidelines.
 - It contributes to the student's **school-based assessment**.

POST-SCHOOL OPPORTUNITIES

General Pathway students can pursue:

- **TAFE qualifications** (Certificate II, III, or IV)
- **Apprenticeships and traineeships**
- **Employment**
- **Bridging or enabling programs** for future university entry

COMBINATION WITH VOCATIONAL EDUCATION AND TRAINING (VET)

Many General Pathway students also complete **VET qualifications** as part of their senior secondary studies.

- These can contribute **towards WACE** requirements.
- A **Certificate II or higher** can meet part of the WACE achievement standard.

GENERAL COURSES LIST A

At least one course must be selected from List A

COURSE NAME
<u>Children, Family and the Community</u>
<u>Drama</u>
<u>English</u>
<u>History_(Ancient)</u>
<u>Japanese</u>
<u>Music</u>
<u>Visual Art</u>

CHILDREN, FAMILY & THE COMMUNITY - GENERAL

SUBJECT CODE: CFC

LIST: A

This course provides opportunities to develop an understanding of the development, health and well-being of infants and children. Through emphasis on practical activities, hands-on activities, students will explore the stages of child development from conception to school age. It is a very rewarding and engaging course that has a broad appeal to students who want to work with children in the future.

Focus areas covered in the course are:

- Stages of child development from pregnancy, childbirth and key milestones.
- The role family plays in the development of young children.
- The importance of play.
- Early Childhood Education and ways to care and work with children.
- Regular visits and interaction with children in Early Childhood classes.

This course leads directly to the Children, Family & Community and a good background for careers related to working with children.

DRAMA - GENERAL

SUBJECT CODE: DRA

LIST: A

The General Drama courses focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

ENGLISH - GENERAL

SUBJECT CODE: ENG

LIST: A

The Year 11 English General course builds confident and capable communicators for everyday, community, workplace and further education contexts. It strengthens language, literacy and analytical skills for both imaginative and practical purposes. Students study how structure, language, audience and context shape meaning across a range of written, spoken, digital and multimodal texts. Working independently and collaboratively, they create analytical, imaginative, interpretive and persuasive pieces, developing the communication and critical thinking skills needed for diverse post-school pathways.

The Year 12 English General course develops competent, confident and engaged communicators for everyday, community, workplace and further education contexts. It refines students' language, literacy and literary skills for imaginative and practical purposes. Students analyse how structure, language, audience and context shape meaning across written, spoken, multimodal and digital texts. Working independently and collaboratively, they apply this understanding to create analytical, imaginative, interpretive and persuasive responses, building the communication skills needed for success beyond school.

HISTORY (ANCIENT) - GENERAL

SUBJECT CODE: HIA

LIST: A

The Ancient History General course allows students to explore and evaluate life in early civilisations through the careful analysis and interpretation of physical and written evidence. By examining ancient sites, events, and individuals, students gain insights into how past societies lived, worked and thought. In Year 11, students investigate a range of fascinating cultures. These may include Ancient Rome, the Vikings, Australia's First Nations Peoples, and the Celts, developing a deep understanding of how human societies have evolved over time.

JAPANESE - GENERAL

SUBJECT CODE: JSL

LIST: A

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills. The Japanese: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. It is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

MUSIC - GENERAL

SUBJECT CODE: MUS

LIST: A

Students listen to, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry. The Music General course syllabus is designed around the same four key outcomes as the Music ATAR course. The course consists of a written component and a practical component. The written component incorporates 'aural and theory', 'composition and arrangement', and 'investigation and analysis'. The practical component is independent of the written component and requires individual tuition from an instrumental teacher.

VISUAL ART - GENERAL

SUBJECT CODE: VAR

LIST: A

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

GENERAL COURSES LIST B

At least one course must be selected from List B

COURSE NAME
<u>Engineering</u>
<u>Food Science Technology</u>
<u>Human Biology</u>
<u>Materials Design Technology</u>
<u>Mathematics Essential</u>
<u>Outdoor Education</u>
<u>Physical Education</u>
<u>Psychology</u>

ENGINEERING - GENERAL

SUBJECT CODE: BCN

LIST: B

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students further develop their engineering and technology skills in planning and implementing a process whilst manipulating tools and machines to produce a final prototype that meets designed solutions. The majority of the course will focus on mechatronic based Arduino or Raspberry Pi control projects. Those students with a desire to take a pathway in an electronic control or technical careers will find this course highly beneficial as it prepares them for the experiences they will later encounter.

FOOD SCIENCE TECHNOLOGY - GENERAL

SUBJECT CODE: FST

LIST: B

Food Science and Technology General course students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

HUMAN BIOLOGY - GENERAL

SUBJECT CODE: HBY

LIST: B

An understanding of Human Biology is essential for making good life decisions and contributing effectively to discussions related to health issues in the community. In the Human Biology General course, students engage in activities and investigations to explore the interdependence of body systems for maintaining life and how personal decisions can affect a human body's functions and their quality of life.

Practical activities are an integral part of this course and students develop a range of laboratory skills. Practical activities will be used to explore the body systems through practical examination of cells, organs and systems and model processes. Students will learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances, vaccination and the manipulation of fertility. Students will be encouraged to use digital technologies to interpret and communicate their findings in a variety of ways.

MATERIALS DESIGN TECHNOLOGY - GENERAL

SUBJECT CODE: MDT

LIST: B

The Materials Design and Technology General course is a practically enriched course that allows students the opportunity to work with a combination of natural and manmade wooden or metallic materials. Using these to individually design and manufacture two typical highly decorative household products over the course of the academic year. The four units covered across the course promote and support design thinking, innovation and continued skills development. Successful students will research and test materials using a variety of strategies to develop innovative and creative ideas to the design situation and bring their final project to fruition. Students will also apply time management and workplace safety when planning and implementing their process whilst they manipulate these tools and machines to produce high-quality products. Those students with a desire to take a pathway in construction, trade, design or technical careers will find this course highly beneficial as it prepares them for the experiences they will later encounter.

MATHEMATICS ESSENTIAL - GENERAL

SUBJECT CODE: MAE

LIST: B

A course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It uses and builds on concepts from Years 7 to 10 to provide students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. Students will have the opportunity to apply the mathematical thinking process to real-world problems

OUTDOOR EDUCATION - GENERAL

SUBJECT CODE: OED

LIST: B

YEAR 11: The course offers students the opportunity to obtain a Recreational Skippers Ticket qualification and participate in sailing lessons at the local Geographe Bay Yacht Club (GBYC). A highlight of the program is a seven-day Sea Trek Camp to Shark Bay, where students will sail along the coast and camp remotely, with all expenses covered. Later in the year, students will undertake a two-day camp to the Stirling Ranges to explore the area and climb Bluff Knoll. The program is based on creating experiences that build resilience, self management skills and confidence in students. This is done in a progressive and supportive environment.

A levy of \$850 applies to this course for compulsory camps, excursions and training courses.

YEAR 12: The course offers students the opportunity to obtain an Open Water Scuba Diving qualification. This is done during their first 3 day camp in the South West, obtaining this locally. Students participate in sailing lessons at the local Geographe Bay Yacht Club (GBYC). Later in the year, students will plan and undertake a three-day camp, choosing from activities such as canoeing, hiking, or mountain biking. The program is based on creating experiences that build resilience, self management skills and confidence in students. This is done in a progressive and supportive environment.

A levy of \$850 applies to this course for compulsory camps, excursions and training courses.

PHYSICAL EDUCATION STUDIES - GENERAL

SUBJECT CODE: PES

LIST: B

The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

PSYCHOLOGY - GENERAL

SUBJECT CODE: PSY

LIST: LIST B

NO PREREQUISITES FOR GENERAL COURSE

In the Psychology ATAR course, students will be introduced to psychological knowledge, which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how we examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill, which students can apply throughout their study, work and everyday lives.

Vocational Education & Training Pathway

WHAT IS VET?

Vocational Education and Training (VET) engages Senior School students in work related learning built on strategic partnerships between GMAS, training organisations, business, industry and the wider community. VET courses are delivered by a Registered Training Organisation (RTO) such as TAFE and/or private training providers.

A Year 10 student, in consultation with the Head of VET, is able to access the Senior School VET program. Some external courses attract fees which are set by the RTOs and notified on acceptance of a position in the course.

South Regional TAFE and the Bunbury Regional Trade Training Centre run a comprehensive 'Try A Trade' program which is available to interested Year 10 students throughout the year. Students can register for these programs with the Head of VET at the start of the year, or as each program is advertised.

CERTIFICATE COURSES

VET qualifications will place students in good stead to embark on their chosen career paths. Qualifications range across four levels of Certificates.

GMAS delivers six certificate courses on campus, almost all of which are free of charge. Our certificate courses are delivered by IVET and AIET as our preferred Registered Training Organisations.

Students are also able to enrol in over 60 certificate courses at our partner registered Training Organisations including TAFE and the Bunbury Regional Trade Training Centre (BRTTC).

Completion of a certificate course counts towards WACE graduation.

VET PATHWAYS

GMAS offers VET pathways that cater for varying student aspirations and academic abilities. There are many benefits to undertaking a VET course whilst at school, including

- Gaining a nationally recognised qualification
- Gaining an apprenticeship or traineeship
- Developing relevant industry knowledge and experience
- Networking and establishing links with employers
- Achieving points towards WACE graduation
- Providing a pathway to employment or further study (including alternate entry to university)

VET Courses

On Campus Courses

BUSINESS

Certificate II Workplace Skills Certificate III Business

Delivered by: IVet (RTO 32413)
Contact: Mr Philip Deroost

The Certificate II Workplace Skills and III Business qualifications develop your practical skills and knowledge to undertake a range of tasks in an office or business environment. You will learn skills to develop a broad range of competencies in varied office tasks, including customer service, basic accounting, workplace health and safety, workplace schedules and organisation.

The Certificate III course can only be taken in Year 12 or after the completion of Certificate II.

A requirement of this course is the completion of a St John's Ambulance First Aid Certificate which costs approximately \$140.

EDUCATION SUPPORT

Certificate II in Education Support

Delivered by: FEC (RTO 50354)
Contact: Mr Philip Deroost

This qualification reflects the role of workers who assist teachers and support student learning in a range of classroom settings.

Students complete general administrative as well as operational tasks to support students with learning under the guidance of a teacher or other educational professional.

Work requires use of discretion and judgement within the boundaries of established policies and procedures.

On Campus Courses

SHORT COURSES ON CAMPUS

COURSE NAME	DURATION	COST
Barista Training	10 Hours	\$90
Construction Industry White Card	Online	Approx \$40

CERTIFICATE COURSES ON CAMPUS

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Workplace Skills	1 Year	
Certificate III Education Support	2 Years	100 Hours
Certificate III Sport and Recreation	1-2 Years	
YEAR 11 – Certificate II in Sport Coaching	1 year	
YEAR 12 – Certificate III in Sport, Aquatics and Recreation	1 year	

Off Campus Courses

CERTIFICATE COURSES OFF CAMPUS-SOUTH REGIONAL TAFE BUSSELTON

COURSE NAME	DURATION	WORK PLACEMENT
Certificate IV Preparation for Health and Nursing Studies	Terms 1-4, Thursday/ Friday	
Certificate II Horticulture	Terms 1-3, Thursday/ Friday	

CERTIFICATE COURSES OFF CAMPUS-SOUTH WEST REGIONAL TAFE BUNBURY

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Conservation and Land Management	Terms 1-3, Thursday/ Friday	
Certificate II Retail Cosmetics	Terms 1-3, Thursday/ Friday	
Certificate II Salon Assistant	Terms 1-2, Thursday/ Friday	
Certificate III Accounts Administration	Terms 1-3, Thursday/ Friday	
Certificate II Hospitality	Terms 1-2, Thursday/ Friday	
Certificate II Retail Services	Terms 1-3, Thursday/ Friday	63 Hours

CERTIFICATE COURSES OFF CAMPUS- SOUTH WEST REGIONAL TAFE BUNBURY

COURSE NAME	DURATION	WORK PLACEMENT
Certificate II Horticulture	Terms 1-3, Thursday/ Friday	
Pre-Apprenticeship Servicing Technology (Light Vehicle Servicing)	Terms 1-4, Thursday/ Friday	183 Hours
Pre-Apprenticeship Servicing Technology (Heavy Vehicle Servicing)	Terms 1-4, Thursday/ Friday	183 Hours
Pre-Apprenticeship Commercial Cookery (Kitchen Operations)	Terms 1-3, Thursday/ Friday	
Pre-Apprenticeship Building & Construction (Carpentry & Joinery)	Terms 1-3, Thursday/ Friday	220 Hours
Pre-Apprenticeship Building & Construction (Bricklaying & Blocklaying)	Terms 1-3, Thursday/ Friday	220 Hours
Pre-Apprenticeship Building & Construction (Painting & Decorating)	Terms 1-3, Thursday/ Friday	125 Hours

CERTIFICATE COURSES OFF CAMPUS- SOUTH WEST REGIONAL TAFE MARGARET RIVER

COURSE NAME	DURATION	WORK PLACEMENT
Certificate IV Preparation for Health and Nursing Studies	Terms 1-4, Monday	
Certificate II Kitchen Operations (Pre- apprenticeship)	Terms 1-3, Monday	163 Hours
Certificate II Community Services	Terms 1-3, Monday	100 Hours
Certificate II Hospitality	Terms 1-3, Thursday	
Certificate II Music Industry	Terms 1-3, Monday	

BUNBURY REGIONAL TRADE TRAINING CENTRE

Bunbury Catholic College



Eaton Community College



Manea Senior College



COURSE NAME	COST	COURSE DURATION	DAYS	SITE	WORK PLACEMENT
Certificate IV in Preparation for Health and Nursing Studies	Nil	2 days / week over 3 terms	Thursday and Friday	MSC	Not required
Certificate II in Plumbing	Nil	1 day / week over 3 terms	Thursday	BCC	158 hours MPA Skills to assist finding
Certificate II in Building and Construction (Pathway - Trades) (continuing students) CTF SCHOLARSHIP	Nil	1 day / week over 2 years	Friday	ECC	110 hours per year
Certificate II in Building and Construction (Pathway - Trades) (new students)	Nil	1 day / week over 3 terms	Monday	ECC	Not required
Certificate II in Building and Construction (Pathway - Trades) (new students) CTF SCHOLARSHIP	Nil	1 day / week over 3 terms	Thursday	ECC	220 hours TBC

Certificate II in Automotive Servicing	\$3,250.00	1 day per week over 3 terms	Tuesday	ECC	Not compulsory but recommended
Certificate II in Automotive Vocational Preparation	\$2,950.00	1 day / week over 3 terms	Friday	ECC	Not compulsory but recommended
Certificate II in Workplace Skills	\$1,115.00	1 day / week over 3 terms	Wednesday	BCC	Not required
Certificate IV Community Services	\$1,590.00	1 day / week over 3 terms	Friday	MSC	Not required
Certificate II in Medical Service First Response	\$1895 plus \$190	1 day / week over 3 terms	Thursday	MSC	Not required
Certificate III in Health Services Assistance	\$2695 plus \$190	1 day / week over 3 terms	Friday	MSC	Not required
Certificate III in Dental Assisting	\$5390 plus \$190 (Over 2 years)	2 days / week over 7 terms (includes WPL)**	Friday and Thursday	MSC	300 hours
Certificate IV in Dental Assisting (pre- req Cert III Dental Assisting)	\$2,790.00	2 days / week over 1 year	Friday and Thursday	MSC	Not required
Certificate II in Engineering Pathways	\$2,950.00	1 day / week plus WPL over 3 terms	Friday and Thursday (2 classes)	BCC	Not compulsory but recommended
Certificate II in Electrotechnology (Career Start)	Nil	2 days / week over 3 terms (includes WPL)	Monday and Tuesday OR Thursday and Friday	ECC	162 hours

Resources

TERITARY INSTITUTES

Curtin University
www.curtin.edu.au

Edith Cowan University
www.ecu.edu.au

Murdoch University
www.murdoch.edu.au

South Regional TAFE
www.southregionaltafe.wa.edu.au

University of Notre Dame
www.notredame.edu.au

University of Western Australia
www.uwa.edu.au

GOVERNING BODIES

TISC Tertiary Institutions Service Centre

For information about tertiary courses and admissions.
www.tisc.edu.au

School Curriculum & Standards Authority (SCSA)

Responsible for the Year 11 and 12 curriculum, assessment, standards and reporting for WA schools. Official source of information for WACE.
www.scsa.wa.edu.au

CAREER SERVICES

Department of Training & Workforce Development
www.dtwd.wa.gov.au

Defence Force Careers
www.defencejobs.gov.au

**Centrelink
(Department of Human Services)**
www.centrelink.wa.edu.au

Jobs & Skills Centres
www.jobsandskills.wa.edu.au

Job Search
www.jobsearch.gov.au

Job Guides Online
www.myskills.gov.au

OTHER

Family and Friends

Students are encouraged to speak with someone who is currently employed in the type of work they are interested in. These people are in the best position to provide detailed information about the specific career.

UCAT Preparation (Med School entry)
www.medentry.edu.au