



2027 Senior Secondary Course Information Year 12





[Click individual links below to view courses](#)

Guide to Abbreviations	5
The Arts	6
Media Production & Analysis – ATAR	6
Visual Arts	6
Visual Arts – ATAR	6
Visual Arts - General	6
Career Development	6
Career and Enterprise – Foundation	6
Career and Enterprise – General	8
English	9
English – Preliminary	9
English – General	10
English – Foundation	11
English - ATAR	12
English as an Additional Language or Dialect	13
English as an Additional Language or Dialect - General	13
English as an Additional Language or Dialect – ATAR	15
English as an Additional Language or Dialect - Foundation	17
Literature	19
Health & Physical Education	20
Health Studies	20
Health Studies – General	20
Health Studies – ATAR	22
Health, Physical and Outdoor Education – Foundation	23
Humanities and Social Sciences	25
Accounting and Finance	25
Business Management & Enterprise – General	26
Economics – ATAR	28
Geography	29
Geography – General	29
Geography – ATAR	30
Modern History	31



Modern History – General.....	31
Modern History – ATAR	32
Politics and Law – ATAR.....	33
Languages	34
Chinese – ATAR	34
French – ATAR	35
Indonesian – ATAR	36
Italian – ATAR	37
Japanese – ATAR.....	38
Mathematics.....	39
Mathematics Specialist – ATAR.....	39
Mathematics Methods – ATAR	40
Mathematics Applications – ATAR.....	41
Mathematics Essential	42
Mathematics Foundation	43
Mathematics Preliminary	44
Science	45
Biology – ATAR.....	45
Chemistry - ATAR.....	46
Human Biology	48
Human Biology – General.....	48
Human Biology – ATAR	50
Science in Practice.....	51
Psychology	54
Psychology – General	54
Psychology – ATAR	56
Technologies.....	58
Applied Information Technology	58
Applied Information Technology - General.....	58
Applied Information Technology – ATAR	60
Automotive Engineering & Technology - General	61
Children, Family and Community – General	63
Computer Science	64
Computer Science – ATAR.....	64



Computer Science – General.....	65
Design: Photography – General.....	66
Design: Technical Graphics - General.....	67
Material Design Technology (Wood)	68
Material Design Technology (Wood)	68
Preliminary Material Design Technology (Wood).....	69
SCSA Endorsed Programs	70
ASDAN	70
ASDAN – Short Course	70
ASDAN – Towards Independence	71
ASDAN – Transition Challenge	73
ASDAN – Workright	74
ASDAN – International Award Program	75
Community Arts Performance	76
Community Service.....	77
Elite Sports Performance	78
Keys 4 Life-Plus	79
Off-Campus Enrichment Program	80
Recreational Pursuits	81
Workplace Learning.....	82
VET Qualifications	83
Certificates.....	83
Certificate I in Agriculture	83
Certificate II in Conservation and Ecosystem Management.....	84
Certificate II in Workplace Skills	85
Certificate II in Visual Arts	86
Certificate II in Financial Services	87
Certificate I in Skills for Vocational Pathways.....	89
Certificate II in Skills for Work and Vocational Pathways	90
Certificate II in Applied Digital Technologies	91
Certificate II in Sport and Recreation	92
School Based Apprenticeships and Traineeships.....	93
UniReady.....	95
Curtin University - UniReady	95



Guide to Abbreviations

Guide to key abbreviations

Abbreviation	Full term
ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy Assessment
the Authority	School Curriculum and Standards Authority SCSA
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement
VETdSS	Vocational Education and Training for Secondary Students



The Arts

Career Development

Career and Enterprise – Foundation

Year Level:	Year 12
Codes:	FTCAE
SCSA Syllabus link:	Career and Enterprise
Course Content Description:	F3CAE In this unit, students: • Develop skills in functional literacy and numeracy • Investigate lifelong learning, labour market trends and personal goals for future planning • Develop effective job application skills • Explore workplace issues and problem-solving • Explore work/ life balance • Investigate volunteering/ community service F4CAE In this unit, students: • Develop skills in functional literacy and numeracy • Develop interview techniques • Explore career goals and post-school training options via a career portfolio • Develop skills for independent living • Develop financial management skills
Recommended Background:	Year 11 Foundation Career and Enterprise
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally set task (EST) compulsory in Term 2 Year 12

General Pathway:

Entry into training or the workforce





Career and Enterprise – General

Year Level:	Year 12
Codes:	GTCAE
SCSA Syllabus link:	Career and Enterprise General Y12
Course Content Description:	G3CAE The focus of this unit is adopting a proactive approach to securing and maintaining work including: • Self-management strategies to enhance personal change and growth • Considering labour market information to identify employment opportunities • Remaining employable in constantly changing workplaces, • The development and refinement of own electronic individual pathway plan (IPP) G4CAE The focus for this unit is issues associated with career management, workplaces and influences and trends in times of change including: • The need to undertake personal and professional development opportunities • Adapting communication skills to show respect for differences within the work place • Being enterprising in a changing global economy, • Methods of finding job opportunities, including cold canvassing
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



English

English – Preliminary

Year Level:	Year 12
Codes:	P3ENG, P4ENG
SCSA Syllabus link:	English Preliminary
Course Content Description:	P3ENG The focus for this unit is a continuation of the focus on independence in Units 1 & 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings. These units develop students' participation and interaction skills. Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches. P4ENG The focus for this unit is to continue to develop independence. Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interaction.
Recommended Background:	No prerequisite
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	N/A
General Pathway:	Entry into training or the workforce

English – General



Year Level:	Year 12
Codes:	GTENG
SCSA Syllabus link:	Year 12 General English
Course Content Description:	G3ENG This unit focuses on exploring different perspectives presented in a range of texts and contexts. In this unit, students • Examine the ways that perspectives are presented in literary, every day and workplace texts • Understand how language choices influence specific audiences • Create oral, written and multimodal texts that convey a perspective. G4ENG This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. In this unit, students • Investigate the way language is used to present issues and attitudes • Understand the ways in which language is used to influence and engage different audiences • Create oral, written or multimodal texts that communicate ideas and perspectives on issues and events.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



English – Foundation

Year Level:	Year 12
Codes:	F3ENG, F4ENG
SCSA Syllabus link:	Year 12 Foundation English
Course Content Description:	F3ENG In this unit, students • Develop skills in functional literacy, including appropriate spelling, punctuation and grammar • Develop skills in reading texts for work, learning, community and/or everyday personal contexts • Develop skills in producing texts for work, learning, community and/or everyday personal contexts • Develop skills in speaking and listening for work, learning, community and/or everyday personal contexts. F4ENG In this unit, students • Develop skills in functional literacy, including appropriate spelling, punctuation and grammar • Develop skills in reading texts for work, learning, community and/or everyday personal contexts • Develop skills in producing texts for work, learning, community and/or everyday personal contexts • Develop skills in speaking and listening for work, learning, community and/or everyday personal contexts.
Recommended Background:	OLNA Literacy standard not met
Prerequisites:	Year 11 English
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally set task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry to training or the workforce



English - ATAR

Year Level:	Year 12
Codes:	ATENG
SCSA Syllabus link:	Year 12 ATAR English
Course Content Description:	A3ENG In this unit, students • Compare texts from similar or different genres and contexts • Compare and contrast distinctive features of genres • Analyse and critically appraise how the conventions of texts influence responses • Create a range of texts • Reflect on their own and others' texts. A4ENG In this unit, students • Investigate and evaluate the relationship between texts and contexts • Evaluate different perspectives, attitudes and values represented in texts • Evaluate how texts offer perspectives • Create a range of texts • Reflect on their own and others' texts.
Recommended Background:	C grade or higher in Year 11 ATAR English
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



English as an Additional Language or Dialect

English as an Additional Language or Dialect - General

Year Level:	Year 12
Codes:	GTELD
SCSA Syllabus link:	Year 12 General EAL/D
Course Content Description:	The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace. G3ELD In this unit, students: • Investigate the relationship between language and culture in a range of contexts • Understand how text structures and language features are used to shape oral, written and multimodal texts • Explore the context, purpose and audience of texts • Plan and create oral, written and multimodal texts to communicate ideas to a specific audience • Develop skills for work and further study G4ELD In this unit, students: • Use SAE language skills for effective communication in an expanding range of contexts • Develop skills to use cohesive structures at a sentence, paragraph and whole text level

	• Identify, analyse and evaluate attitudes, values and culturally based assumptions in texts • Plan, draft and edit extended written, oral and multimodal texts • Use strategies for collecting, analysing, organising and presenting ideas and information
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	Online in Moodle and online lessons
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
General Pathway:	Entry into further study, training or the workforce

English as an Additional Language or Dialect – ATAR



Year Level:	Year 12
Codes:	ATELD
SCSA Syllabus link:	Year 12 ATAR EAL/D
Course Content Description:	The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study. A3ELD In this unit, students: • Use communication skills to evaluate how texts present ideas and opinions. • Understand the relationships between information, ideas, language and values in texts. • Investigate and compare perspectives in a range of texts. • Plan and create oral, written and multimodal texts appropriate to purpose and audience. A4ELD In this unit, students: • Respond to issues and ideas using effective communication skills. • Investigate the relationships between information, ideas, language and values in a range of texts. • Examine perspectives in a range of texts. • Plan and create oral, written and multimodal texts appropriate to a

	range of contexts, purposes and audiences.
Prerequisites:	Students must meet the eligibility requirements for EAL/D courses as outlined by SCSA. Enrolment into EAL/D as a Year 12 student cannot occur without eligibility approval. For a student to gain approval to enrol, the appropriate eligibility application must be completed and submitted to SCSA.
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
General Pathway:	Entry into further study, training or the workforce



English as an Additional Language or Dialect - Foundation

Year Level:	Year 12
Codes:	FTELD
SCSA Syllabus link:	Year 12 Foundation EAL/D
Program Information:	A year 12 student can enrol in the Foundation EAL/D Course if they have eligibility approval from the teacher and school principal. For a student to be approved, the school must complete and retain the required documentation and supporting evidence. EAL/D courses are for students who meet one of the criteria listed below: • who were born outside of Australia and/or their first language is not English OR • who are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and are acquiring Standard Australian English as an additional language/dialect OR • who are deaf or hard-of-hearing and communicate using signing, such as Auslan, as their first language. This course recommends minimum level 1b on the EAL/D Progress Map for Late Adolescence. Ref: https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english-as-an-additional-language-or-dialect
Course Content Description:	The EAL/D course is designed for students who speak another language or dialect as their first or 'home' language. The thematic focus for Year 12 Foundation EAL/D is life skills and choices. Unit 3 focuses on students responding to and creating cohesive texts in familiar contexts in

	Standard Australian English (SAE). Students engage with familiar and some unfamiliar texts to develop language skills for effective communication in SAE in most social, familiar and some community situations. Unit 4 focuses on students responding to and creating extended texts in personal, social, community and workplace contexts in Standard Australian English (SAE). The ability to use SAE language skills to communicate for a range of purposes and audiences is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. In the course over both units, students will: • participate in and maintain oral and written communication in a variety of contexts • demonstrate literal and some inferential comprehension of information and ideas used in texts • examine a growing range of texts to identify and discuss text structures and language features • use SAE with some accuracy to create oral, written and multimodal texts with increasing awareness of context, purpose and audience.
Recommended Background:	Year 11 Foundation English or EAL/D, Intensive English Centre
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	WACE Graduation

Literature



Year Level:	Year 12
Codes:	ATLIT
SCSA Syllabus link:	Year 12 Literature ATAR
Course Content Description:	A3LIT In this unit, students • Evaluate the ways in which literary texts represent culture and identity • Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts • Create analytical texts • Create imaginative texts. A4LIT In this unit, students • Evaluate the dynamic relationship between authors, texts, audiences and contexts • Evaluate and reflect on the ways in which literary texts can be interpreted • Create analytical texts • Create imaginative texts.
Recommended Background:	B grade or higher in Year 11 ATAR Literature
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External compulsory examination in Term 4 Year 12
ATAR Pathway:	Entry into University



Health & Physical Education

Health Studies

Health Studies – General

Year Level:	Year 12
Codes:	GTHEA
SCSA Syllabus link:	Health Studies Year 12 General
Course Content Description:	G3HEA In this unit, students will • develop their knowledge on the determinants of health • examine health literacy and factors that influence the use of health products and services • develop their knowledge of the action areas of the Ottawa Charter and strategies to reduce health inequities • use health inquiry skills to complete research on health issues • investigate steps in the stages of change model and motivations and skills required for behaviour change. G4HEA In this unit, students • develop their knowledge of impact on personal and community health status of the determinants of health • use health inquiry skills to refine investigative skills on health issues • examine preventative strategies to maintain, avoid and manage risk for personal and community health • investigate the relationship between participation and empowerment in communities • look at ethical issues arising from contemporary health practices

Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Health Studies – ATAR

Year Level:	Year 12
Codes:	ATHEA
SCSA Syllabus link:	Health Studies Year 12 ATAR
Course Content Description:	A3HEA In this unit, students • develop their knowledge of the health of specific populations • examine factors that create health disparities • develop their knowledge of strategies to reduce health inequities • use health inquiry skills to complete research on health issues • interpret information and present findings in an appropriate format A4HEA In this unit, students • develop their knowledge of local, regional and global challenges to health • examine what determines health inequities • develop their knowledge of ways to improve health outcomes for people • examine international health agencies and initiatives to improve health • refine investigative skills.
Recommended Background:	B grade or higher in Year 11 ATAR Health Studies
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Health, Physical and Outdoor Education – Foundation

Year Level:	Year 12
Codes:	FTHPO
SCSA Syllabus link:	Health, Physical and Outdoor Education
Course Content Description:	Core Module: Healthy Lifestyles - design programs to improve health and wellbeing - identify and analyse positive approaches to improved health and wellbeing - analyse the factors affecting health and wellbeing. Core Module: Health Promotion In this unit, students will - identify and analyse positive approaches to improved health and wellbeing - identify actions and strategies to promote health and wellbeing - plan strategies to achieve set goals. Electives - Coaching 2 - First Aid 2 - Actions to improve health - Management of sporting injuries
Recommended Background:	Year 11 studies in Foundation Health Physical and Outdoor Education
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12



Physical Education Studies – General

Year Level:	Year 12
Codes:	GTPES
SCSA Syllabus link:	Physical Education Studies
Course Content Description:	The course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. The course content is divided into six interrelated content areas: • Developing physical skills and tactics • Motor learning and coaching • Functional anatomy • Biomechanics • Exercise physiology • Sport psychology.
Recommended Background:	Year 10 studies in Health and Physical Education
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12



Humanities and Social Sciences

Accounting and Finance

Year Level:	Year 12
Codes:	ATACF
SCSA Syllabus link:	Accounting and Finance Year 12 ATAR
Course Content Description:	A3ACF The focus of this unit is on internal management for business including: • Management of business finance – short and long term • Classification of costs and the importance of a master budget • Calculations related to cost accounting, cost-volume-profit processing • The concept of insolvency, ethical issues in relation to financial dealings. A4ACF The focus of this unit is on Australian reporting entities and how they are regulated; • characteristics of public and large proprietary companies • the purpose of accounting standards and reporting • processing cash flow statements, general journals, ledgers and financial statements and interpreting annual reports, ratios and cash flows • the nature and importance of regulation and auditing, corporate disclosure.
Recommended Background:	C grade or higher in Year 11 ATAR Accounting and Finance
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into university

Business Management & Enterprise – General



Year Level:	Year 12
Codes:	GTBME
SCSA Syllabus link:	Business Management and Enterprise Y12 General
Course Content Description:	Unit 3 Description The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan. The focus of this unit is success in business at a national level including: • Types of business ownership in small to medium sized businesses and types of organisational structure and employment cycles • Australian Consumer Law addressing consumer rights and protection and the National Employment Standards • Elements of a contract • The concepts of business public image, marketing, market research. Unit 4 Description The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.



	The focus of this unit is on business growth and the challenges faced SIDE • Factors influencing spending patterns of small to medium sized enterprises • Influence of government policy and laws, intellectual property • Marketing strategy and purpose of a business plan, financial indicators • Leadership styles and change, motivational theories and incentives.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Economics – ATAR

Year Level:	Year 12
Codes:	ATECO
SCSA Syllabus link:	Economics Y12 ATAR
Course Content Description:	A3ECO This unit explores Australia's linkages with global linkages with other economies: • The concepts of global interdependence, trade and specialisation • Balance of payments, terms of trade and exchange rates • Foreign investment and debt A4ECO This unit explores Australia's economic objectives, policies and actions: • The business cycle and economic indicators • The aggregate expenditure model and its components, marginal propensity to consume and save and the multiplier effect • Aggregate demand and Aggregate Supply • Economic policy objectives – fiscal and monetary.
Recommended Background:	C grade or higher in Year 11 ATAR Economics
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Year Level:	Year 12
Codes:	GTGEO
SCSA Syllabus link:	Geography Y12 General
Course Content Description:	G3GEO The unit focuses on natural and ecological hazards and risk management including: • The concepts of hazard geography and risk management • A depth study of natural hazards - earthquakes e.g. Japan and Haiti • An investigation of ecological hazards - tropical infectious diseases e.g. Malaria • Geographic skills development using maps, graphs, diagrams and data. G4GEO The unit focuses on global networks and interconnections including: • The concepts of international integration and transformation • A depth study of the diffusion, adoption and adaptation commodity, good or service e.g. Wine • A depth study of the diffusion, adoption and adaptation of an element of culture e.g. Football • Geographic skills development using maps, graphs, diagrams and data.
Recommended Background:	OLNA literacy standard met, Year 11 Geography (General or ATAR)
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry to training or the workforce



Geography – ATAR

Year Level:	Year 12
Codes:	ATGEO
SCSA Syllabus link:	Geography Year 12 ATAR
Course Content Description:	A3GEO The unit focuses on global environmental change including: • The concepts of environment, biomes, land cover change, ecosystems, biodiversity loss, climate change and sustainability. • A depth study of the links between changes in land cover change and global climate. • An investigation into land cover restoration, land management and sustainability. • Geographic skills development using maps, graphs, diagrams and data. A4GEO The unit focuses on planning sustainable places including: • The concepts of urbanisation, world population growth, liveability and sustainability. • An investigation of urban challenges in Perth W.A. e.g. transportation, urban sprawl. • A depth study of urban challenges in the megacity of New York e.g. transportation and housing. • Geographic skills development using maps, graphs, diagrams and data.
Recommended Background:	C Grade in HASS Year 11. It is helpful to have completed Year 11 Geography.
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Modern History

Modern History – General

Year Level:	Year 12
Codes:	GTHIM
SCSA Syllabus link:	Modern History Year 12 General
Course Content Description:	G3HIM The focus for this unit is Societies and Change: Australia 1914-1949: Students learn about: • The impacts of politics, economics, leadership, international relations • Elements of society and culture and their values, beliefs and traditions • Key people's methods and strategies and groups seeking change. G4HIM The focus for this unit is Historical Trends and Movements: The civil rights movement in the USA 1941-1971 Students learn about: • Elements of society at the start of the period • The development of movements and trends through the period • Methods and strategies used by leaders, individuals and groups, including Martin Luther King and Malcolm X.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workplace



Modern History – ATAR

Year Level:	Year 12
Codes:	ATHIM
SCSA Syllabus link:	Modern History Year 12 ATAR
Course Content Description:	A3HIM The focus for this unit is Modern Nations in the 20th Century: China 1945-1989. Students learn about: • Significant ideologies, including Nationalism, Marxism, Maoism and Dengism • The Chinese Revolution • Deng Xiaoping in the post-Mao era and other key leaders. A4HIM The focus for this unit is The Modern World since 1945 including: The changing European World since 1945 Students learn about: • The Cold War • Division of Europe post WW2 • Key ideas – arms race, nuclear threat, the collapse of communism • The role of significant people and events eg Hungarian Uprising.
Recommended Background:	C grade or higher in Year 11 ATAR Modern History
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Politics and Law – ATAR

Year Level:	Year 12
Codes:	ATPAL
SCSA Syllabus link:	Politics and Law Year 12 ATAR
Course Content Description:	A3PAL The focus for this unit is Political and Legal Power. Students learn about: - Legislative, executive and judicial powers with reference to the Constitution of Australia and one other country - Roles and powers within the parliamentary system in theory and practice - The lawmaking process – individuals, political parties and pressure groups - Federalism in Australia. A4PAL The focus for this unit is Accountability and Rights. Students learn about: - The accountability of the Commonwealth Parliament - Accountability of the Executive and public servants - Accountability of the courts, human rights - Comparison of the democratic principles in Australia - Experience of a group in the political and legal systems in Australia
Recommended Background:	C grade or higher in Year 11 ATAR Politics and Law
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Languages

Chinese – ATAR

Year Level:	Year 12
Codes:	ATCSL
SCSA Syllabus link:	Year 12 Chinese ATAR
Course Content Description:	Unit 3 This unit focuses on 目前情况 (Here and now). Through the three topics: Relationships, Celebrations and traditions, and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture. Unit 4 This unit focuses on 有什么打算? (What next?). Through the three topics: Reflecting on my life and planning my future, The environment, and Current issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.
Recommended Background:	C grade or above in Year 11 ATAR Chinese Second Language
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External practical and written examination compulsory in Term 4 Year 12
General Pathway:	Entry into University



French – ATAR

Year Level:	Year 12
Codes:	ATFSL
SCSA Syllabus link:	Year 12 French ATAR
Course Content Description:	A3FSL This unit focuses on <i>Les medias</i> (The media). Students will: • reflect on the role of technologies in their lives and in the lives of young people in French-speaking communities • develop an insight into the cultures and lifestyles of the French-speaking communities through examples of francophone films, film clips and music • consider the media and its impact on the global community. A4FSL This unit focuses on <i>Le monde qui nous entoure</i> (The world around us). Students will: • reflect on their plans for the future • explore the issues and experiences of French-speaking migrants to and from French-speaking communities • explore multicultural aspects of modern France • consider global youth issues related to coping with pressures: stress, drugs and alcohol.
Recommended Background:	C grade or above in Year 11 ATAR French: Second Language
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External practical and written examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Indonesian – ATAR

Year Level:	Year 12
Codes:	ATIND
SCSA Syllabus link:	Year 12 Indonesian ATAR
Course Content Description:	A3IND The focus for this unit is <i>Aneka wacana (Exploring texts)</i>. Students will: • reflect on a wide variety of print and online texts and genres • learn aspects of critical analysis and respond to texts through reflection and sharing opinions • explore Indonesia films, television, print and online media and their influence on everyday life in Indonesia • consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity. A4IND The focus for this unit is <i>Isu hangat (Exploring issues)</i>. Students will: • reflect on issues in their daily lives, such as family, school, social life and health • explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities • consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.
Recommended Background:	C grade or above in Year 11 ATAR Indonesian: Second Language
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External practical and written examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Italian – ATAR

Year Level:	Year 12
Codes:	ATISL
SCSA Syllabus link:	Year 12 Italian ATAR
Course Content Description:	A3ISL This unit is called <i>Grazie Italia</i> (Thank you Italy) Students will: • reflect on the place of things Italian in their lives and in the community • explore the lifestyle, interests and activities of young people in Italy • consider <i>Il Made in Italy</i> as a global brand and explore the contribution of Italians. A4ISL This unit is called <i>Ieri, oggi e domani</i> (Yesterday, today and tomorrow) Students will: • reflect on the significant events of school life and Year 12 • consider future plans and possible education and career pathways • explore issues faced by young people in Italy
Recommended Background:	C grade or higher in Year 11 ATAR Italian: Second Language
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External practical and written examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University

Japanese – ATAR



Year Level:	Year 12
Codes:	ATJSL
SCSA Syllabus link:	Year 12 Japanese ATAR
Course Content Description:	A3JSL This unit is called <i>Young travellers</i>. Students will: - reflect on their own travel experiences and explore the prospect of travelling in Japan - reflect on part time work, pocket money and saving and spending money. A4JSL This unit is called <i>Reflections and Horizons</i> Students will: - reflect on the significant events of school life and Year 12 - consider future plans and possible education and career pathways.
Recommended Background:	C grade or higher in Year 11 ATAR Japanese: Second Language
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External practical and written examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Mathematics

Mathematics Specialist – ATAR

Year Level:	Year 12
Codes:	ATMAS
SCSA Syllabus link:	Mathematics Specialist Year 12 ATAR
Course Content Description:	A3MAS In this unit, students • extend complex numbers into polar form • use knowledge of functions and techniques of calculus for sketching graphs and solving integration problems • use vectors in 3 dimensions and work vector equations and vector calculus • solve geometric problems in 3D space and solve motion problems in 3D space A4MAS In this unit, students • continue the study of differentiation and integration • apply calculus to solve simple differential equations with application to biology and kinematics • study the distribution of sample means
Recommended Background:	C grade or higher in Year 11 ATAR Mathematics Specialist
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Mathematics Methods – ATAR

Year Level:	Year 12
Codes:	ATMAM
SCSA Syllabus link:	Mathematics Methods Year 12 ATAR
Course Content Description:	A3MAM In this unit, students • extend their knowledge of calculus to derivatives of exponential and trigonometric functions, and finding second derivatives • study the Fundamental Theorem of Calculus and find antiderivatives and areas under curves • study Discrete Random variables to model chance and variation A4MAM In this unit, students • study the derivative of the logarithmic function • use integrals to find probabilities of continuous distributions • use statistical inference
Recommended Background:	C grade or higher in Year 11 ATAR Mathematics Methods
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Mathematics Applications – ATAR

Year Level:	Year 12
Codes:	ATMAA
SCSA Syllabus link:	Mathematics Applications Year 12 ATAR
Course Content Description:	A3MAA In this unit, students - are introduced to bivariate data and the tools for modelling associations between variables - use recursion to model growth and decay - use graphs and networks to model and analyse everyday situations A4MAA In this unit, students - study time series data - study financial calculations of loans, investments and annuities - use networks to model and aid in decision making in practical situations
Recommended Background:	C grade or higher in Year 11 ATAR Mathematics Applications
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into university

Mathematics Essential



Year Level:	Year 12
Codes:	GTMAE
SCSA Syllabus link:	Mathematics Essential Year 12 General
Course Content Description:	G3MAE In this unit, students • extend area and perimeter formulae to include more shapes • solve problems using scale measurement such as with plans and models • collect data, draw and interpret graphs Applications include construction, design and medicine. G4MAE In this unit, students • calculate probabilities • calculate distances and study time zones between places on Earth • use percentages to compare loans and compound interest. Applications include finance and travel.
Recommended Background:	OLNA numeracy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Mathematics Foundation

Year Level:	Year 12
Codes:	FTMAT
SCSA Syllabus link:	Mathematics Year 12 Foundation
Course Content Description:	This course is designed to build capacity of students to assist with demonstrating the standard of numeracy for WACE graduation F3MAT In this unit, students • use percentages and link these to fractions and decimals • solve problems with the four operations (+, -, ×, ÷) using whole numbers, fractions and decimals • study problems with location, time and temperature • study shapes and the application to design F4MAT In this unit, students • work problems involving rates and ratios, statistics and probability • apply the skill learned to comprehensive real life problems
Recommended Background:	OLNA Numeracy Standard not met
Prerequisites:	Year 11 Maths
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Mathematics Preliminary

Year Level:	Year 12
Codes:	P3MAT, P4MAT
SCSA Syllabus link:	Mathematics Preliminary
Course Content Description:	This course is designed to build capacity of students using whole numbers to meet their daily needs. P3MAT: In this unit whole numbers only are used. Students • work money problems and learn to use banking services • read scales on measuring devices such as kitchen scales, jugs and conventional clocks • read timetables and estimate the passing of time • use chance activities to consider the likelihood of events happening P4MAT: In this unit whole numbers only are used. Students • work money problems encountered in everyday life • compare measurement and the passing of time • follow simple directions and recognise familiar shapes • count and sort familiar objects or events.
Recommended Background:	No prerequisite
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	N/A
General Pathway:	Entry into training or the workforce



Science

Biology – ATAR

Year Level:	Year 12
Codes:	ATBLY
SCSA Syllabus link:	Biology Year 12 ATAR
Course Content Description:	A3BLY In this unit, students • understand the cellular processes and mechanisms that ensure the continuity of life, and how these processes contribute to unity and diversity within a species • understand the processes and mechanisms that explain how life on Earth has persisted, changed and diversified over the last 3.5 billion years • understand how models and theories have developed over time • use science inquiry skills to design, conduct, evaluate and communicate investigations into heredity, gene technology applications, and population gene pool changes • evaluate, with reference to empirical evidence, claims about heredity processes, gene technology, and population gene pool processes, and justify evaluations A4BLY In this unit, students • understand the mechanisms by which plants and animals use homeostasis to control their internal environment in a changing external environment • understand the ways in which infection, transmission and spread of disease occur in vector-borne diseases • understand how biological models and theories have developed over time • use science inquiry skills to design, conduct, evaluate and communicate investigations into organisms' responses to changing environmental conditions and infectious disease
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List



Chemistry - ATAR

Year Level:	Year 12
Codes:	ATCHE
SCSA Syllabus link:	Chemistry Year 12 ATAR
Course Content Description:	A3CHE In this unit, students - understand the characteristics of equilibrium systems, and explain and predict how they are affected by changes to temperature, concentration and pressure - understand the difference between the strength and concentration of acids, and relate this to the principles of chemical equilibrium - understand how redox reactions, galvanic and electrolytic cells are modelled in terms of electron transfer - understand how models and theories have developed over time and the ways in which chemical knowledge interacts with social and economic considerations in a range of contexts - use science inquiry skills to design, conduct, evaluate and communicate investigations into the properties of acids and bases, redox reactions and electrochemical cells, including volumetric analysis A4CHE In this unit, students - understand how the presence of functional groups and the molecular structure of organic compounds are related to their properties

	• understand addition, condensation and oxidation reactions, and predict the products of these reactions • understand how knowledge of chemical systems is used to design synthesis processes • understand how models and theories have developed over time, and the ways in which chemical knowledge interacts with social and economic considerations in a range of contexts • use science inquiry skills to design, conduct, evaluate and communicate investigations into reactions to identify organic compounds, including analysis of secondary data derived from chemical analysis
Recommended Background:	B grade or higher in Year 11 ATAR Chemistry
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Human Biology

Human Biology – General

Year Level:	Year 12
Codes:	GTHBY
SCSA Syllabus link:	Human Biology Year 12 General - for teaching from 2025
Course Content Description:	G3HBY In this unit, students • identify, research and construct questions for investigation; propose hypotheses; and predict possible outcomes • conduct investigations including real or virtual dissections • understand that DNA makes up chromosomes. • understand that reproductive systems are specialised to produce gametes, ensure successful fertilisation and implantation for pregnancy to occur • understand that lifestyle choices can impact on sexual health • understand that fertility may require the use of reproductive technologies. G4HBY In this unit, students • understand that infectious disease is caused by invasion of a pathogen, and can be transmitted from one host to another • understand that the transmission and spread of infectious disease is facilitated by local, regional and global movement of individuals • understand that modern medicines which assist in reducing the rate or the severity of

	the infection, include antiseptics, antivirals and antibiotics understand that standards of hygiene, including sanitation of water, waste treatment and the presence of pathogens and disease vectors, varies between global communities.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set task (EST) compulsory in Term 2 Year 12
ATAR Pathway:	Entry into training or the workforce



Human Biology – ATAR

Year Level:	Year 12
Codes:	ATHBY
SCSA Syllabus link:	Human Biology Year 12 ATAR
Course Content Description:	A3HBY In this unit, students - design investigations, including the procedure(s) to be followed, the materials required, and the type and amount of primary and/or secondary data to be collected; conduct risk assessments; and consider research ethics, including animal ethics - explore the nervous and endocrine systems - explore homeostatic mechanisms that help maintain the systems of the body to function within normal range - study the body's immune responses to invading pathogens. A4HBY In this unit, students - explore the variations in humans, their changing environment and evolutionary trends in hominids. - study how the changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits.
Recommended Background:	B grade or higher in Year 11 ATAR Human Biology
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University

Science in Practice



Year Level:	Year 12
Codes:	GTSIP
SCSA Syllabus link:	Year 12 Science in Practice
Course Content Description:	Unit 3 The emphasis of this unit using the context of Wetland Ecology is on the movement of energy and matter in ecosystems. The following topics will be covered: • Science inquiry skills • Earth systems and cycles in nature • Structure and function of biological systems • Ecosystems and sustainability • Species continuity and change. Unit 4 The emphasis of this unit using the context of Vehicles and Drivers is on properties of chemical substances and the effects of energy and forces on objects. The following topics will be covered: • Science inquiry skills • Chemical reactions • Mixtures and solutions • Motion and forces • Energy.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into Year 12 General Integrated Science



Physics – ATAR

Year Level:	Year 12
Codes:	ATPHY
SCSA Syllabus link:	Physics Year 12 ATAR
Course Content Description:	A3PHY In this unit, students • develop their understanding of field theories of gravity through investigations of motion, • develop skills in relating graphical representations of data to quantitative relationships between variables, • use lines of force to represent vector fields, • interpreting interactions in two and three dimensions. • continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations, and in evaluating the validity of primary and secondary data. A4PHY In this unit, students • students investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. • investigate the production of electromagnetic waves. • examine observations of light and matter that could not be explained by

	existing theories and investigate how the shortcomings of existing theories led to the development of the quantum theory of light and matter. • evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Big Bang theory. • Through investigation, apply their understanding of black body radiation, wave/particle duality and the quantum theory of the atom to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect and lasers
Recommended Background:	B grade or higher in Year 11 ATAR Physics
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University

Psychology

Psychology – General



Year Level:	Year 12
Codes:	GTPSY
SCSA Syllabus link:	Psychology Year 12 General
Course Content Description:	G3PSY This unit expands on personality theories studies in Unit 1. • Students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. • Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. • Relational influences, including factors which determine friendships and conflict resolution, are explored. • Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles. G4PSY This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. • Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. • The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice.

	Students continue to develop and apply their understanding of psychological research and data collection methods.
Recommended Background:	Year 11 ATAR or General Psychology
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12

Psychology – ATAR



Year Level:	Year 12
Codes:	ATPSY
SCSA Syllabus link:	Psychology Year 12 ATAR
Course Content Description:	A3PSY In this unit, students: • focus on a number of concepts that assist them to have a better understanding of human behaviour • explore concepts relating to one's self, including an understanding of the brain and nervous system; the impact of heredity, hormones and psychoactive drugs on thoughts and behaviour; and examine cognitive processes of memory, learning and behaviour modification • explore concepts relating to others, including an understanding of conflict resolution; understanding theories of the socialisation process in families; examine theories of language development; understand differences in communication styles; and examine features of persuasive communication • examine ethics of psychological research and engage in detailed investigations, noting practical issues associated with research and its application A4PSY In this unit, students:

	• focus on a number of concepts that assist them to have a better understanding of human behaviour • explore concepts relating to one's self, including an understanding of developmental psychology theories relating to cognitive, moral and identity development; and explore contemporary perspectives of personality theory, including trait, humanistic and social-cognitive theories • explore concepts relating to others, including an understanding of the influences on group behaviour; examine social psychology theories including attribution theory and cognitive dissonance theory that explain reasons for human behaviour; examine the characteristics of a sense of community; and understand stress and resilience • further explore psychological research methods introduced in unit 3
Recommended Background:	B grade or higher in Year 11 ATAR Psychology
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Technologies

Applied Information Technology

Applied Information Technology - General

Year Level:	Year 12
Codes:	GTAIT
SCSA Syllabus link:	Year 12 AIT General
Course Content Description:	G3AIT The focus for this unit is on the use of digital technologies to create and manipulate digital media: Students learn about: • Design concepts – examine design and the principles of design. • Hardware – the purpose of the Central Processing Unit (CPU), computer memory and storage, peripheral devices and computer systems, operating systems, software compatibility issues, purchasing hardware, and computer maintenance. • Impact of technology – purpose of the <i>Copyright Act 1968</i> (Australia), referencing techniques for digital publications, digital citizenship, impact of digital technologies, and social networking. • Application skills – data organisation, common file formats for graphics and audio, management of software, types of software licences, and spreadsheet design considerations. • Project Management - project management considerations, project design process, techniques for a

	design plan, evaluating a digital product/solution. G4AIT The focus for this unit is on the skills, principles and practices associated with various types of documents and communications: Students learn about: - Managing data - file optimisation, file compression, online data management, cloud computing, system utility tools. - Networks - computer networking, transmission media and rates, internet connection components, network topologies for local area networks (LANs). - Impacts of technology - role of the <i>Privacy Act 1988</i> (Australia), digital divide, electronic commerce, dependency of electronic and visual communication on society. - Application skills – animation software, audio software, web authoring software, online collaboration, responsive design. - Project Management – project management techniques.
Recommended Background:	C grade or higher in Year 11 General Applied Information Technology
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Applied Information Technology – ATAR

Year Level:	Year 12
Codes:	ATAIT
SCSA Syllabus link:	Year 12 AIT ATAR
Course Content Description:	A3AIT Evolving digital technologies • This unit focuses on the use of applications to create, modify, manipulate, use and/or manage technologies using e.g presentation software multimedia software and, web page authoring software tools • Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience. A4AIT Digital technologies within a global society • This unit focuses on the production of a digital solution for a particular client. • Students undertake the management of data and develop an appreciation of the social, ethical and legal impacts of digital technologies within a global community.
Recommended Background:	C grade or higher in Year 11 ATAR Applied Information Technology.
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	Entry into University



Automotive Engineering & Technology - General

Year Level:	Year 12
Codes:	GTAET
SCSA Syllabus link:	Year 12 AET General
Course Content Description:	G3AET Students will: • develop an understanding of the principles of chemical and mechanical energy, power, motion, friction, lubrication, torque and pressure in relation to the auto industry. • demonstrate maintenance in electrical, cooling, fuel & lubrication systems. • Show understanding of relationships between automotive systems: driveline, wheels, tyres, steering, suspension, body and frame construction, electrical, cooling & hydraulic braking. • develop a further understanding of the regulations, social, economic & environmental implications of the auto industry. • develop a further understanding of materials use, design and production management in automotive industries. G4AET Students will: • develop an understanding of current and emerging scientific principles and developments in automotive operations and technologies • be able to understand diagrammatic representations of principles relating to power train, steering & braking systems. • use mathematical formula to explain current operations of automotive

	components, and assist in diagnosis of system performance. • have service knowledge of repair and maintenance requirements for more advanced engines, and the skills, knowledge of materials, parts and equipment needed to optimise performance. • develop a higher level understanding of the regulations, social, economic & environmental implications & future directions of the auto industry. • develop a higher level understanding of materials use, design, prototypes and production management in automotive industries.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Children, Family and Community – General

Year Level:	Year 12
Codes:	GTCFC
SCSA Syllabus link:	Year 12 CFC General
Course Content Description:	G3CFC This unit covers: • Growth and development – principles, relationships, theories; family types, influences • Taking Action – communicating and advocating, justice and injustice issues; processes for meeting needs, products, services, systems; self-management and interpersonal skills • Influences and Impacts – social structures and systems, attitudes, beliefs, values: social issues and trends, cultural diversity, ethical and legal awareness G4CFC This unit covers: • Growth and development – nature of and factors affecting growth and development, theories; impact of change, influence of government and community strategies • Taking Action: communicating and advocating, evaluation, role, types of advocacy, advocacy skills, aims of empowerment; meeting needs ethical, environmental and technological features of products, services systems • Influences and Impacts: social - factors impacting social cohesion; effect of changing work and living patterns, sustainable living patterns: ethical and legal awareness
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Computer Science

Computer Science – ATAR

Year Level:	Year 12
Codes:	ATCSC
SCSA Syllabus link:	Computer Science 12 ATAR
Course Content Description:	The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. UNIT 3 In this unit, students learn about the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. UNIT 4 In this unit, students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the software development cycle (SDC). Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. They consider networks, communication systems, including security and protocols.
Prerequisites:	C grade or higher in Year 11 ATAR Computer Science
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	External examination compulsory in Term 4 Year 12
ATAR Pathway:	University entry



Computer Science – General

Year Level:	Year 12
Codes:	GTCSC
SCSA Syllabus link:	Year 12 Computer Science General
Course Content Description:	Introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. The course is delivered in the context of Computer Gaming. Students learn about the history of gaming on the personal computer and look at the evolution of the hardware over the years. The course covers hardware, spreadsheets, databases, networking and programming. G3CSC • Project management • PC gaming hardware • Hardware maintenance and testing • Spreadsheets • Data and databases • Impacts of technology • Innovators in technology G4CSC • Software – operating systems, utilities and applications • Software development • Programming concepts • Game programming in GDevelop 5 • Networking • CISCO diagrams • Display technology
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	No textbook required. General stationery.
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce.



Design: Photography – General

Year Level:	Year 12
Codes:	GTDESP
SCSA Syllabus link:	Year 12 Design General
Course Content Description:	G3DESP The focus for this unit is Product Design. Students will: - Investigate, design and produce still life photography including studio lighting techniques. - Investigate the impact of photographic conventions and design elements in communicating a message through photography. - Produce photographs demonstrating design elements texture (through side lighting) and colour (through back lighting). Use one of these images to create a cover page for a calendar. - Research and produce images about styles and techniques in photographic portraiture. G4DESP The focus for this unit is Cultural Design. Students will: - Develop images using Pop Art techniques that represent contemporary popular culture. - Produce an image designed to persuade an audience. - Investigate a significant photographic movement and its impact on photography and then produce an image in the same style.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Design: Technical Graphics - General

Year Level:	Year 12
Codes:	GTDEST
SCSA Syllabus link:	Year 12 Design General
Course Content Description:	G3DEST The focus for this unit is Product Design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create Technical Graphics solutions to design briefs with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design. G4DEST The focus for this unit is Cultural Design. Students learn that different forms of visual communication are affected by people's values and beliefs. They consider communication strategies, audience and ethics when creating design solutions in an architectural context. They define and establish contemporary production skills and processes, materials and technologies.
Recommended Background:	OLNA literacy standard met
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12
General Pathway:	Entry into training or the workforce



Material Design Technology (Wood)

Material Design Technology (Wood)

Year Level:	Year 12
Codes:	GTMDTW
SCSA Syllabus link:	MDT Year 12 Syllabus
Course Content Description:	In the wood context, the Materials Design and Technology General course develops students' skills in designing and manufacturing wooden products while exploring how materials shape technology and society. Students gain hands-on experience in working, processing, and shaping wood, alongside problem-solving, creative thinking, and communication skills. They investigate the social, cultural, and environmental impacts of material use, preparing them for further study, trades, or careers in design, manufacturing, and related industries. The course builds both practical craftsmanship and the ability to make informed decisions about materials in a modern technological world.
Recommended Background:	Completion of GEMDTW
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	Nil
External Examination:	Externally Set Task (EST) compulsory in Term 2 Year 12



Preliminary Material Design Technology (Wood)

Year Level:	Years 11-12
Codes:	PMDTW
SCSA Syllabus link:	PMDTW Year 12 Syllabus
Course Content Description:	The Preliminary Woodwork course is for students with recognised disabilities who cannot access ATAR or General courses. It focuses on designing and making wooden products, building practical skills in working, shaping, and assembling wood. Students also develop creativity, problem-solving, and an understanding of how materials interact with people and the environment.
Recommended Background:	Experience with lower school woodwork
Mode of Delivery:	In Moodle and live, online lessons
Textbooks / Stationery:	Nil



SCSA Endorsed Programs

ASDAN

ASDAN – Short Course

Year Level:	Year 11 and/or Year 12
Codes:	PASDS
SCSA Syllabus link:	ASDAN
Course Content Description:	ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 55 hours of activity and skills development across a range of topics and curriculum areas. These courses help students to make progress towards their personal and career goals. Learners complete challenges and collect evidence of their activities to build a portfolio. When the portfolios have been externally moderated, an ASDAN Endorsed certificate of achievement is issued. It is suggested that students complete ASDAN Workright prior to starting a Short Course. We are offering the following short courses: • Animal Care • Enterprise • Living Independently • Personal, Social, Health and Economic Education Please note: ASDAN units are to be selected in consultation with Learning Support and Student Services.
Recommended Background:	An interest in career pathways
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Endorsed Program: 1-unit equivalence. Maximum of 1 program.
General Pathway:	Entry into training or the workforce



ASDAN – Towards Independence

Year Level:	Years 10-12
Codes:	ASDAN - TI
SCSA Syllabus link:	ASDAN
Course Content Description:	Development of life skills which will assist students in their preparation for life beyond schooling. There are a number of different ASDAN programs, each with a different focus. The choice of program is made after discussion between the teacher and the student. • PASD04 Everyday living • PASD08 Horticulture (students with access to garden equipment/shed) • PASD09 Independent Living (Introduction) • PASD15 Personal Safety • PASD30 Work Awareness (Yr10 student who is not work-ready leads to Workright in Yr11) • PASD36 Using ICT • PASD39 Environment • PASD55 Meal Preparation and Cooking Introduction • PASD71 History • PASD49 Business Enterprise • PASD64 Developing Numeracy – Introduction • PASD65 Developing Numeracy – Progression Students: • commit at least 55 hours to activities associated with the development of relevant skills • develop personal qualities such as commitment and discipline • produce logs/checklists • collect evidence/photos/work samples

	submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.
	Please note: ASDAN units are to be selected in consultation with Learning Support and Student Services.
Recommended Background:	No prerequisite
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Preparatory Award Program: 1-unit equivalence. Maximum of 3 programs.
General Pathway:	Entry into training or the workforce



ASDAN – Transition Challenge

Year Level:	Years 10-12
Codes:	ASDAN - TC
SCSA Syllabus link:	ASDAN
Course Content Description:	Development of life skills which will assist students in their preparation for life beyond schooling. There are a number of different ASDAN programs, each with a different focus. The choice of program is made after discussion between the teacher and the student. • PASDT1 Knowing How • PASDT2 Making Choices • PASDT3 Feeling Good • PASDT4 Moving Forward • PASDT5 Taking The Lead Students • commit at least 55 hours to activities associated with the development of relevant skills • develop personal qualities such as commitment and discipline • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement. Please note: ASDAN units are to be selected in consultation with Learning Support and Student Services.
Recommended Background:	No prerequisite
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Preparatory Award Program: 2-unit equivalence. Maximum of 3 programs.
General Pathway:	Entry into training or the workforce



ASDAN – Workright

Year Level:	Years 10-12
Codes:	PASDWR
Program Information:	ASDAN
Course Content Description:	Workright provides a framework to develop a range of basic transferable employability skills. The programme has been developed for young people (aged 14+) who are following a work-based/work experience programme of study. It can cater for a wide range of abilities. Employers want people who are punctual and reliable, can work with other people and can complete tasks safely to the required standard. These are accredited within the four Workright units • Health and Safety in the Workplace • Being Responsible in the Workplace • Working with Others in the Workplace • You at Work Each unit is divided into three sections. Units can be undertaken in any order and certification is available for all four units or for individual units. Students must do a minimum of 20 hours work experience as part of this course. Please note: ASDAN units are to be selected in consultation with Learning Support and Student Services.
Recommended Background:	An interest in on-the-job training
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Preparatory Award Program: 2-unit equivalence. Maximum of 3 programs.
General Pathway:	Entry into training or the workforce



ASDAN – International Award Program

Year Level:	Year 11 and/or Year 12
Codes:	PASD
SCSA Syllabus link:	ASDAN
Course Content Description:	The International Award Programs provide an activity-based curriculum to develop, record and certificate learners' personal skills, qualities, and achievements. There are two different awards available the Bronze and Silver. Progression is available within the Award Programs, from Bronze to Silver and from Silver. ASDAN Certificates that have already been achieved can be credited towards these certificates. Learners' complete challenges and collect evidence of their activities to build a portfolio. When the portfolios have been externally moderated, an ASDAN Endorsed certificate of achievement is issued. We are offering two International Award Programs • PASDB Bronze • PASDSA Silver • PASDG Gold Please note: ASDAN units are to be selected in consultation with Learning Support and Student Services.
Recommended Background:	Prior ASDAN Course
Mode of Delivery:	Live online Webex lessons and Moodle
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Endorsed Program: 1-unit equivalence. Maximum of 1 program.
General Pathway:	Entry into training or the workforce



Community Arts Performance

Year Level:	Years 10-12
Codes:	ADCAP
Program Information:	Endorsed Programs Community Arts Performance
Course Content Description:	Development of Arts skills and techniques that culminate in a performance or production. Students • commit at least 55 hours or 110 hours to activities associated with the development of relevant skills • develop personal qualities such as commitment and discipline • write logs • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.
Recommended Background:	Active participation in community arts activities – dance drama, media, music and/or visual arts
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Contributes to WACE achievement – 1 unit equivalence. Maximum of 4 programs
General Pathway:	Entry into training or the workforce

Community Service



Year Level:	Years 10-12
Codes:	ADCS
SCSA Syllabus link:	Endorsed Programs: Community Service
Course Content Description:	Development of community service skills that contribute to civic well being. Students: • commit at least 50 hours or 100 hours to activities associated with the development of relevant skills • develop personal qualities such as an ethos of service • write logs • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques.
Recommended Background:	Active participation in community service (activities undertaken for the benefit of individuals and/or community for no financial reward)
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Contributes to WACE achievement - 1 unit equivalence. Maximum of 4 programs.
General Pathway:	Entry into training or the workforce

Elite Sports Performance



Year Level:	Years 10-12
Codes:	ADESP
Program Information:	Endorsed Programs Elite Sports Performance
Course Content Description:	Recognition of students who have been through a selection process and are engaged in representative sport. Students • commit a minimum of 110 hours to the development of technical skills • develop knowledge of the specific sport • develop personal qualities such as commitment and discipline • write logs • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.
Recommended Background:	Active participation in elite sport at a state level or higher
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Contributes to WACE achievement – 2 unit equivalence. Maximum of 2 programs
General Pathway:	Entry into training or the workforce

Keys 4 Life-Plus



Year Level:	Years 10-12
Codes:	PK4L
SCSA Syllabus link:	Endorsed Program: PK4L+
Program Information:	Please note as Attendance is compulsory for this course. New enrolments cannot be taken beyond Week 2 of each Semester. Late enrolments would mean students do not meet the required 40 hours.
Course Content Description:	Keys4Life Plus is a more in-depth pre-driver program which educates young people about safer road use and allows them to sit their Learner's Permit Theory Test. The program includes 'real world' learning experiences where vehicles are used for some of the learning experiences (eg investigating the engine and cabin of the car, car maintenance and looking at the road environment). Students also explore the Safer System and the role of individuals, the community, workplaces, government, manufacturing and private enterprise in reducing the road toll. Students must: Students • Attend at least 80% of the Keys4Life lessons (40 hours/Lessons in total) • Submit a completed Behind the Wheel student journal and Keys4Life student workbook to the teacher • Undertake the Learner's Permit Theory Test at school (but not necessarily pass) • Students passing the theory test at school are exempt from the Test and fee at a licensing centre (if the student passes)
Recommended Background:	Interest in building valuable life skills, as well as knowledge of road rules, licensing, safer vehicles and safe driving.
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Journals will be supplied by the teacher.
Certificate Completion:	Contributes to WACE achievement: 1 Unit equivalence.
General Pathway:	Entry into training or the workforce.

Off-Campus Enrichment Program



Year Level:	Years 10-12
Codes:	ADOEP
Program Information:	Off-Campus Enrichment Program
Course Content Description:	Recognition of students who have been through a selection process and are engaged in a representative program. Students: • commit a minimum of 5 days to the development of relevant skills • develop personal qualities such as commitment and discipline • write logs • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques and participation and engagement.
Recommended Background:	Active participation in an extended off campus experience This unit is only available for selected students
Mode of Delivery:	Guidance provided by the relevant Student Coordinator
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Contributes to WACE achievement - 1 unit equivalence. Maximum of 4 programs
General Pathway:	Entry into training or the workforce



Recreational Pursuits

Year Level:	Years 10-12
Codes:	ADRP
Program Information:	https://webapps.scsa.wa.edu.au/apps/ep/programDetails.aspx?programCode=ADRP&Year=2021
Course Content Description:	Students: • commit at least 55 hours to activities associated with the development of relevant skills • develop talents and skills through commitment to individual and team recreational activities • develop interpersonal skills and personal qualities such as commitment and perseverance • write logs • collect evidence • submit a portfolio which includes evidence of knowledge and understanding, abilities, skills and/or techniques.
Recommended Background:	Involvement in a club, organisation or association where opportunities are provided for the development of skills and knowledge
Mode of Delivery:	In Moodle and live, online lessons.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
Certificate Completion:	Contributes to WACE achievement – 1 unit equivalence. Maximum of 4 programs
General Pathway:	Entry into training or the workforce

Workplace Learning



Year Level:	Years 10-12
Codes:	ADWPL
Program Information:	ADWPL Workplace Learning
Course Content Description:	Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop employability skills. The student records the number of hours undertaken in the workplace in the SIDE's Workplace Learning Logbook. The student also provides evidence of his/her knowledge and understanding of the workplace skills by completing SIDE's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.
Recommended Background:	Gaining work exposure to an industry of interest
Mode of Delivery:	Online in Moodle, Webex and on-site visits.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	Entry into training or the workforce



VET Qualifications

Certificates

Certificate I in Agriculture

Year Level:	Years 9-12
Course Content Description:	AHC10222 Certificate I in Agriculture - SIDE RTO
Recommended Background:	This course is recommended for students who have an interest in working or undertaking further studies in the agricultural sector.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialed trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	This course does not lead to any specific occupation, however, it is a pathway to further qualifications in various industry categories including Agriculture, Horticulture, Environmental Protection, Landscaping and Nurseries.



Certificate II in Conservation and Ecosystem Management

Year Level:	Years 10-12
Course Content Description:	AHC21020 Certificate II in Conservation and Ecosystem Management - SIDE RTO
Recommended Background:	This course is recommended for students who are interested in working in an outdoor environment, value the natural environment, as well as have an interest in the conservation of plants and animals.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialled trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	Lands, Parks and Wildlife Officer, Pest Management Assistant (Feral Animals), Conservation Earthworks Trainee, Landcare Assistant, Conservation Project Assistant, Conservation Earthworks Assistant, Indigenous Land Management Assistant.



Certificate II in Workplace Skills

Year Level:	Years 10-12
Course Content Description:	BSB20120 Certificate II in Workplace Skills - SIDE RTO
Recommended Background:	An interest in entry-level business related skills and knowledge.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialed trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	Entry into training (Certificates III in Business, Work Health and Safety, Business Administration – Legal, Medical, Education) or the workforce (Administration assistant, Customer engagement officer).

Certificate II in Visual Arts



Year Level:	Years 10-12
Course Content Description:	CUA20720 Certificate II in Visual Arts - SIDE RTO
Recommended Background:	This course is designed for students who wish to explore the field of visual arts and develop their painting, drawing and design skills.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialed trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	The job roles that relate to this qualification may include Ceramics Studio Trainee, Community Arts Workshop Assistant and Arts Practitioner. It also provides a pathway to other visual arts, craft and design job roles.



Certificate II in Financial Services

Year Level:	Years 10-12
Program Information:	RTO to be confirmed. training.gov.au - FNS20120 - Certificate II in Financial Services
Course Content Description:	This qualification allows students to develop basic skills and knowledge to prepare for work. The range of skills and knowledge is targeted to basic levels in communication, technology, planning, organisation and personal finance. Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. This qualification is comprised of the following 8 Units of Competency: Core units BSBCMM211 Apply communication skills BSBTEC201 Use business software applications BSBWHS211 Contribute to the health and safety of self and others FNSINC311 Work together in the financial services industry Elective units FNSFLT211 Develop and use personal budgets FNSFLT212 Develop and use savings plans FSKRDG010 Read and respond to routine workplace information FSKWTG009 Write routine workplace texts Electives may be subject to change.

Recommended Background:	An interest in basic business and finance related skills and knowledge.
Mode of Delivery:	Online in Moodle and Webex lessons. RTO partnership agreement with Skills Strategies International Code 2401
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement.
General Pathway:	Entry into training (eg Certificate III in Financial Services, Certificate III in Accounts Administration) or the workforce (eg Accounts Assistant, Customer Service Assistant - Financial Services, Junior Clerk - Financial Services).

Certificate I in Skills for Vocational Pathways



Year Level:	Years 9-12
Course Content Description:	FSK10219 Certificate I in Skills for Vocational Pathways - SIDE RTO
Recommended Background:	This qualification is designed for students who need skills to prepare for a vocational pathway qualification or further foundation skills development.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialled trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	A completed Certificate I is equivalent to two Year 11 units of the WACE.
General Pathway:	Entry into further training.

Certificate II in Skills for Work and Vocational Pathways



Year Level:	Years 9-12
Course Content Description:	FSK20119 Certificate II in Skills for Work and Vocational Pathways - SIDE RTO
Recommended Background:	This qualification is designed for students who require further foundation skills development to prepare for workforce entry or vocational training pathways.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialled trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement.
General Pathway:	Entry into training or the workforce.



Certificate II in Applied Digital Technologies

Year Level:	Years 10-12
Course Content Description:	ICT20120 Certificate II in Applied Digital Technologies - SIDE RTO
Recommended Background:	This qualification is suitable for students who are seeking general employment or wish to commence on a pathway toward a career in IT.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialled trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	Data entry operator in Information or Business Administration fields, further study in Digital technologies.



Certificate II in Sport and Recreation

Year Level:	Years 10-12
Course Content Description:	SIS20122 Certificate II in Sport and Recreation - SIDE RTO <i>*SIDE supervisor must have a physical education or sporting background to support the practical components of this course.</i>
Recommended Background:	This course is ideal for students with a keen interest in the sport and recreation industry. Student should have access to a gym and/or recreational facilities, as well as access to sporting events or sports clubs.
Mode of Delivery:	SIDE RTO #52891 Full Service via scheduled Webex lessons conducted by SIDE RTO authorised trainers and assessors. Schools may auspice this qualification if they have their own suitably credentialed trainers and assessors. Contact SIDE RTO for details.
Textbooks / Stationery:	N/A
Certificate Completion:	Contributes to WACE achievement
General Pathway:	This qualification provides a pathway to work for any type of sport, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations.



School Based Apprenticeships and Traineeships

Year Level:	Year 12														
Codes:	SBAT														
SCSA Syllabus link:	N/A														
Program Information:	https://www.jobsandskills.wa.gov.au/training/schools-and-school-students														
Course Content Description:	A school-based apprenticeship or traineeship provides students aged 15 years or older with the opportunity to combine part-time paid employment with their secondary school studies. Students gain valuable employment skills, hands-on industry experience and a nationally recognised qualification. School-based Apprenticeships and Traineeships are available in a wide variety of industry areas such as: <table> <tr> <td>Automotive</td><td>Hairdressing</td></tr> <tr> <td>Business Services</td><td>Health Services</td></tr> <tr> <td>Beauty Therapy</td><td>Horticulture</td></tr> <tr> <td>Community Services</td><td>Information Technology</td></tr> <tr> <td>Engineering</td><td>Hospitality</td></tr> <tr> <td>Construction</td><td>Plumbing</td></tr> <tr> <td>Financial Services</td><td>Tourism, and many more!</td></tr> </table> Students need to find an employer willing to train them in their workplace. It is recommended that students complete a period of work experience prior to considering this option. Students enter into a National Training Contract, a legal agreement between the student, the employer and the school. Training is coordinated and supervised by a Registered Training Organisation (such as TAFE).	Automotive	Hairdressing	Business Services	Health Services	Beauty Therapy	Horticulture	Community Services	Information Technology	Engineering	Hospitality	Construction	Plumbing	Financial Services	Tourism, and many more!
Automotive	Hairdressing														
Business Services	Health Services														
Beauty Therapy	Horticulture														
Community Services	Information Technology														
Engineering	Hospitality														
Construction	Plumbing														
Financial Services	Tourism, and many more!														



Recommended Background:	An interest in on-the-job training
Mode of Delivery:	Employment based
Textbooks / Stationery:	None
Certificate Completion:	Contributes to WACE achievement
General Pathway:	Entry into further training or the workforce



Year Level:	Year 12
Codes:	UniReady
Program Information:	UniReady in Schools Study (Curtin website) Successful students are awarded a notional ATAR of 70. Note: To ensure students are well prepared for tertiary studies, the SCSA Board has decided that from 2027 onwards, students who wish to complete UniReady and receive unit equivalents towards their WACE must undertake at least one Year 12 ATAR course. Current Year 10 students (in 2025) should take this requirement into account when choosing their courses. It is also recommended that students planning to study a Year 12 ATAR course consider enrolling in ATAR course/s in Year 11 (in 2026) to support their preparation. Please see the SCSA Handbook below for further information: Year-10-Information-Handbook__2025.PDF
Course Content Description:	The UniReady Enabling Program is an academic program designed to prepare students for successful entry into higher education. With a focus on enhancing academic literacy, numeracy, and critical thinking skills, as well as understanding discipline-specific concepts, this program offers a pathway into university by building a strong foundation for a students future academic and career pursuits. In Year 12 students select one elective each semester. Semester 1 electives:

	Introduction to Humanities(HUMN0001) OR Mathematics Basics(MATH0003) Semester 2 electives: Introduction to Commerce(MGMT0001) OR Introduction to Health Science(BIOL0001)
Prerequisites:	Successful completion of Fundamentals of Academic Writing (PWRP0001) AND Foundations of Communication (COMS0002)
Mode of Delivery:	Live lessons which are compulsory for students to attend. Blackboard which is Curtin University's online learning management system.
Textbooks / Stationery:	Refer to the Booklist - Personal Items and Resource List
External Examination:	Yes for some units
ATAR Pathway:	Successful students are awarded a notional ATAR of 70. See note in Program Information above.