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Joseph Banks
Secondary College

Professional Learning Communities

Building Curious Learners

Year 11 2026
Course Booklet

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CONTENTS

COURSES FOR YEAR 11

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INTRODUCTION

This Course Booklet lists all the subject offerings available for students entering Year 11.

Please read through and consider the courses you might like to study in Year 11 prior to attending your Course Selection Meeting.

Related Documents

Document	Summary of information
Y11 2026 Student Pathways Booklet	Course selection process, Pathways (ATAR, General, Blended), WACE, Pre-apprenticeships and TAFE opportunities, VETfS and PAIS application process, School based Traineeships, University Entrance Requirements and more.
Y11 2026 Course Booklet	All the subject offerings available for students entering Year 11.
Y11 2026 Subject Selection Form	Selection form required to be completed before the Course Counselling appointment.

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ENGLISH

ATAR Courses (3 hour exam each semester)			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
English	English	AEENG (11) ATENG (12)	$88
Literature	Literature	AELIT (11) ATLIT (12)	$100

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
English	English	GEENG (11) GTENG (12)	$65

Students are required to complete four units of English and/or Literature over Year 11 and 12 to be eligible for WACE. It is compulsory that all students study and complete English each semester. **ATAR English students must ensure that they achieve a scaled score of 50% or above to ensure that they meet the literacy entrance requirements for undergraduate courses at university.**

In the English course students learn about the English language: how it works and how to use it effectively. Each course addresses the outcomes of Reading, Writing, Viewing and Speaking and Listening across the (three) strands of Language, Literature and Literacy.

Students will be assessed and awarded final grades of A, B, C, D or E.

Please note: Students can enrol and complete both English ATAR and Literature ATAR as a combination of subjects.

English is a compulsory requirement for all students in Year 11 and 12.

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English ATAR Course

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures.

Through close study and wide reading, viewing, and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive, and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context, and audience. This includes how language, and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive, and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.

Students develop an understanding of stylistic features and apply skills of analysis and creativity. They can respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes, and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Future Pathways

A scaled score of 50 in ATAR English is required for direct access to University.

Further study at university in the following fields:

- Bachelor of Arts in English and Creative Writing.
- Bachelor of Education (English Teaching)

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English General Course

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident, and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Students comprehend, analyse, interpret, and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience, and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive, and persuasive texts in different modes and media.

Unit 1

Focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension.
- read, view, and listen to texts to connect, interpret and visualise ideas.
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure.
- consider how organisational features of texts help the audience to understand the text.
- learn to interact with others in a range of contexts, including every day, community, social, further education, training, and workplace contexts.
- communicate ideas and information clearly and correctly in a range of contexts.
- apply their understanding of language through the creation of texts for different purposes.

Unit 2

Focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed.
- consider the purposes and possible audiences of texts.
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.
- integrate relevant information and ideas from texts to develop their own interpretations.
- learn to interact effectively in a range of contexts.
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Future Pathways

- A 'C' grade is required for entry into TAFE courses.
- For access to University Preparation Courses at ECU, Curtin and Murdoch, students are required to obtain a B/C grade in General English.

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Literature ATAR Course

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative, and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts.

Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural, and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response.

This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry, and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences, and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

Future Pathways

Further study at university in the following fields:

- Bachelor of Philosophy
- Bachelor of Arts (Creative Writing and Literature)

MATHEMATICS

ATAR Courses (2 hour and 45 minute exam)			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Mathematics Specialist	Mathematics Specialist	AEMAS (11) ATMAS (12)	$60
Mathematics Methods	Mathematics Methods	AEMAM (11) ATMAM (12)	$60
Mathematics Applications	Mathematics Applications	AEMAA (11) ATMAA (12)	$60

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Mathematics Essentials	Mathematics Essentials	GEMAE (11) GTMAE (12)	$60

Mathematics Course Combinations

Students who enjoy Mathematics can enrol in both the Mathematics Applications and Mathematics Methods courses, for the purposes of ATAR calculation.

Mathematics Applications and Mathematics Specialist remain an unacceptable combination.

Example

Sarah completes six ATAR subjects in Year 12 and achieves the following scaled scores:

Mathematics Specialist 87.1

Mathematics Methods 92.4

Mathematics Applications 89.5

English 76.2

Chemistry 91.7

Modern History 77.0

The subjects in ***blue*** will be used to calculate her Tertiary Entrance Aggregate (TEA). Although Mathematics Specialist is in her top four, it can't be used together with Mathematics Applications, and Mathematics Applications is the higher of the two scaled scores. She will still receive the Maths bonuses of **8.7** and **9.2** added to her TEA, even though Specialist hasn't been used to calculate the TEA.

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ATAR Double Mathematics Choice: Mathematics Specialist & Mathematics Methods

We offer the double course choice for students who are very strong in Mathematics, like learning mathematics and may be pursuing studies at tertiary level that involve the high-profile sciences and mathematics.

Mathematics Specialist and Methods TEA Bonus: What is the bonus?

Ten percent of the final scaled score/s in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate, from which the Australian Tertiary Admission Rank (ATAR) is derived. If you take Mathematics Methods and Mathematics Specialist, you will get the bonus from each of them. Even if one or both of the mathematics courses is not one of your best four scaled scores, the bonus will still be added to the aggregate. The bonus does not apply to Mathematics Applications.

ATAR Courses in Mathematics

Mathematics Specialist - ATAR

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematics Methods ATAR course. Mathematics Specialist is an ATAR course which provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices.

The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics, or engineering at university. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

- **TEA Bonus Points apply: Ten percent of the final scaled score/s in Mathematics Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived.**
- **The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course. It must be taken with the Mathematics Methods course.**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. In order to study this syllabus, it is desirable that students complete topics from 10A Australian Mathematics Curriculum by completing the Year 10 Specialist Mathematics A & B courses.

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Year 11 Unit 1 Topics

1.1 Permutations and combinations
1.2 Vectors in the plane
1.3 Geometry
1.3 Proofs

Year 11 Unit 2 Topics

2.1 Trigonometry
2.2 Matrices
2.3 Real and complex numbers

Future Pathways

Further study at university in the following fields:

- Bachelor of Mathematical Sciences (Majoring in Applied Mathematics or Statistics)
- Bachelor of Engineering
- Bachelor of Economics

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Mathematics Methods - ATAR

The Mathematics Methods ATAR course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives, and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. This course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

TEA Bonus Points Apply: Ten percent of the final scaled score/s in Mathematics Methods ATAR will be added to the TEA, from which the ATAR is derived.

The Year 11 syllabus is divided into two units, each of one semester duration, which is typically delivered as a pair. In order to study this course, it is desirable that students have completed the topics from 10A Mathematics Australia Curriculum by completing the Year 10 Mathematics for Science and Engineers, Year 10 Specialist A & B, or Year 10 ATAR Maths Preparation courses.

Year 11 Unit 1 Topics

1.1 Functions and graphs
1.2 Trigonometric functions
1.3 Counting and probability

Year 11 Unit 2 Topics

2.1 Exponential functions
2.2 Arithmetic and geometric sequences and series
2.3 Introduction to differential calculus

Future Pathways

Further study at university in the following fields:

- Bachelor of Mathematical Sciences (Majoring in Applied Mathematics or Statistics)
- Bachelor of Engineering
- Bachelor of Economics

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Mathematics Applications - ATAR

The Mathematics Applications ATAR course is designed to prepare students with practical skills that can be applied in a range of contexts at university, TAFE and the real-world. The course expands on Year 10 understanding of financial modelling, geometric and trigonometric analysis, graphing and networking, and growth and decay sequences. It prepares students for report-writing and data analysis using the statistical investigation process and is applicable for all future pathways that do not involve the use of calculus.

Year 11 Unit 1 Topics

1.1 Consumer arithmetic
1.2 Algebra and matrices
1.3 Shape and measurement

Year 11 Unit 2 Topics

2.1 Univariate data analysis and the statistics
2.2 Applications of trigonometry
2.3 Linear equations and their graphs

Future Pathways

Mathematics Applications prepares students for multiple different pathways and aspirations at TAFE and university, including:

- Bachelor of Science in physiotherapy, psychology, nursing, and other health degrees.
- Bachelor of Science in software engineering, cyber security, and other computing degrees.
- Bachelor of Business in marketing, policy analysis and economics.
- Diploma in drafting, 3D design, surveying and construction.
- Certificate in laboratory skills, data science and environmental management.

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General Courses in Mathematics

Mathematics Essentials - General

Mathematics Essentials is a General Course, which focuses on using mathematics effectively, efficiently, and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, and community settings.

This course provides the opportunity for students to prepare for post-school options of employment and further training. There is no examination at the end of Year 12, however students are required to sit an Externally Set Task which is set from SCSA and contributes 15% of their overall grade for Year 12.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

Year 11 Unit 1 Topics

1.1 Basic calculations, percentages, and rates
1.2 Using formulas for practical purposes.
1.3 Measurement
1.4 Graphs

Year 11 Unit 2 Topics

2.1 Representing and comparing data.
2.2 Percentages
2.3 Rates and Rations
2.4 Time and motion

Future Pathways

Students who are planning to enrol in TAFE will require Mathematics as part of their application. TAFE's request that students pass Mathematics in Year 11 and 12.

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HEALTH AND PHYSICAL EDUCATION

ATAR Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Physical Education Studies	Physical Education Studies	AEPES (11) ATPES (12)	$120
Health Studies	Health Studies	AEHEA (11) ATHEA (12)	$115

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Health Studies	Health Studies	GEHEA (11) GTHEA (12)	$50
Physical Education Studies	Physical Education Studies	GEPES (11) GTPES (12)	$90
Outdoor Education	Outdoor Education	GEOED (11) GTOED (12)	$420

Certificate Course	Course Code	Cost	Duration
Certificate II Sport Coaching	SIS20321	$150	1 Year
Certificate III Sport and Recreation (General, Soccer Academy or Netball Academy)	SIS30115	$150	2 Years

Future Pathways in Health and Physical Education

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, fitness training, biomechanics, allied health, teaching, sport journalism, sport marking and sport development and coaching.

ATAR Courses in Health and Physical Education

Physical Education Studies – ATAR

This course will appeal to students who are intending to pursue university pathways.

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity, and sports psychology concepts to improve own and others' performance in physical activity. It also covers the relationship between skill, strategy, and the body in order to improve the effectiveness and efficiency of performance.

The course contains both theoretical (70%) and practical (30%) assessment components. The practical component will cover Volleyball and Badminton in Year 11. In Year 12, students will complete Netball and SCSA Sport.

Future Pathways

Further study at university in the following fields:

- Bachelor of Health and Physical Education
- Sport Science
- Physiotherapy
- Exercise Physiology

Health Studies – ATAR

This course will prepare students for career and employment pathways in a range of health and community service industries.

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic, and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Future Pathways

Further study at university in the following fields:

- Food Science
- Health Promotion
- Occupational Health
- Occupational Therapy
- Pharmacy
- Public Health
- Physiotherapy
- Speech Therapy

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General Courses in Health and Physical Education

Physical Education Studies – General

The Physical Education Studies course focuses on developing students understanding in the units of Functional Anatomy, Exercise Physiology, Biomechanics, Sports Psychology and Motor Learning and Coaching.

This course contains both theoretical (50%) and practical (50%) assessment components. The practical component will cover Soccer, Badminton and Basketball in Year 11. In Year 12, students will complete Volleyball and Touch Football.

Future Pathways

This course can lead to further study in Physical Education related courses at TAFE such as:

- Certificate III Sport & Recreation
- Certificate III Sport Development
- Certificate III Fitness
- Certificate IV in Sport Development
- Certificate IV Fitness

Health Studies – General

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting the health of others.

This course focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans through inquiry skills to investigate and respond and improve health and achieve set goals.

Future Pathways

This course can lead to further study in Health-related courses at TAFE such as:

- Certificate III Allied Health
- Certificate III Population Health
- Certificate IV Preparation for Health and Nursing Studies

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Outdoor Education – General

Early Course Requirements: 7.30am start one day per week (go home early on another day). **Students will need to be able to swim 200m continuously and tread water for 15 minutes to join the course and have obtained Level 8+ Swimming Certificate.**

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others, and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

The Outdoor Education Course focuses on outdoor activities and features an adventurous, out- of-doors component. Environments that provide relevant practical experiences for students are unlimited. They include short duration, part of day or whole day excursions to local environments and extended multiple-day expeditions to more remote locations beyond Perth.

The course contains both theoretical (50%) and practical (50%) components. The practical activities in Year 11 will be rock-climbing, bushwalking, Trangia cooking, snorkelling and body boarding. In Year 12, students will be completing surfing, kayaking, rock climbing and fishing.

NOTE: The camps offered will incur an extra cost.

Future Pathways

- Further study at TAFE in qualifications which are related to Outdoor Education.
- Possible employment in the Outdoor Education, leadership or environmental management industries.

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Certificate II Sports Coaching (SIS20321)

Studied over the course of one (1) year, this qualification provides the practical skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity.

This course is designed for people who want to develop their skills within recreational activities further, including providing support in the provision of sport and recreation programs, grounds and facilities maintenance, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds, complexes or aquatic centres. All job roles are performed under supervision.

With a focus on communication, teamwork, problem-solving, self-management, planning and organisation, technology and enterprise this certificate course is suitable for all students in Year 11.

Career Opportunities:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

Further Training:

- Certificate III in Sport Coaching
- Certificate III in Sport and Recreation
- Certificate III/IV in Fitness

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Certificate III in Sport, Aquatics and Recreation (SIS30122) General, Soccer Academy or Netball Academy

Studied over the course of two (2) years, this qualification allows individuals to develop a comprehensive skill set for employment in the Sport & Recreation industry. Completing this certificate will allow students to continue specialising in this sport whilst meeting the requirements of the course units to gain this qualification.

Throughout this qualification, you will learn how to work effectively in sport, fitness and recreation environments, plan, and conduct programs, organise schedules and use social media tools for collaboration and engagement for your sport or recreational facility. To be able to work hands-on in the sport and recreation industry, you will also learn how to maintain sport, fitness and recreation facilities and conduct non-instructional sport, fitness, or recreational sessions.

When studying this course, students develop sport-specific knowledge and skill related to participation and coaching alongside the ability to complete general administration and customer service tasks.

When selecting this course on the subject selection form, students will need to indicate their preferred method of study for this qualification.

- General Sport focus
- Soccer Academy focus
- Netball Academy focus

Career Opportunities:

- Activity Operation officer
- Leisure service officer
- Recreation officer
- Outdoor activity assistant
- School camp activity assistant
- Customer service assistant

Further Training:

Diploma of Sport and Recreation Management

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SCIENCE

ATAR Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Biology	Biology	AEBYL (11) ATBLY (12)	$70
Chemistry	Chemistry	AECHE (11) ATCHE (12)	$70
Human Biology	Human Biology	AEHBY (11) ATHBY (12)	$80
Physics	Physics	AEPHY (11) ATPHY (12)	$70
Psychology	Psychology	AEPSY (11) ATPSY (12)	$70

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Human Biology	Human Biology	GEHBY (11) GTHBY (12)	$70
Psychology	Psychology	GEPSY (11) GTPSY (12)	$70
Science in Practice (EES)	Science in Practice (EES)	GESIPE (11) GTSIPE (12)	$70
Science in Practice (PCH)	Science in Practice (PCH)	GESIPP (11) GTSIPP (12)	$70

Certificate Courses	Course Code	Cost	Duration
Certificate III Laboratory Skills	MSL30122	$250	2 Years

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ATAR Courses in Science

Biology – ATAR

Unit 1

In this unit, students learn about the diversity of life on Earth, from the functioning of individuals to the individual's role in populations and ecosystems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Unit 2

In this unit, students will be involved in the practical application of Biology in the real world, introducing practical techniques to assess populations in the field, dissections, microscope skills, and environmental sustainability. Students analyse features of prokaryotic and eukaryotic cells and the need to exchange materials with their immediate external environment to maintain the chemical processes vital for cell functioning. Students will investigate the role of enzymes in controlling biochemical systems. Students examine the structure and function of plant and animal systems at cell and tissue levels to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research.

Future Pathways

Further study at university in the following fields:

- Bachelor of Veterinary Science
- Bachelor of Marine Biology
- Bachelor of Science

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Chemistry – ATAR

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet economic, environmental, and social needs. This includes addressing the global challenges of climate change and security of water, food, and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of Chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy, and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture, and food technology.
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Unit 1

In this unit, students use the models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2

In this unit, students continue to develop their understanding of bonding materials and the relationship between structure, properties, and reactions, including factors that affect the rate of chemical reactions. Students investigate the properties of water and acids and bases and use chemical equations to calculate the concentrations and volumes of solutions involved in reactions.

Future Pathways

Further study at university in the following fields:

- Bachelor of Medicine
- Bachelor of Engineering
- Bachelor of Science, majoring in Chemistry
- Bachelor of Pharmacology
- Bachelor of Metallurgy

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Human Biology – ATAR

Unit 1

In this unit students will look at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Students will investigate cells and explore the respiratory, circulatory, digestive, and excretory systems of the human body and explain factors affecting metabolism. Students will examine the materials are that are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Students will analyse the structure and function of the Musculo-skeletal system which provides human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life. Students investigate questions about problems associated with factors affecting metabolism.

Unit 2

In this unit, students will study the reproductive systems of males and females, the mechanisms of the transmission of genetic material from generation to generation. Students will also investigate the effects ofthe environment on gene expression. Students will investigate the cellular mechanisms for gamete production and zygote formation which contribute to human diversity. Students will examine the reproductive systems of males and females and explain how they are differentially specialised to support their roles in reproduction, including gamete production, fertilisation, pregnancy, and birth. Students will describe how disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. Students will explore how the application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Future Pathways

Further study at university in the following fields:

- Bachelor of Medicine
- Bachelor of Science, majoring in Human Biology
- Bachelor of Nursing
- Bachelor of Paramedical Science
- Bachelor of Education (Science)

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Physics – ATAR

Unit 1

Students develop an understanding of motion, forces, and mechanical and thermal energy, which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and individuals, and the development of ICT and other technologies have contributed to developing understanding of motion, forces and mechanical and thermal energy, and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Unit 2

An understanding of waves, nuclear reactions and electricity is essential to appreciate how global energy needs are met. Students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate common wave phenomena in various media. They apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. Students examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Future Pathways

Further study at university in the following fields:

- Bachelor of Science, majoring in Applied Physics or Astrophysics
- Bachelor of Engineering

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Psychology – ATAR

Unit 1

Psychology Units 1 and 2 examine human behaviour, cognition, and emotion from both a biological and lifespan perspective and how they can all be influenced by others. Unit 1 introduces psychology as an inquiry-based discipline, wherein you will grasp concepts associated with psychological theories, studies, and models, which evolve over time to explain human emotion, cognition, and behaviour. You will learn about the basic structure of the nervous system and its effects on human thought, emotion, and behaviour. Additionally, the unit delves into lifespan psychology with a significant focus on adolescent development, enabling you to comprehend the impact of developmental changes on thoughts, feelings, and behaviours before delving into the role of attachment and identifying developmental stages according to specified theorists.

Unit 2

Unit two focuses in on the influence of others on human behaviour, cognition, and emotion. You will explore the function and effect of attitudes, applying the tripartite model of attitude structure to develop a more complex understanding. The unit explores theories of cognitive dissonance, social identity, and attribution, relating them back to real-world experiences. Furthermore, it introduces social influences, wherein you will learn about the role of stereotypes and the relationship between attitudes, prejudice, and discrimination.

Throughout both units, you will also develop and broaden your understanding of Science Inquiry and the evolution of psychological knowledge over time in response to ongoing research. These Science Inquiry concepts will be further explored in units 3 and 4.

Future Pathways

Further study at university in the following fields:

- Bachelor of Psychology
- Bachelor of Criminology
- Bachelor of Sports Science

Joseph Banks
Secondary College

General Courses in Science

Human Biology – General

Unit 1

The Human Biology General course gives students a chance to explore how cells help sustain life processes. Students focus on role of the digestive system in providing essential nutrients for the musculoskeletal system. They will also study the role of nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied.

Unit 2

This unit explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Future Pathways

Further study at University or TAFE in the following fields:

- Certificate III Population Health.
- Certificate IV in Preparation for Health and Nursing Studies
- Diploma in Nursing
- Bachelor of Nursing

Joseph Banks
Secondary College

Psychology – General

Unit 1

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining, and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental concepts in social psychology to understand how individuals perceive and interact with others within their social environment.

Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity, and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range, and use this data to create tables, graphs and diagrams and draw conclusions.

Future Pathways

Further study at TAFE in the following fields:

- Diploma in Counselling
- Certificate III or Diploma in Early Childhood Education
- Certificate III Government (Response and Operational Services – Police

Joseph Banks
Secondary College

Science in Practice (Earth and Environmental Science) – General

Unit 1

In this unit, students delve into the fascinating world beneath our feet in Earth and Environmental Science. Through hands-on activities, they explore the physical properties of minerals and their role in shaping rocks and soils crucial to Western Australia's resource industry. Engaging in practical exercises enhances their observation and classification skills while unraveling the geological movements that sculpt our landscapes. Field trips offer immersive experiences, allowing students to witness firsthand the dynamic forces at play, fostering a deeper appreciation for Earth's natural processes.

Unit 2

In this unit, students immerse themselves in the diversity of Western Australia's ecosystems in Earth and Environmental Science. Through scientific inquiry, they embark on fieldwork adventures to study the complex interactions within local ecosystems. Working together, students collect valuable firsthand data and observe the interactions of biological organisms and their environment. They explore the human impact on nature and develop practical solutions to preserve our ecosystems for future generations.

Future Pathways - Further study at University or TAFE in the following fields:

- Bachelor of Science
- Bachelor of Metallurgy
- Bachelor of Geology

Joseph Banks
Secondary College

Science in Practice (Physics and Chemistry) – General

Unit 1

Acids and bases are important compounds in our daily lives. They are used in households, industry and in agriculture. The effects of acids and bases can have environmental implications and play an important role in the lives of animals, including humans. In this unit, students will use a range of practical and research inquiry skills to identify the properties of acids and bases and investigate chemical reactions, including the prediction and identification of products. They will investigate how acids and bases work in the human body and affect the environment.

Unit 2

Wheels have played a significant role in shaping our lives and transforming human civilisation. They have been instrumental in advancing transportation, industry, and various aspects of our daily routines. They have facilitated the movement of people and goods, enabling trade, exploration, and cultural exchange across vast distances. It is essential that we have an understanding the science of vehicles and driver behaviour to ensure our safety on the road. In this unit, students learn how knowledge of how the nervous systems reacts to stimuli and physics can help drivers make informed decisions that can mitigate the risks of driving.

Future Pathways

Further study at TAFE in courses related to science.

- Water monitoring
- Conservation management
- Zoology
- Vet Nursing

Joseph Banks
Secondary College

Certificate III in Laboratory Skills (MSL30122)

RTO – AIET (RTO 121314)

Studied over the course of two years, this qualification covers the skills and knowledge required to perform a range of laboratory operations across all industry sectors. Students will gain essential laboratory skills such as maintaining a laboratory, routine sampling and testing, recording data, performing aseptic techniques and preparing cultures. Laboratory technicians follow set procedures and apply well developed technical skills and basic scientific knowledge. They generally work inside a laboratory but may also perform technical tasks in the field or within a production plant.

Career Opportunities:

Industries include food technology, pathology, schools, mining, and trade laboratories.

Further Training:

- MSL4019 Certificate IV in Laboratory Techniques
- HLT37215 Certificate III in Pathology Collection

Joseph Banks Secondary College

HUMANITIES AND SOCIAL SCIENCES (HASS)

ATAR Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Business Management & Enterprise	Business Management & Enterprise	AEBME (11) ATBME (12)	$45
Modern History	Modern History	AEHIM (11) ATHIM (12)	$70

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Aboriginal & Intercultural Studies	Aboriginal & Intercultural Studies	GEAIS (11) GTAIS (12)	$35
Business Management & Enterprise	Business Management & Enterprise	AEBME (11) GTBME (12)	$45
Geography	Geography	GEGEO (11) GTGEO (12)	$35
Modern History	Modern History	GEHIM (11) GTHIM (12)	$35

Certificate Courses	Course Code	Cost	Duration
Certificate III in Business	BSB30120	$150	2 Years

Joseph Banks
Secondary College

Business Management and Enterprise – ATAR

Unit 1

Students will initially study the concepts, structures and factors underpinning business performance on a national level. Specific content area includes marketing, leadership, management, organisational practices, and structures. Once students have gained an understanding of how businesses function, they will explore the relationships between business and society. Successful marketing campaigns will be analysed – what makes them successful? They will explore how economic environments, government policies, legal requirements and society's beliefs and values impact business.

Unit 2

Students will learn how to apply business skills, tools, and processes to effectively manage and grow businesses on a national level. This will require the demonstration of effective interpersonal skills, and the investigation and evaluation of innovative and enterprising opportunities. Intellectual property, employee motivation and successful business plans will be studied. Learning experiences will typically include case studies, current affairs, marketing plans and financial data.

Future Pathways

Further study at university in the following fields:

- Bachelor of Business
- Bachelor of Commerce, Marketing, Advertising and Public Relations
- Bachelor of Philosophy, Politics and Economics

Joseph Banks
Secondary College

Modern History – ATAR

Unit 1: Capitalism – The American Experience (1907-1941)

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport, and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2; Nazism in Germany

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Future Pathways

Further study at university in the following fields:

- Bachelor of Social Science
- Bachelor of Arts majoring in History

Joseph Banks
Secondary College

General Courses in HASS

Aboriginal and Intercultural Studies – General

This course provides all students with the opportunity to explore and investigate the concept of culture. Students will learn about the diversity of First Nations Peoples in Australia, in addition to the International First Nations Peoples, such as the Māori, the Dayak people of Borneo, the Inuit, the First Nations Peoples of North America, the Karen people of Burma, the Tibetan people, and/or the Khoikhoi peoples of South Africa.

The Aboriginal and Intercultural Studies General course is intended to equip students with the knowledge, skills, and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts. In addition to presentations and response tasks, a key part of the course will centre around providing students with the opportunity to collaborate around planning, designing, and implementing a culturally appropriate display and activity. Students will also create educational resources that will be utilised to teach other students about the contribution of cultural expressions to the empowerment and resiliency of First Nations Peoples cultures and identities both in Australia and globally.

Unit 1

This unit enables students to develop their understanding of the concept of culture and of Australia's First Nations Peoples as being the oldest living continuous cultures in the world. Students will explore factors that contribute to a group, or individual identity over time, and in further developing their understanding of the diversity of First Nations Peoples' experiences and perspectives, will build an awareness of the ways First Nations Peoples' cultural identities are uniquely expressed within Australia and around the world.

Unit 2

This unit enables students to explore the distinctiveness and diversity of Australian First Nations Peoples' cultural expressions. They explore the use of First Nations Peoples' cultural expressions to continue, maintain, share, and revitalise their cultural knowledge and values and, in doing so, develop respect and understanding of the cultural protocols, including intellectual and cultural property rights, which exist to protect and revitalise First Nation Peoples' cultures.

Future Pathways

Further study at TAFE in the following fields:

- Certificate IV in Community Services
- Certificate IV in Youth Work

Joseph Banks
Secondary College

Business Management and Enterprise – General

Unit 1

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Future Pathways

Further study at TAFE in the following fields:

- Certificate III/IV Business
- Certificate III Event Management

Joseph Banks
Secondary College

Geography – General

Unit 1

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional, and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live, and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

Unit 2

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

Future Pathways

Further study at TAFE in the following fields:

- Cert IV in Conservation and Land Management
- Advanced Diploma of Community Sector Management
- Cert II Horticulture
- Cert IV in Surveying
- Cert III in Surveying and Spatial Information Services

Joseph Banks
Secondary College

Modern History – General

Unit 1

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Unit 2

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

Future Pathways:

- Certificate IV in Library and Information and Cultural Services
- Certificate IV in Travel and Tourism

Joseph Banks
Secondary College

Certificate III Business (BSB30120)

Studied over the course of **two years**, this certificate course will provide students with a nationally recognised qualification. Graduates at Certificate III level will have theoretical and practical knowledge and skills for work and/or further university or TAFE learning. Training and assessment will occur in the school environment.

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgment, and relevant theoretical knowledge. They may provide technical advice and support to a team.

Possible job outcomes include:

- Receptionist
- Administration Officer
- Personal Assistant

As a VET course, assessments are competency based and continuous. A student's performance is judged against a prescribed set of standards – not against the performance of other students. A student is judged either 'competent' or 'not yet competent'.

Core units:

- BSBCRT311 Apply critical thinking skills in a team environment BSBPEF201 Support personal wellbeing in the workplace.
- BSBSUS211 Participate in sustainable work practices.
- BSBTWK301 Use inclusive work practices.
- BSBWHS311 Assist with maintaining workplace safety.
- BSBXCM301 Engage in workplace communication.

Elective units:

- BSBTEC201 Use business software applications
- BSBTEC301 Design and produce business documents
- BSBTEC302 Design and produce spreadsheets
- BSBTEC303 Create electronic presentations
- BSBPEF301 Organise personal work priorities
- BSBINS302 Organise workplace information
- BSBXCS303 Securely manage personally identifiable information and workplace information

Joseph Banks
Secondary College

TECHNOLOGIES

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Applied Information Technology	Applied Information Technology	GEAIT (11) GTAIT (12)	$70
Children, Family and the Community	Children, Family and the Community	GECFC (11) GTCFC (12)	$110
Computer Science	Computer Science	GECSC (11) GTCSC (12)	$75
Food Science and Technology	Food Science and Technology	GEFST (11) GTFST (12)	$240
Materials, Design & Technology: Metals	Materials, Design & Technology: Metals	GEMDTM (11) GTMDTM (12)	$185
Materials, Design & Technology: Textiles	Materials, Design & Technology: Textiles	GEMDTT (11) GTMDTT (12)	$225
Materials, Design & Technology: Wood	Materials, Design & Technology: Wood	GEMDTW (11) GTMDTW (12)	$185

Certificate Courses			
Course	**Course Code**	**Cost**	**Duration**
Certificate III Early Childhood Education and Care	CHC30121	$250	2 Years
Certificate II in Hospitality	SIT20322	$250	2 Years
Certificate II in Integrated Technologies (Robotics)	22586VIC	$250	2 Years
Certificate III Information and Technology (Cyber Security)	ICT30120	$150	2 Years

Joseph Banks
Secondary College

General Courses in Technology

Applied Information Technology – General

The Applied Information Technology General course equips students with the requisite knowledge, and abilities to effectively use diverse computer hardware and software to generate, manipulate and communicate information in an efficient, responsible, and informed manner. By investigating, designing, constructing, and evaluating digital goods and solutions, students acquire knowledge of computer systems, data management, and the utilisation of various software programs.

Throughout the Applied Information Technology course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students experience, albeit in a school environment, developing digital solutions for real situations.

The course's practical application of skills, techniques, and strategies to solve information problems is a key focus. Students also gain an understanding of computer systems and networks. The legal, ethical, and social issues associated with each solution are also considered and evaluated through undertaking projects and designing solutions.

This course provides students with the opportunity to develop their knowledge and skills in digital technologies. It also encourages students to use digital technologies responsibly and informally. The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology-based careers.

Future Pathways

Further study at university in the following fields:

- Bachelor of Information Technology
- Bachelor of Computer Science
- Bachelor of Data Science

Further study at TAFE in the following fields:

- Certificate III/IV and Diploma in Information Technology and Networking
- Certificate III in Information, Digital Media, and Technology
- Certificate IV in Programming

Joseph Banks
Secondary College

Computer Science – General

The Computer Science General course focuses on the fundamental principles, concepts, and skills within the field. It provides students with opportunities to develop flexibility and adaptability in applying these in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to developing computer systems and software, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems while understanding the building blocks of computing.

This course investigates the impact of technological developments on the personal, social, and professional lives of individuals, businesses, and communities. The ethical, moral, and legal factors that influence developments in computing are explored so that students recognise the consequences of decisions made by developers and users in respect of the development and use of technology.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Future Pathways

Further study at university in the following fields:

- Bachelor of Computer Science
- Bachelor of Data Science
- Bachelor of Information Technology

Further study at TAFE in the following fields:

- Certificate III/IV and Diploma in Information Technology and Networking
- Certificate III in Information, Digital Media, and Technology
- Certificate IV in Programming

Joseph Banks
Secondary College

Children Family and Community – General

This course focuses on the development and wellbeing of individuals and families, with emphasis on infants and young children. Students will participate in hands-on activities, and real-life experiences with children and babies to gain an understanding of development and to build skills in caring for and raising children.

Topics include:

- Families and relationships
- Conception, pregnancy, and birth
- Developmental milestones
- Child safety and health
- Cultural influences on childrearing
- Parenting and family management
- Current topics in child development
- Community and healthcare services

Future Pathways

Further study at TAFE and University in the following fields:

- Certificate III and IV in School Age Education and Care
- Certificate III/IV and Diploma in Community Services
- Certificate III and Diploma in Early Childhood and Care
- Certificate III and IV in Education Support
- Certificate IV and Diploma in Youth Work
- Certificate III Early Childhood Studies
- Portfolio entry into University for Education, Nursing, Community Services and Health

Joseph Banks
Secondary College

Food Science and Technology – General

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply, and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities.

In the Food Science and Technology General course, students develop their interests and skills through the design, production, and management of food-related tasks. They develop knowledge of the sensory, physical, chemical, and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development, and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Future Pathways

Further study at TAFE in the following fields:

- Food and Nutrition courses at TAFE
- Dietary planning courses at TAFE
- Employment for the Department of Health in a range of positions e.g. OHS Officer.
- Certificate II/III in Hospitality

Material, Design and Technology: Metals – General

The Materials Design and Technology General course is a practical course. Students work with metal, the design and manufacture of products being the major focus. Students will develop and practice skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Future Pathways

Further employment and enrolment in TAFE in the following industries:

- Apprenticeships including employment as a sheet metal work, roof plumber or panel beater.
- Advanced Welding Course at North Metropolitan TAFE

Materials, Design and Technology: Wood – General

The Materials Design and Technology General course is a practical course. Students work with wood, the design and manufacture of products being the major focus. Students will develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Future Pathways

Further study at TAFE in the following fields:

- Certificate III in Building and Construction (Carpentry and Joinery)
- Certificate II in Cabinet Making
- Certificate III Flooring Technology
- Certificate III in Furniture Finishing
- Certificate III in Timber and Composites Machining

Joseph Banks
Secondary College

Materials, Design and Technology: Textiles – General

The Materials Design and Technology General (Textiles) course is a practical course that will enable students to develop their knowledge and skills working with a variety of different fabrics and construction techniques.

Students explore a range of decorative techniques including tie dye and screen printing, and design and create a range of products for functional purposes. Students will have the opportunity to create their own bag and design and manufacture a garment that meets a design brief.

Students learn about the properties, classifications, and origins of different fabrics. Students utilise this theoretical knowledge to develop a design they wish to create, select appropriate fabrics, and manufacture products using a design process. Students will utilise a range of production techniques and equipment whilst considering other implications in the design process.

Factors such as ethical and environmental awareness, sustainability and intercultural understanding are investigated. Creative and critical thinking skills are employed as students produce design solutions, which consider the above factors. Throughout the course students maintain a design portfolio that communicates their personal ideas and documents their design journey.

Future Pathways

Further study at TAFE and Design College in the following fields:

- Fashion Styling
- Footwear Design
- Visual Merchandising
- Design Fundamentals (Fashion and textile design – fashion buying

Joseph Banks
Secondary College

Certificate III in Early Childhood, Education and Care (CHC30121)

Studied over two years, this qualification is specifically for students wanting to work within the childcare industry.

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. They support children's wellbeing, and development in the context of an approved learning framework. Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures. They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools, or kindergartens.

To achieve this qualification, the individual must have completed a total of least 160 hours of work in a regulated children's education and care service in Australia as detailed in the Assessment Requirements of units of competency. The total number of hours may be applied collectively across all units of competency that include the requirement for workplace hours.

Course Requirements:

Students will be required to complete activities outside of class times. Specifically, **there is compulsory Workplace Learning component within this course**, where students gain experience from local early learning centres, and meet the workplace learning hours quota.

Core units:

- CHCECE030 Support inclusion and diversity
- CHCECE031 Support children's health, safety, and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children.
- CHCECE034 Use an approved learning framework to guide practice.
- CHCECE035 Support the holistic learning and development of children.
- CHCECE036 Provide experiences to support children's play and learning.
- CHCECE037 Support children to connect with the natural environment.
- CHCECE038 Observe children to inform practice.
- CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures.
- CHCECE055 Meet legal and ethical obligations in children's education and care.
- CHCECE056 Work effectively in children's education and care.
- CHCPRT001Identify and respond to children and young people at risk.
- HLTAID012 Provide First Aid in an education and care setting.
- HLTWHS001 Participate in workplace health and safety.

Elective units:

- CHCDIV001 Work with diverse people.
- CHCPRP003 Reflect on and improve own professional practice.
- BSBSUS411 Implement and monitor environmentally sustainable work practices.

Direct Entry into Workforce:

Students who complete this qualification will qualify to enter the workforce within the childcare industry. They will also have a bank of industry contacts due to undertaking workplace learning.

Further Training:

- CHC50113 Diploma of Early Childhood Education and Care

If students cannot be enrolled into this certificate course, then they will be enrolled into Certificate II Community Services.

NOTE

The College is working with a private RTO to auspice this qualification.

When enrolled in this course, students are required to complete 160 hours of workplace learning with a local centre. This is scheduled one day per week from the start of Semester Two. The College organises workplace centres for students.

Joseph Banks
Secondary College

Certificate II Hospitality (SIT20322)

The hospitality industry is one of the largest in Australia, predominately made up of businesses that provide a range of accommodation, food, and beverage services. The restaurant and catering sector of the industry continues to experience growth with our increasingly time constrained society seeking the convenience of eating out.

Studied over the course of two years, this qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:

- bar attendant
- café attendant
- catering assistant
- food and beverage attendant
- front office assistant
- porter
- room attendant.

Course Requirements:

Students are required to complete eight functions over the two-year course, this will mean that students will occasionally need to complete activities outside of class times.

As a VET course assessment are competency based and continuous. Assessment of competencies is standards references. A student's performance is judged against a prescribed set of standards – not against the performance of other students. A student is either judged 'competent' or 'not yet competent'.

Course Content:

The focus of this course is on food preparation and skills for the hospitality industry and all work is completed in a commercial kitchen. At the completion of the course students will receive a trade certificate as well as valuable life skills. A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. This Practical course is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part time in the Hospitality Industry while completing Tertiary Education or wishing to work fulltime in the industry.

Career Possibilities and Further Study:

This Certificate II increases a student's job prospects and gives extra recognition for TAFE entry. This is a very rewarding course that would benefit anyone with to follow a career in Hospitality and Tourism. Hospitality is the biggest employer in Australia and many university and TAFE students work part time in the industry. If students have completed this certificate, it is an added advantage when seeking employment in this field.

Uniform:

Students are required to wear a chef uniform for the practical aspects of this course including a chef jacket, hat, and apron at a cost of $70. Students are required to provide their own black pants and closed in leather shoes.

Joseph Banks
Secondary College

Certificate II Integrated Technologies (Robotics) (22586VIC)

A robotic project-driven learning program!
In this course, students will gain foundation skills required by industries involved with automation and robotics. The units will be taught in a very hands-on approach through two projects involving simple robots. Students will also learn the basics of electronics, programming, 3D printing, and the basics of engineering drawing. Students will develop their skills in using basic hand tools.

This course will equip students to take on entry-level work in the fields of automation, robotics, electronics technician, electronic engineering, smart technologies, mechatronics engineering, electrical trades, and instrumentation trades.

The Certificate II in Integrated Technologies (Robotics) will teach students skills in robotics configuration, network configuration, CAD design and robotics maintenance. Graduates of the course will be able to seek employment as service technicians capable of operating, installing, and repairing various equipment, including the 'Industrial Internet of Things' (IIOT).

Career Opportunities include:

- Automation
- Robotics
- Electronics Technician
- Electronic Engineering
- Smart Technologies
- Mechatronics Engineering
- Electrical trades

Further Training:

- Certificate IV in Integrated Technologies (Robotics Control Stream)
- Bachelor of Engineering

Joseph Banks
Secondary College

Certificate III Information Technology (Cyber Security) (ICT30120)

Beat the hackers at their own game.

If you love computers and aren't afraid of the challenges being presented by the dark web, this course will get you on your way to building a career in the vitally important field of Cyber Security. The Certificate III Information Technology course offers you a pathway to gain the practical skills that you need to be part of Australia's cyber defences.

In this nationally recognised and CISCO-accredited Certificate III program, you will learn the fundamentals of networking security and design, system configuration and hardening, and Microsoft server management and protection in a hands-on, practical environment.

This course is suited to students who love for computers and aren't afraid of the challenges presented by the dark web. It allows students to pursue a pathway to gain the practical skills needed to be part of Australia's cyber defences.

Career Opportunities:

- ICT support
- Network Programmer
- Cloud applications developer (back end)
- Computer Installation Technician
- Systems Administrator
- Software Applications Programmer
- Network Administration
- Computer Technical Support Security
- Information Security
- Penetration Tester
- Network Audit Officer
- Security Systems Help Desk Support
- Website/Network Security Officer
- Network Operations Centre Team Member
- Operate a Cyber Security Operations Centre
- Website development
- Social media administration

Further Training:

- Certificate IV in Cyber Security
- Diploma of Information Technology Networking (Advanced Networking)
- Advanced Diploma of Information Technology (Cyber Security)
- Bachelor of Science (Cyber Security)

Joseph Banks Secondary College

THE ARTS

ATAR Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Music	Music	AEMUS (11) ATMUS (12)	$140

General Courses			
Year 11 (Units 1 & 2)	**Year 12 (Units 3 & 4)**	**Course Code**	**Cost**
Design (Graphic Design)	Design (Graphic Design)	GEDES (11) GTDES (12)	$120
Drama	Drama	GEDRA (11) GTDRA (12)	$65
Media Production and Analysis	Media Production and Analysis	GEMPA (11) GTMPA (12)	$65
Visual Arts	Visual Arts	GEVAR (11) GTVAR (12)	$150

Certificate Course	Course Code	Cost	Duration
Certificate III Music (Performance)	CUA30920	$150	2 Years
Certificate II Creative Industries	CUA20220	$150	2 Years

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ATAR Courses in The Arts

Music– ATAR

The Music ATAR course provides students with the opportunity to reach their full creative and expressive potential.

Throughout the two units, students will develop a strong foundation in both performance and audience engagement, honing their individual and collaborative skills. They will deepen their music literacy, exploring how the elements and characteristics of music can be applied, combined, and manipulated across various contexts, including performance, composition, listening, and analysis.

Students will examine the influence of social, cultural, and historical factors on music, developing a deeper understanding of music conventions and practices in Contemporary, Jazz, and Western Art music. Critical listening and thinking skills will be central to their development as they compare and analyse musical works, refining their aesthetic understanding.

Future Pathways

This course provides an excellent foundation for students interested in pursuing further study in music at WAAPA across a variety of disciplines, as well as enrolment in music industry courses at TAFE (Certificate III and Diploma levels). It also offers the opportunity for portfolio entry into music programs at Murdoch University.

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General Courses in The Arts

Visual Art - General

In the Year 11 Visual Arts general course, students develop artworks primarily concerned with their own experiences and explorations of their immediate environment. They explore ways to draw and develop artworks that show a fundamental understanding and appreciation of art.

This is a highly practical course that allows students to explore their creativity using a range of materials and guide techniques. Independent exploration of ideas is promoted across a broad range of art forms that enable students to develop artworks that are relevant to their own lives.

Unit 1

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Unit 2

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

Future Pathways

Further study of Visual Art at TAFE in the following fields:

- Certificate III/IV in Visual Arts or Screen and Media (Animation and Game Art).
- Possible Games and Art portfolio entry with a variety of universities.

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Drama - General

Drama is a vibrant and varied art form. It is one of the oldest art forms and part of our everyday life. The Drama course focuses on aesthetic understanding and drama in practice as you integrate your knowledge and skills. You use the elements and conventions of drama; you engage in drama processes which allow you to create original drama and interpret a range of texts written or devised by others. Your work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use new technologies such as digital sound and multi- media. Students present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning time management skills, showing initiative, and demonstrating leadership and interpersonal skills. Drama requires you to develop and practise problem-solving skills through creative and analytical thinking processes. In this course, students engage in both Australia and world drama practice.

Unit 1

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read, and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Future Pathways

Completion of this course can lead to tertiary studies at both TAFE and University in addition to a range of possible future employment opportunities:

- Students are encouraged to apply for Portfolio Base entry via a range of Universities into the Bachelor of Arts in Theatre and Drama.
- Bachelor of Arts (Music Theatre) at WAAPA
- Diploma of Musical Theatre at WAAPA

Employment in careers association with Drama such as Acting, Stage Design, Public Relations, Directing, Teaching, Marketing, Lighting/sound industry, Journalism, Costume Design and the Media Industry. Students are encouraged to apply for portfolio entry via Curtin and Murdoch

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Graphic Design – General

Unit 1

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. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials, and technologies relevant to the design.

Projects can include:

- corporate gift package, product labelling and package design for drink/food company, t-shirt design and swing tag/packaging, calendars, festival event program, surfboard surface graphics and/or advertisement, tote bag and/or postcard design.

Ideas can be applied to:

- logos, branding, web page, posters, surf/skateboard illustration layout, product concepts, and book/magazine covers such as comic books and graphic novels and illustrations for a book/CD/game cover or 3Dcartondesign.

Unit 2

Cultural Design - Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials, and technologies.

Projects can include: new band/ music promotional material, logo and promotional material for a non-for-profit organisation, hobby/ sports/ interest-based, T-shirt illustration, book front cover redesign or illustration design for educational children's story, skateboard designs and advertisement for a particular sub-culture, horoscope symbols for a specific magazine, theme or issue inspired book/magazine/comic book covers, illustrated cover pages-teen novel/genre, game cover, musical theatre poster

Future Pathways

Further study of Graphic Design at University and TAFE in the following fields:

- Diploma of Graphic Design – North/South Metro TAFE
- Bachelor of Creative Media (BCrMedia) in Graphic Design – Murdoch University
- Bachelor of Design – Edith Cowan University
- Bachelor of Design – Curtin University
- Diploma of Graphic Design, Bachelor of Design (Graphic Design), Bachelor of Design (Web Design)
- Bachelor of Games Development – SAE Perth

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Media Production and Analysis - General

The Media Production and Analysis course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge, and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment, and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural, and institutional constraints.

Students will be required to produce a range of media products. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills, and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production, and post-production phases. Within this process, skills are developed enabling students to manipulate technologies which simulate industry experiences.

Unit 1

The focus for this course is mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Unit 2

The focus for this course is an introduction to point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed.

Within this broad focus, students can choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Future Pathways

- Students can apply for portfolio-based entry at Murdoch, Curtin or Edith Cowan in fields such as Media and Communication or Journalism.
- Additionally, students can study a range of Screen and Media courses at Certificate II/III/IV at TAFE.

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Certificate III in Music (Performance) (CUA30920)

RTO-COSAMP (RTO41549)

Studied over the course of two years, this qualification aims to enable students to develop musical abilities in performance, aural and composition. Students will gain authentic learning experiences in the music industry, including production and recording.

This course is designed for people who want to develop their skills as performers or in music production and recording. Whilst studying this course, students will develop music literacy knowledge and skills in music writing and performance. The electives that are offered develop other skills related to the music industry such as audio/sound, research, innovation, and creative thinking and writing and technical production skills. Implementing copyright arrangements, working safely and effectively in the music industry is also part of this competitive and fascinating course.

This qualification reflects the role of individuals who apply a broad range of competencies in various work contexts in the music industry. They use some discretion, judgement, and theoretical knowledge, and may undertake routine activities and provide support to a team or work group. They may work in music performance, sound production, music creation and composition, music business.

The job roles that relate to this qualification may include assistant sound technician, assistant music manager, musician, sound assistant and road crew.

Career Opportunities:

This Certificate III will increase a student's job prospects and gives extra recognition for TAFE and WAAPA entry into other music and performance programs. Students can also work as a musician in pubs, clubs, weddings, and various other events. With further training, students could lead into artist management, recording technology, as well as sound and light engineering.

Future Training:

- Contemporary Music at WAAPA
- CUA409 Certificate IV in Music
- CUA50815 Diploma of Music

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Certificate II in Creative Industries (CUA20220)

This qualification is designed for people interested in working behind the scenes in the creative industries. It provides the skills and knowledge needed for various roles in areas such as theatre, film, television, radio, live events, and stage production.

You'll gain experience in entertainment customer service, staging, lighting and sound, set construction, and media production. The work involves completing clearly defined tasks focusing on teamwork and following industry procedures.

Career Opportunities:

Possible job roles include Venue Attendant, Usher, Production Assistant (Film and TV), Junior Production Crew, Radio Production Assistant, Stagehand, Runner, Dresser, Sound Assistant, Wardrobe Assistant, and more. This qualification is a great starting point for anyone looking to build a career in the entertainment and production industry.

Future Training:

- Further Study TAFE Visual and Creative Arts Certificate courses, and University.
- Advanced Diploma of Live Production and Management Services
- Bachelor of Arts (Acting)
- Bachelor of Arts (Arts Management)
- Bachelor of Arts Honours
- Bachelor of Performing Arts

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SCHOOL BASED TRAINING OPPORTUNITIES

We offer a range of VET Courses at the College. Successful completion of a certificate course will result in students gaining a range of tertiary qualifications. These courses are governed by the Australian Quality Training Framework. Successful completion of these courses is an advantage for students who are aiming to apply for further training pathways (e.g. TAFE/Registered Training Organisations), employment and are an advantage for students applying for Portfolio Entry or University Preparation at Edith Cowan, Curtin and Murdoch University.

To access further information on the various pathways to university, please refer to Page 66 and contact the individual Universities directly. Alternatively, contact the Associate Principal or Leading Teacher for more information. Please note that Certificate II/III courses do not contribute to direct university entrance eligibility.

A student may select a maximum of two certificate courses in Year 11.

VET courses are available to students in the ATAR, General & Blended Pathway.

Nationally Recognised Qualifications

Joseph Banks Secondary College partners with Registered Training Organisations (RTO) to deliver courses nationally recognised qualifications under the Australian Qualifications Framework (AQF). These courses are comparable to those delivered by TAFE Colleges and private RTOs.

The advantages for students studying these qualifications at school are:

- no time away from school with classes to make up for other courses.
- a full qualification is delivered by teachers who know the students.
- courses will not be cancelled part way through due to a drop in numbers; and
- it is a cheaper cost than external TAFE Colleges and RTOs.

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SCHOOL BASED CERTIFICATE COURSES

The following VET Certificate Courses will be delivered at Joseph Banks Secondary College by our staff in partnership with a Registered Training Organisation in 2023.

VET courses can be selected by students in the ATAR and General Pathway. Students who enrol in 5 ATAR courses often choose a Certificate as their sixth subject.

The auspicing arrangements for our certificate II and III courses will be confirmed by the College in Semester Two.

Certificate Course	Course Code	Learning Area	Cost	Duration	C grades towards WACE
Certificate III in Business	BSB30120	Humanities and Social Sciences	$140	2 Years	6
Certificate II Creative Industries	CUA20220	The Arts	$150	2 Years	4
Certificate III Early Childhood Education and Care	CHC30121	Technologies	$250	2 Years	6
Certificate II in Hospitality	SIT20322	Technologies	$250	2 Years	4
Certificate II in Integrated Technologies (Robotics)	22586VIC	Technologies	$250	2 Years	4
Certificate III Information and Technology (Cyber Security)	ICT30120	Technologies	$150	2 Years	6
Certificate III Laboratory Skills	MSL30122	Science	$250	2 Years	6
Certificate III Music (Performance)	CUA30920	The Arts	$150	2 Years	6
Certificate II Sport Coaching	SIS20513	Health & Physical Education	$150	1 Year	4
Certificate III Sport and Recreation and Aquatics (General, Soccer Academy or Netball Academy)	SIS30122	Health & Physical Education	$150	2 Years	6

Please note that students can obtain a **maximum of 8 C grades** (two qualifications) from VET certificates towards their WACE.

Opportunities for students to study a wider variety of Certificate Courses through the Vocational Education and Training for School (VETfs) is possible through the VET in Schools pathways offered by North and South Metropolitan TAFE Colleges, as well as private Registered Training Organisations (RTOs).

Students can select a maximum of two Certificate courses in Year 11. Please refer to the relevant learning area for more information regarding each individual course.

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DEFINITIONS

Term	Definition
ATAR (Australian Tertiary Admission Rank)	An ATAR is calculated using the school assessment and the student's best four scaled course sores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. (Australia wide). Further information regarding the calculation of an ATAR rank can be accessed visiting the following website http://www.tisc.edu.au/static/guide/atar-about.tisc. To achieve an ATAR of 70 for direct university entrance, students are required to average a minimum of 60% in each course and obtain exam scores of 55% or higher. This will ensure that students results are not moderated heavily when calculating their ATAR rank.
ATAR Course (Subject)	An ATAR course is offered in Years 11 and 12. The Year 11 course consists of Units 1 and 2 and the Year 12 course consists of Units 3 and 4. Year 12 ATAR courses are examined by the School Curriculum and Standards Authority (SCSA) at the completion of Year 12. ATAR courses demonstrate an increasing level of complexity form Year 11 to Year 12.
Course (often referred to as a subject)	A course is a program of study in a particular subject offered at two-year levels. It consists of a Year 11 syllabus, comprising of Units 1 and 2 and a Year 12 syllabus, comprising Units 3 and 4.
Endorsed Programs	Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities, and community organisations. These programs contribute to the WACE.
Externally Set task (EST)	An externally set task (EST) is conducted for each General course in Year 12. The EST is compulsory for all students enrolled in Units 3 and 4. All ESTs are set by SCSA. An EST is conducted under exam conditions generally prior to Semester One exams.
General Course (subject)	A General course is offered at two-year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and Year 12 syllabus comprises Units 3 and 4. General courses demonstrate an increasing level of complexity form Year 11 to Year 12. These courses are for students aiming to enter further education, University Preparation entry, TAFE, Traineeship, or the workforce straight from school. All students completing General Courses in Year 12 will need to sit externally set tasks set from SCSA.
Grades	Grades indicate the level of the student's performance: A (highest), B, C, D and E.
National Assessment Program- Literacy and Numeracy (NAPLAN)	NAPLAN is an assessment of literacy and numeracy and is undertaken annually by all Year 3, 5, 7 and 9 students throughout Australia. In Western Australia, students should aim for a Band 8 in Reading, Writing and Numeracy in Year 9. Students who achieve Band 8 prequalify for OLNA for either Reading, Writing and Numeracy. If students do not meet Band 8 for either Reading, Writing or Numeracy, then they are required to sit the OLNA assessment for each component of testing.

Term	Definition
Online Literacy and Numeracy Assessment (OLNA)	The OLNA assesses skills described in Levels 1–4 of the Australian Core Skills Framework. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work. Students who achieve a Band 8 in NAPLAN in Reading, Writing and Numeracy automatically prequalify for the specific component of OLNA testing. Demonstrating the literacy and numeracy standard in Reading, Writing and Numeracy is a requirement for achieving WACE. The OLNA is sat by students in the first semester of Year 10. Students who do not demonstrate the standard at their first attempt of the OLNA have the opportunity to sit it again in September of Year 10 and thereafter on two occasions in Year 11 and two occasions in Year 12. PLEASE NOTE: students who achieve Band 8 or higher in Year 9 NAPLAN Reading, Writing or Numeracy assessments will prequalify for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Numeracy but not for Writing, only sitting the OLNA Writing component will be required.
Registered Training Organisation (RTO)	An RTO is an organisation that delivers, assesses, certifies and quality assures a nationally recognised VET qualification. An RTO may be a school, a private training provider, or a TAFE. All RTOs operate under the various elements of the national training system.
Subject	A subject is a discrete area of study within a particular learning area. A subject is delivered in the form of ATAR and General courses. The different courses fulfil different purposes and emphasise different aspects of the subject.
VET (Vocational Education and Training)	Vocational education and training enable students to acquire workplace skills through nationally recognised training described within an industry developed training package or accredited course.
WACE (Western Australian Certificate of Education) {Often referred to as graduation}	The Western Australian Certificate of Education (WACE) is awarded by the School Curriculum and Standards Authority to students in Western Australia on successful completion of their senior secondary education. WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.
WASSA (Western Australian Statement of Student Achievement)	A Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA lists all courses and programs that a student has completed.

Joseph Banks Secondary College

Appendix A Global Course Overview

	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
HASS	Fabulous Finance	Business and Economics	ATAR Business Management and Enterprise	Bachelor of Commerce Bachelor of Marketing, Advertising and Public Relations Bachelor of Sport, recreation and event management Bachelor of Philosophy, Politics and Economics
			General Business Management and Enterprise	Certificate III Business Certificate IV Business Certificate III Event Management Certificate III/IV Business Certificate III/IV Business Administration Certificate III Business Administration (Legal) Certificate III Business Administration (Medical) Diploma of Community Services Diploma of Human Resource Management Certificate IV in Marketing and Communication Certificate IV in Leadership and Management Certificate IV in Project Management Practice Certificate IV Business
			Certificate III Business	
	Deadly Diseases	Geography: Environmental Change	General Geography	Certificate IV in Conservation and Land Management Advanced Diploma of Community Sector Management Certificate II Horticulture Certificate IV in Surveying Certificate III in Surveying and Spatial Information Services
	Country and Culture	First Nations Geography in a Changing World	General Aboriginal and Intercultural Studies	
	World War 1	History: World War 2 History: Freedom and Rights Politics and Law	ATAR Modern History General Modern History	Bachelor of Social Science Bachelor of Arts majoring in History

	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
ENGLISH	Write a Book in a Day	Land Down Under The American Dream The Gender Agenda	ATAR Literature	Supports entry to university in all subject areas
		Around the World in 80 Texts Avengers Assemble Mission: Possible The Sports Writer The Worlds End When I Grow Up You're A Wizard Harry	ATAR English	Supports entry to university in all subject areas
		Writing for Purpose	General English	University Preparation course. Portfolio entry to university courses Supports entry to a range of tertiary courses at TAFE

	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
SCIENCE	Aspirant Young Scientists	Physics in Action	ATAR Physics General Science in Practice (Physics & Chemistry)	Bachelor of Science (physics) Bachelor of Engineering Bachelor of Mathematics and Statistics Certificate IV in Engineering Certificate IV in Mechanics
		It's All Chemical The Heat is On!	ATAR Chemistry General Science in Practice (Physics & Chemistry) Certificate III Laboratory Skills	Bachelor of Science (most courses require Chemistry as a prerequisite) Bachelor of Engineering (chemical)
		Psychology	ATAR Psychology General Psychology	Bachelor of Psychology
		Human Biology 101 Saving Planet Earth Cells to Survival CoRE	ATAR Human Biology General Human Biology ATAR Biology Certificate III Laboratory Skills General Science in Practice (Earth and Environmental)	Bachelor of Science (human biology, biomedical science, wildlife conservation, zoology, marine biology, environmental science) Bachelor of Geology
	Electronics Space Academy	Space Academy: Our Curious Cosmos Space Academy: Communication In Space Space Academy: Solar Systems and Satellites	General Science in Practice (Earth and Environmental)	Supports entry into science related TAFE courses. Supports entry to university related courses in science
	Exploring the Science of Everything	Forensics	Certificate III Laboratory Skills	Certificate III supports entry to University Prep courses and possible direct entry

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	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
MATHEMATICS	Maths for Life	Maths for Life	General Essentials Mathematics	Supports students developing their numeracy skills for success in Numeracy in OLNA. Supports entry to a range of tertiary courses at TAFE.
		Mathematics Essentials (A & B)	General Essentials Mathematics	University Preparation course. Portfolio entry to university courses. Supports entry to a range of tertiary courses at TAFE.
				University Preparation course. Portfolio entry to university courses. Supports entry to a range of tertiary courses at TAFE.
	Problem Solving and Enrichment in Mathematics	Maths in Business and Economics	General Essentials Mathematics ATAR Mathematics Applications	University Preparation course. Portfolio entry to university courses. Supports entry to a range of tertiary courses at TAFE. Supports entry to university in most subject areas, except Bachelor of Engineering, some Bachelor of Science courses (e.g. physics, cyber security, zoology, biomedicine), Bachelor of Mathematics and Statistics.
		Mathematics for Scientists and Engineers (A & B)	ATAR Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist	Supports entry to university in areas such as Engineering, Science and Mathematics.
		ATAR Maths Preparation	ATAR Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist	Supports entry to university in areas such as Engineering, Science and Mathematics.
		Specialist Maths (A & B)	ATAR Mathematics Methods ATAR Mathematics Specialist	Supports entry to university in areas such as Engineering, Science and Mathematics.

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	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
HEALTH AND PHYSICAL EDUCATION (HPE)	**Physical Recreation** International Sports ESP Rugby	**Sports Science** Sports Science A Sports Science B ESP Rugby	ATAR Physical Education Studies General Physical Education Studies General Certificate II Sport Coaching Certificate III Sport & Recreation (Soccer or Netball Academy focus)	Further study at university in the following fields Bachelor of Health and Physical Education Sport Science Physiotherapy Exercise Physiology Further study in Physical Education related courses at TAFE such as: Certificate III Sport & Recreation Certificate III Sport Development Certificate IV in Sport Development Certificate IV Fitness.
	Fitness Health & Fitness	**Fitness** Fitness Training Principles		
	Academies Soccer Academy Netball Academy	**Academies** Soccer Academy Netball Academy		
	Outdoor Education: Challenge by Choice	Outdoor Education: Land or Water Based	General Outdoor Education	Further study at TAFE in qualifications which are related to Outdoor Education. Possible employment in Outdoor Education Industry.
	Health	Health Studies	ATAR Health Studies General Health Studies	Further study at university in the following fields: Food Science Health Promotion Occupational Health Occupational Therapy Pharmacy Public Health Physiotherapy Speech Therapy Further study in Health-related courses at TAFE such as: Certificate III Allied Health Certificate III Population Health Certificate IV Preparation for Health and Nursing Studies

	Year 9 Electives	Year 10 Courses	Year 11 and 12 Courses	Possible Tertiary Courses
THE ARTS	**Visual Arts** Year 9 Academy Visual Arts Digital Art	Year 10 Visual Arts Academy Art Now! Digital Art Drawing & Painting Drawing & Printmaking	General Visual Arts	Further Study TAFE Visual and Creative Arts Certificate courses, and University. Bachelor of Arts- Visual Arts Bachelor of Arts Honours Bachelor of Arts-Fine Arts Creative Arts Designing Fashion Specialisation Illustration Specialisation Visual Culture Fashion Design Design Thinking and Visual Communication Specialisation Games Art and Design Visual Communication Bachelor of Visual Arts and Design Bachelor of Fine Arts Bachelor of Education (Secondary) Bachelor of Fine Arts / Bachelor of Laws Bachelor of Science / Bachelor of Fine Arts
	Design Graphic Design	Graphic Design	General Design	Further Study TAFE Visual and Creative Arts Certificate courses, and University through ATAR. Bachelor of Arts Honours Bachelor of Design Digital and Social Media Animation and Game Design Digital Experience and Interaction Design Digital Experience Communication Specialisation Digital Experience and Interaction Design Advertising Design Specialisation Applied Graphic Design Specialisation Web Presence Specialisation Design Thinking and Visual Communication Specialisation Games Art and Design

	Drama Year 9 Academy Drama Dance	Year 10 Drama Academy Behind the Scenes Drama General Dance	General Drama Certificate II Creative Industries	Further Study TAFE Visual and Creative Arts Certificate courses, and University. Advanced Diploma of Live Production and Management Services Bachelor of Arts (Acting) Bachelor of Arts (Arts Management) Bachelor of Arts Honours Bachelor of Performing Arts Theatre Arts Screen Arts Corporate Screen Production
	Music Behind the Music So You Want to Be In a Band Year 9 Academy	Year 10 Music Academy Song Writing 101 Electronic Sound Design	ATAR Music Certificate III Music	Further Study TAFE Visual and Creative Arts Certificate courses, and University. Advanced Diploma of Music Industry Bachelor of Arts (Music Theatre) Bachelor of Arts Honours Bachelor of Performing Arts Bachelor of Music
	Media Year 9 Academy Media	Year 10 Media Academy Film Production Photography	General Media Production and Analysis	Further Study TAFE Visual and Creative Arts Certificate courses, and University. Bachelor of Media and Communication Bachelor of Arts Honours Bachelor of Arts/Bachelor of Media and Communication Master of Screen Studies Corporate Screen Production Photography

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	Year 9 Electives	Year 10 Courses	Year 11 Courses	Possible Tertiary Courses
TECHNOLOGY	Woodwork Metalwork	Wood Machining Metal Engineering	Woodwork - General Metalwork - General	Certificate II Carpentry and Joinery Apprenticeship in carpentry Certificate IV Building and Construction Certificate II in Furniture Making (Pre-Apprenticeship)
	International Foods	Food Baking Focus Methods of Cooking	Certificate II in Hospitality Food Science Technology -General	Commercial Skills set Customer service skill set Certificate III & IV in Hospitality Advanced Diploma of Hospitality Management
		Childcare	Children, Family and the Community – General Cert III Early Childhood Education and Care	Certificate III & IV in allied Health Diploma of Community Development Certificate III and IV in Community Services Certificate II, III and IV Youth Work
	Jewellery	Jewellery	Metalwork - General	Jewellery Beginner Certificate III in Jewellery Manufacture Certificate IV in Design (Jewellery Studio)
	Computing Coding: Software Engineering 101 Robotic: Code and Construct Web Design 101 F1 in Schools Cyber Security	Computer Coding: Software Engineering 201 Robotics and Electronics Web Design 201 F1 in Schools Ethical Hacking Cyber Solutions (P-TECH)	Computer Science - General Applied Information Technology - General Certificate III Information, Digital Media and Technology (Cyber Security) Certificate II Integrated Technology (Robotics Control Stream)	Certificate II in Computer assembly and Repair Certificate III/IV in Information, Digital Media, and Technology Certificate IV Programming Certificate III/IV in Information, Digital Media, and Technology (Cybersecurity) Bachelor of Computer Science
	Introductory Fashion & Design	Fashion & Design	Textiles – General	Sewing Beginner 1 & 2 Certificate III in Design Fundamentals

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YEAR 11 2026 SUBJECT SELECTION FORM

This selection form is required to be completed in advance of your scheduled meeting with your Course Counsellor during Selection Week. Parents will be contacted via telephone to arrange a Course Counselling appointment during Week 7.
For further information regarding Student Pathways and the Courses available, please refer to the Year 11 Student Pathways Booklet 2026.

This information will be used to finalise your subject selections for Year 11 in your course counselling interview.

Selection Week will run from Monday 9 June 2025 to Friday 13 June 2025.

Student Name:			
Parent/Carer Name:			
Parent/Carer Contact Numbers:			
Parent Email Address:			
Course Counsellor Name:			
Your Future Pathway			
Area of interest:			
Please select your chosen pathway/s below:			
University		University (Portfolio/Bridging Course)	
Further Training/TAFE		Employment	
Pre-apprenticeship		Traineeship	
Other:			
Course selections finalised following collaboration between the Student, Parent and Course Counsellor			
Student Signature:		Date:	
Parent Signature:		Date:	
Course Counsellor Signature:		Date:	
Notes:			

Joseph Banks
Secondary College

COURSE SELECTION PROCESS

Students must select EIGHT (8) courses in ranked order. The lowest two ranked courses will be used as Reserves if clashes occur, or a selected course does not run due to low numbers. You must be prepared to take these courses, so please choose carefully.

1. Students MUST select an English course as their first preference.
2. Students MUST ensure that they pick at least ONE **List A** and **List B** course.
3. Students are required to identify their preferred pathway for Year 11.

University Pathway (ATAR Rank 70+)

- Students must select at least FOUR ATAR courses and are strongly advised to select FIVE ATAR courses.
- The sixth course selected may be another ATAR course OR a General course OR a Certificate. Selections seven and eight are reserve courses which students must select in case other courses that have been chosen do not run due to small numbers, or clash with other ATAR selections.
- It is recommended that at least one of your reserves is an ATAR course.
- If choosing Mathematics Specialist, Methods MUST also be selected.

Blended Pathway (Unsure whether to go to University or TAFE)

- Students are required to pick a minimum of TWO ATAR subjects plus a combination of General and Certificate courses.
- To be eligible for Portfolio entry, students must select ATAR English.
- Select SIX subjects plus TWO reserves. You can select a maximum of TWO Certificate courses.

General Pathway (Pre-Apprenticeship/University Preparation/TAFE or Employment)

- Students are required to select SIX General plus TWO reserves.
- OR select FIVE General plus ONE Certificate only plus TWO reserves.
- OR select FOUR General plus TWO Certificate courses plus TWO reserves.

NOTE: Some Certificates will be completed in one year while others require a two-year commitment.

PATHWAYS TO UNIVERSITY (IN ADDITION TO DIRECT ENTRY VIA ATAR)

For more information on the below please read the Y11 Student Pathway Booklet 2026. A common misconception is that Senior School students have to do an ATAR pathway (four or more ATAR courses) to attend university. This is NOT true. More importantly, this misconception often results in students struggling through courses they are not enjoying or not succeeding in. This may caus unnecessary stress and anxiety. There is also the risk of not achieving WACE. This information is correct at the time of publishing. Please check University websites for updates.

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University	Entry course title	Requirements summary	Additional information
ECU	**Portfolio Pathway involves successfully attaining WACE and submitting:** • Introductory letter and a resume • Two written references • Copies of certificates, awards and academic records • An interview may also be part of the process • Semesterised course	**WACE** • English - ATAR C grade or an A grade at General level • Recommended 3 ATAR however not always required. • ATAR courses that are related to the area you wish to study. • The number of ATAR courses is NOT specified so you can apply with LESS than 3 ATAR courses but you should also apply for University Prep Course (see below)	http://www.ecu.edu.au/future- students/course-entry/experience-based- entry-scheme For a list of the 47 courses available click on the following link: http://www.ecu.edu.au/future- students/course-entry/experience-based- entry-scheme#courseList
	University Preparation Course (UPC) • Open to school leavers and mature age students • Free to Australian Citizens and Residents • Direct entry into a large number of ECU courses	**WACE** • Minimum C grade in General English • No ATAR courses are specified but you should be doing courses that are prerequisites for the course you wish to study at ECU	This course covers information/communication technology skills, academic research and writing, mathematical concepts and wide range of interpersonal communication skills. http://www.ecu.edu.au/degrees/uniprep
CURTIN	**Portfolio Entry must contain the following:** • Portfolio Supplementary Form • Introductory Letter • Resume • Letters of support • Evidence of academic achievement	**WACE** • English Competency - Scaled score of 50 or more in ATAR English or an A grade in General English • Demonstrated academic preparedness through a study of minimum of one ATAR course and passes in 3 general courses • Satisfy prerequisites for the course you wish to enter	Further information on Portfolio entry is available on the following link: https://study.curtin.edu.au/applying/pathways/portfolio-entry/
	UniReady Enabling Program • Open to school leavers and mature age students • Free to Australian Citizens and Residents • If you are successful, you are given direct entry into a large number of Curtin courses • Semesterised course	**WACE** • Minimum C grade in General English • No ATAR courses specified	Information and the various pathways available from UniReady are available from the following link: https://study.curtin.edu.au/applying/pathways/uniready-enabling-program/
MURDOCH	**On Track** • Supportive 14 week program for people who aspire to complete a university degree but do not qualify for direct entry via ATAR into Murdoch University.	**WACE** • Minimum B in General English or • Cert 111 or Higher or • STAT entrance test	For more information, click on the following link: https://www.murdoch.edu.au/study/courses/course-details/OnTrack#
	Media Portfolio Entry • For creative students who wish to enrol in an Arts course • ATAR results are not used to determine the application. • Requires letter of endorsement from teacher, personal statement and a range of supporting documentation.	**WACE** • Minimum of a Scaled score of 50 in ATAR English • You will need to be studying, or have achieved a scaled mark of 50 or more, in ATAR English, Literature, or English as an Additional Language or Dialect, or equivalent English competency.	For more information, click on the following link: http://portfolio.murdoch.edu.au/

YEAR 11 2026 SUBJECT SELECTION FORM

Joseph Banks Secondary College

1. Please select your English course for 2026, by entering One (1) after the relevant English course. English is a **List A** subject.

ATAR Literature $100		**ATAR English $88**		**General English $65**	

2. Please number your selections from Two (2) to Eight (8) in the selection columns. Remember selection 7 and 8 are reserve choices.

You must ensure that you pick at least ONE List B subject to ensure that you meet the requirements of WACE.

Select 2-8	ATAR Courses	List	Cost
	Biology ATAR	B	$70
	Business Management & Enterprise ATAR	A	$45
	Chemistry ATAR	B	$70
	Health Studies ATAR	A	$115
	Human Biology ATAR	B	$80
	Mathematics Applications ATAR	B	$60
	Mathematics Methods ATAR	B	$60
	Mathematics Specialist ATAR	B	$60
	Modern History ATAR	A	$70
	Music ATAR	A	$140
	Physical Education Studies ATAR	B	$120
	Physics ATAR	B	$70
	Psychology ATAR	B	$70

Select 2-8	General Courses	List	Cost
	Aboriginal and Intercultural Studies	A	$35
	Applied Information Technology	B	$70
	Business Management & Enterprise	A	$45
	Children, Family and the Community	A	$110
	Computer Science	B	$75
	Drama	A	$65
	Design	B	$120
	Food Science and Technology	B	$260
	Geography	A	$35
	Health Studies	A	$50
	Human Biology	B	$70
	Media Production and Analysis	A	$65
	Mathematics Essentials	B	$60
	Materials, Design and Technology - Metal	B	$185
	Materials, Design and Technology – Textiles	B	$225
	Materials, Design and Technology - Wood	B	$185
	Modern History	A	$35
	Outdoor Education	B	$420
	Physical Education Studies	B	$90
	Psychology	B	$70
	Science in Practice (Physics and Chemistry)	B	$70
	Science in Practice (Earth and Environmental)	B	$70
	Visual Arts	A	$150

Select 2-8	Certificate Courses (Max of 2)	Cost
	Certificate III in Business	$140
	Certificate II Creative Industries	$150
	Certificate III Early Childhood, Education and Care	$250
	Certificate II in Hospitality	$250
	Certificate III Laboratory Skills	$250
	Certificate III Music Industry	$150
	Certificate II Sport Coaching	$150
	Certificate III Information Technology (Cyber Security)	$150
	Certificate II Integrated Technologies (Robotics)	$250
	Certificate III Sport and Recreation (General)	$150
	Certificate III Sport and Recreation (Netball Academy)	$150
	Certificate III Sport and Recreation (Soccer Academy)	$150