
KINGSWAY
CHRISTIAN COLLEGE

# Year 11 and 12 Subject Handbook

# Introduction

This Year 11/12 Course Handbook is designed to make your transition into senior school as smooth as possible. It provides you with the necessary information required for you to make informed decisions about your senior school education.

## Choosing Courses

At Kingsway Christian College there are four types of courses offered:

1. **ATAR Courses**

   These courses contribute a score towards an ATAR score for each student who completes four or more ATAR courses in Year 12. All ATAR courses have formal exams and are academically rigorous in content.

2. **General Courses**
   These courses do not involve formal exams and usually involve less academic rigour than ATAR courses.

3. **VET Courses**
   These courses are Vocational Education and Training courses and focus on practical training to prepare students for specific occupations. These may be offered internally at school or externally by Registered Training Organisations, both at extra cost.

4. **Compulsory Courses**
   These are courses run for all senior school students and include Christian Studies and House Sport. These do not directly contribute to a student's academic progress but provide the student to develop holistically.

Students can choose to enrol in a combination of courses based on their personal goals or requirements for further study. Students need to complete enough courses to satisfy the requirements for achieving the WACE Certificate.

## There are three typical pathways:

### ATAR

Students complete a combination of ATAR and General courses, with at least four ATAR courses in Year 12.

This is the traditional pathway for entry into university.

### VET/General

Students complete at least one Certificate course by the end of Year 12. This does not guarantee direct entry to university, but individual universities may recognise different qualifications in considering entry applications.

### General

Students complete all General courses. This does not guarantee direct entry to university, but individual universities may consider a portfolio of achievements in considering entry applications.

## Western Australian Certificate of Education (WACE)

The WACE is a certificate awarded by the School Curriculum and Standards Authority (SCSA) that demonstrates significant student achievement during Years 11 and 12.

Achievement of the WACE acknowledges that a student has achieved the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE from 2025, a student must satisfy the following:

Breadth and depth requirement

Completion of a **minimum of 20 units**, which may include unit equivalents through VET and/or Endorsed Programs. This requirement must include at least:

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

## The following courses are offered at Kingsway Christian College:

| List A (Arts/Languages/Social Sciences) | List B (Mathematics/Science/Technology) |
|---|---|
| Children, Family, and the Community | Accounting and Finance |
| Dance | Biology |
| Drama | Chemistry |
| Economics | Computer Science |
| English | Engineering Studies |
| English as an Additional Language or Dialect | Human Biology |
| French: Second Language | Materials Design and Technology (Wood) |
| HASS in Action | Mathematics Applications |
| Literature | Mathematics Essential |
| Media Production and Analysis | Mathematics Methods |
| Modern History | Mathematics Specialist |
| Music | Physical Education Studies |
| Philosophy & Ethics | Physics |
| Politics and Law | Science in Practice |
| Visual Arts | |

## Achievement standard requirement

Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades or higher (or equivalents) in Year 12 units.

## Completion of one of the below:

**At least four Year 12 ATAR courses**

**At least five Year 12 General courses, or a combination of General and ATAR courses, or equivalent**

**A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses**

## Literacy and numeracy standard

Demonstration of the minimum standard of literacy and numeracy, either through NAPLAN or OLNA testing.

Further details regarding WACE requirements can be found at Years 11 and 12 | WACE Requirements (scsa.wa.edu.au).

## Vocational Education and Training (VET) Programs

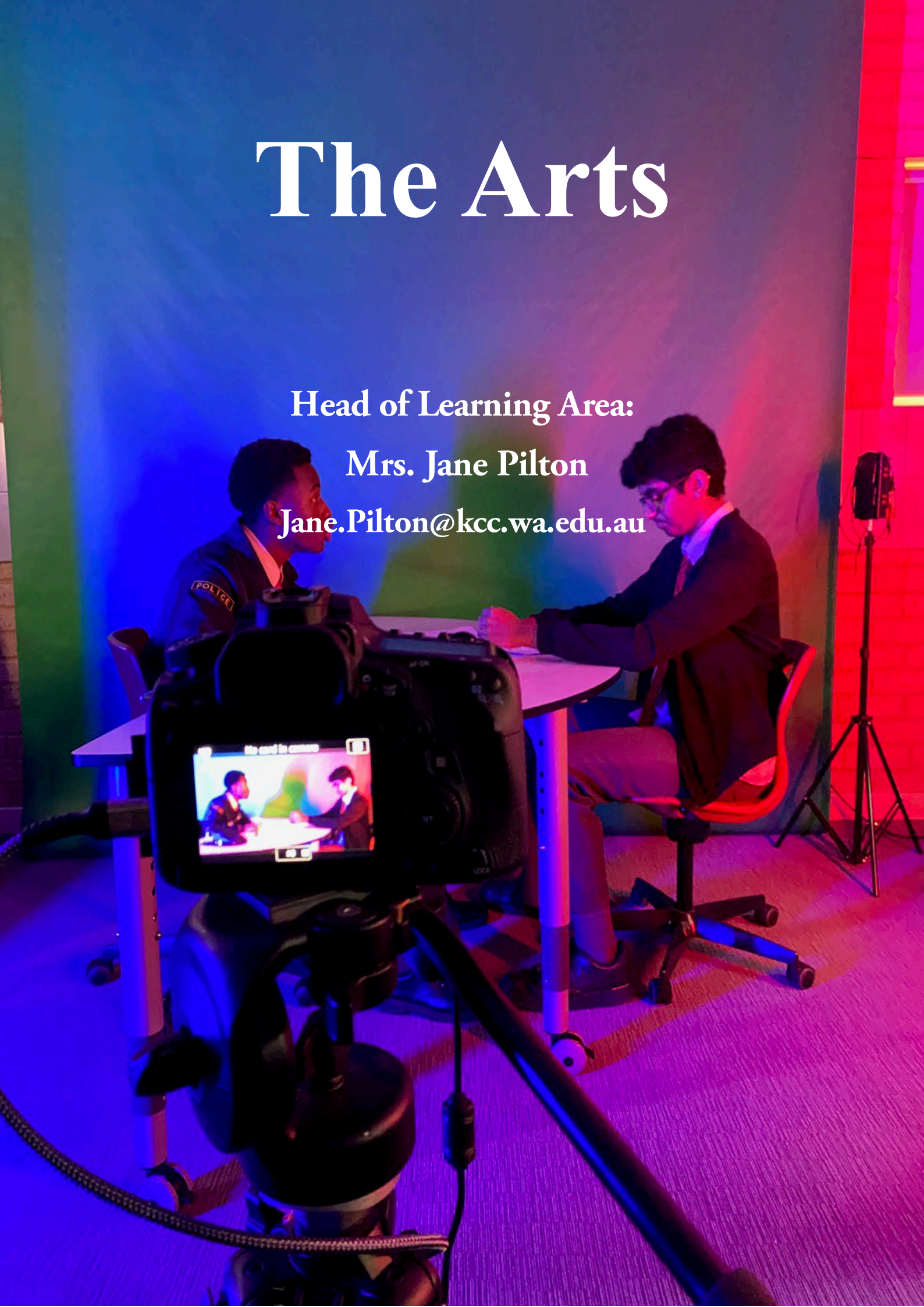
Further information regarding VET can be found at Years 11 and 12 | All About VET (scsa.wa.edu.au).

## Endorsed Programs

Endorsed programs address areas of learning that are not covered by WACE courses. Examples include Workplace Learning, Cadets WA, Elite Sports, and independently administered examinations in the areas of Music, Drama, etc. Endorsed programs can provide students with credits that contribute to the requirements of the WACE. Further information regarding endorsed programs can be found at Years 11 and 12 | Endorsed Programs (scsa.wa.edu.au).

Kingsway currently offers UniReady, which is an endorsed program run through Curtin University. UniReady is specifically designed to prepare students for the rigour of university courses. It consists of four units that run across Years 11 and 12. Each successful completion of a unit contributes one credit towards the WACE.

# The Arts




**Head of Learning Area:**

**Mrs. Jane Pilton**

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# DANCE ATAR [LIST A]

## Prerequisites

Year 10 Dance Standard C grade or higher. Grade C English (60% or higher),

## Career Opportunities

Dance performer, Teacher, Choreographer, Dance Company Director, Dance Business Owner; or related fields such as Dance Medicine, Psychology or Therapies; Sports and Fitness Industries

## Course Description

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

## Year 11

**Unit 1: Popular culture**
This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

**Unit 2: Australian dance**
This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage.

## Year 12

**Unit 3: Youth voice**
This unit focuses on creating dance that explores original concepts and expresses personal ideas. The students will consider how dance reflects and is shaped by society and its values.

**Unit 4: Extending the boundaries.**
This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students analyse critically and evaluate the relationships between dance works, audiences, and contexts.

# Dance General [List A]

## Prerequisites

None

## Career Opportunities

Participation in the course leads to Certificate/ Diploma pathways to become a Dance Teacher, PE Teacher, Fitness and Pilates Instructor; Dance Therapist, Choreographer, Dance Studio/Business owner; or related fields such as Dance/Arts Journalism/Dance Blogging/Influencer platforms.

## Course Description

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

## Year 11

**Unit 1: Exploring the components of dance.**
In this unit, students explore the elements of dance and processes of choreography and solve structured choreographic tasks to produce dance works for performance.

**Unit 2: Dance as Entertainment**
In this unit, students explore the entertainment potential of dance and choreography.

## Year 12

**Unit 3: Popular culture**
This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

**Unit 4: Australian dance**
This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage.

# Drama ATAR [List A]

## Prerequisites

Grade B English and Year 10 Drama C Grade or higher.

## Career Opportunities

Production and Stage Management, Directing Arts Administration/ Management, Actor, Entertainer, Screen Writer, Assistant Director, Casting Director, Stage Manager, Producer Film/TV Drama, Production Manager Film/TV Drama, Script Editor Community Arts Management, Performing Arts Teacher/ Tutor, Playwright, Theatre Stage Design, Costume Design.

## Course Description

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, sound, and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

## Year 11

**Unit 1**
This unit focuses on realism and representational drama.

**Unit 2**
This unit focuses on non-realism and presentational drama.

## Year 12

**Unit 3**
This unit focuses on the realisation of drama text, context, forms, and styles through the application of selected approaches.

**Unit 4**
This unit focuses on the approaches to and interpretations of drama text, context, forms, and styles through the application of selected approaches.

# Media Production & Analysis General [List A]

## Prerequisites

Media in Year 10 Grade C desirable

## Career Opportunities

Career Opportunities Acceptance into many tertiary and certificate courses at TAFE. It provides students with an increasingly diverse range of employment opportunities including, but limited to Game Designer, Multi Media Designer, TV Camera Operator, Editor Sound and Lighting Engineer, Film Production, Video editor, Journalism, News Anchor, Publicist, Advertising, Photographer, Photography Studio Assistant, Marketing and Promotions, Content Strategist, Social Media Manager.

## Course Description

The Media Production and Analysis General 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, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

## Year 11

**Unit 1: 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.

**Unit 2: Point of view**
In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

## Year 12

**Unit 3: Entertainment**
Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

**Unit 4: Representation and reality**
Students will consider different types of representations and how they relate to the construction of reality within media work.

# Visual Arts ATAR [List A]

## Prerequisites

Year 10 Visual Art Grade C or higher, Grade C English (60% or higher)

## Career Opportunities

Architect, Interior Design, Set/Costume Designer, Graphic Designer, Game Designer, Special Effects Artist (Film/Theatre), Videographer, Arts Management, Furniture Designer, UX Specialist Art Critic/Journalist, Art Therapist, Arts Education (Primary, Secondary, TAFE, University), Arts Curator, Arts Historian, Professional Artist.

## Course Description

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

## Year 11

### Unit 1: Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art-making and interpretation**.**

### Unit 2: Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

## Year 12

### Unit 3: Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries**.**

### Unit 4: Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

# Visual Arts General [List A]

## Prerequisites

Grade C English, Completion of Visual Art In Year 9 and or Year 10

## Career Opportunities

Graphic Illustration, Graphic Design, Community Arts, Arts Assistant (Primary and Secondary School), Fashion Design, Interior Design, Visual Arts Industries including Publisher, Game Design, Animator, Games Visual Effects (VFX)

## Course Description

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

## Year 11

### Unit 1: Experiences

The focus for Unit 1 is experiences. Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

### Unit 2: Explorations

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their artmaking and interpretation.

## Year 12

### Unit 3: Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined, or invented.

### Unit 4: Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

# English


Head of Learning Area:

Mrs. Jenny Burton

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# English as an Additional Language or Dialect ATAR [List A]

## Prerequisites

Been in Australia for 7 years or less by the time a student is in Year 12. Have been educated in another language.

## Career Opportunities

## Course Description

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on the development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

## Year 11

### Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written, and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored.

### Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed.

## Year 12

### Unit 3

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view, and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written, and multimodal texts.

### Unit 4

Unit 4 focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects.

# English ATAR [List A]

## Prerequisites

Year 10 English C Grade

## Career Opportunities

## Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and 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 to enjoy creating imaginative, interpretive, persuasive, and analytical responses in a range of written, oral, multimodal, and digital forms.

## Year 11

### 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.

### 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, persuasive, and analytical elements in a range of texts and present their own analyses.

## Year 12

### Unit 3

Students explore representations of themes, issues, ideas, and concepts through a comparison of texts. They analyse and compare the relationships between language, genre, and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation.

### Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values, and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context.

# English General [List A]

**Prerequisites**

None

**Career Opportunities**

TAFE

**Course Description**

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy, and literary skills. Students comprehend, analyse, interpret, evaluate, and create analytical, imaginative, interpretive, and persuasive texts in a range of written, oral, multimodal, and digital forms.

**Year 11**

**Unit 1**
Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts.

**Unit 2**
Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

**Year 12**

**Unit 3**
Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

**Unit 4**
Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

# French Second Language ATAR [List A]

**Prerequisites**

C Grade in Year 10

**Career Opportunities**

Customer Service. Language Interpreter, Flight Attendant, Teacher, International Business, Hospitality

**Course Description**

The French: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend and refine their communication skills. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

**Year 11**

**Unit 1: That's life!**
Through the three topics: My daily routine, French sports, and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

**Unit 2: Travel**
Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

**Year 12**

**Unit 3: The media**
Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

**Unit 4: The world around us**
Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

# LITERATURE ATAR [LIST A]

**Prerequisites**

Year 10 English – High C Grade

**Career Opportunities**

Law, Physics

**Course Description**

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social, and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts by paying attention to contexts, values and conventions. Students learn about literary language, narrative, image, and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

**Year 11**

**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.

**Unit 2**

Unit 2 develops students' knowledge and understanding of intertextuality, and 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.

**Year 12**

**Unit 3**

Unit 3 develops students' knowledge and understanding of the relationship between language, culture, and identity in literary texts. Students inquire into the power of language to represent ideas, events, and people, comparing these across a range of texts, contexts, modes, and forms.

**Unit 4**

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres, and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal.

# HASS

## Head of Learning Area:


## Mr. Jason Milne

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# Economics ATAR [List A]

## Prerequisites

Minimum 60% in Year 10 HASS recommended.

## Career Opportunities

Finance; Banking; Business; Accounting; Government Service; Economist

## Course Description

Economics investigates the choices that all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and well-being. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national, and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business, and government. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and well-being. The emphasis of the course is on the Australian economy.

## Year 11

### Unit 1: Microeconomics

This unit introduces microeconomics and explores the role of the market in determining the well-being of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy.

### Unit 2: Macroeconomics

This unit introduces macroeconomics and explores economic growth, inflation, and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the well-being of individuals and society.

## Year 12

### Unit 3: Australia and the global economy

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

### Unit 4: Macroeconomic Theory and Economic Policy

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

# HASS in Action General [List A]

## Prerequisites

No prerequisites for this course

## Career Opportunities

Youth and Social Work, Charity, Mission and NGO Organisations from local to global, Sustainability

## Course Description

Humanities and Social Sciences in Action General is a new course. It encourages students to become socially aware and active participants in society. The course provides students with the skills to make informed choices about important social issues. It is an inquiry-based course, providing opportunities for students to explore case studies based on their own interests, experiences and communities, building key inquiry skills, and creating opportunities for students to put their learning into practice in concrete, practical ways.

## Year 11

### Unit 1 – All humans have rights

Students investigate human rights movements over the last 100 years and the changes that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future.

### Unit 2 – A sense of community

Students examine the communities in which they live, play and work. They explore the benefits of being part of a community and the challenges communities can face to remain sustainable for the future. Students investigate the role they have in these communities and how they can become active and engaged members

## Year 12

### Unit 3 – People, planet, prosperity

Students investigate how resources are used to create goods and services and the impact this has on people and the environment. They consider ways of improving the use of resources, and how these improvements can contribute to creating a sustainable future.

### Unit 4 – Disruptions

Students learn that disruptions create permanent changes in existing systems. These disruptions can be positive and negative. Students investigate how humans can be disruptions to our current systems to effect positive change for the environment and society. They consider how they can help effect positive change and generate public acceptance of changing behaviours.

# Modern History ATAR [List A]

## Prerequisites

60% minimum in Year 10 HASS recommended.

## Career Opportunities

Law; Journalism; International Relations; Federal Police; Counterintelligence; Foreign Affairs; Politics; Counter-Terrorism & Security

## Course Description

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

## Year 11

**Unit 1: Understanding the modern world.**
In this unit, students are introduced to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

**Unit 2: Movements for change in the 20th century**
In this unit, students examine significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society.

## Year 12

**Unit 3: Modern nations in the 20th century**
In this unit, students examine the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

**Unit 4: The modern world since 1945**
In this unit, students focus on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build their understanding of the contemporary world; that is, why we are here at this point in time.

# Philosophy & Ethics [List A]

## Prerequisites

Year 10 English C Grade

## Career Opportunities

This course is invaluable for careers requiring argument evaluation, such as law or politics, and complex decision-making, like medicine, pastoral care, or human services. It also supports roles in aesthetics, including advertising and design

## Course Description

The Philosophy and Ethics ATAR course guides students through life's fundamental questions—truth, reality, beauty, morality, humanity, free will, and the science-religion relationship. It develops critical thinking by teaching students to define concepts, question assumptions, build strong arguments, and engage in respectful debate. A key focus is active participation in a "Community of Inquiry," where students collaboratively explore complex philosophical and ethical issues drawn from culture, current events, and historical ideas.

## Year 11

**Unit 1** – This unit teaches students to analyse arguments critically and construct sound ones, while exploring key philosophical topics like empiricism, rationalism, the mind-body problem, free will, human nature, and major ethical principles.

**Unit 2 –** This unit delves into aesthetics, examining beauty, taste, and judgment, alongside the interpretation of art and literature. Students also investigate preliminary issues in the philosophy of science, philosophy of language, and various topics in political philosophy such as justice, rights, free speech, government surveillance, and multiculturalism.

## Year 12

**Unit 3 –** In this unit, students refine their argumentation and logic skills while exploring political philosophy through social contract theory and ideologies such as socialism, liberalism, and libertarianism. They also examine moral duties toward the environment and animals and critically assess the view that the scientific method is the primary way to understand reality.

**Unit 4 – Disruptions**

This unit explores the relationship between religion and science, addressing topics like the problem of evil, faith versus reason, arguments about God's existence, and the meaning of life. It also engages students in ethical debates on absolutism versus relativism and life-and-death issues such as murder, war, abortion, euthanasia, and capital punishment.

# Politics & Law ATAR [List A]

## Prerequisites

60% in Year 10 HASS recommended.

## Career Opportunities

Lawyer; Government Employment; Police; Journalist; Psychology; Foreign Affairs

## Course Description

The Politics and Law ATAR course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions, and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

## Year 11

**Unit 1: Democracy and the rule of law**
This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system.

**Unit 2: Representation and justice**
This unit examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

## Year 12

**Unit 3: Political and legal power**
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

**Unit 4: Accountability and rights**
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined.

# Mathematics

**Head of Learning Area:**

**Mr. Allen Wager**

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# Mathematics Applications ATAR [List B]

**Prerequisite**

Extension/Advanced Grade: Any.

Standard Grade: A or B

**Career Opportunities**

Medicine, Law, Computer Science, Accounting, Environmental Science, Physiotherapy, and Education.

**Course Description**

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

**Year 11**

**Unit 1**

1. Consumer arithmetic
2. Algebra and matrices
3. Shape and measurement.

**Unit 2**

1. Univariate data analysis and the statistical investigation process
2. Applications of trigonometry
3. Linear equations and their graphs

**Year 12**

**Unit 3**

1. Bivariate data analysis
2. Growth and decay in sequences
3. Graphs and networks

**Unit 4**

1. Time series analysis
2. Loans, investments, and annuities
3. Networks and decision mathematics

# Mathematics Essential General [List B]

**Prerequisites**

None

**Career Opportunities**

Retail, Electrician, Plumbing, Construction, Automotive, and Graphic Design.

**Course Description**

The Mathematics Essential General course 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.

**Year 11**

**Unit 1**

1. Basic calculations, percentages, and rates
2. Using formulas for practical purposes
3. Measurement
4. Graphs

**Unit 2**

1. Representing and comparing data
2. Percentages
3. Rates and ratios
4. Time and motion

**Year 12**

**Unit 3**

1. Measurement
2. Scales, plans, and models
3. Graphs in practical situations
4. Data collection

**Unit 4**

1. Probability and relative frequencies
2. Earth geometry and time zones
3. Loans and compound interest

# Mathematics Methods ATAR [List B]

**Prerequisites**

Extension Maths: A, B, or C Grade.

Advanced Maths: A Grade

**Career Opportunities**

Engineering, Vet, Pilot, Architect, Molecular Genetics, and Robotics.

**Course Description**

This 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.
Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

**Year 11**

**Unit 1**

1. Counting and probability
2. Functions and graphs
3. Trigonometric functions

**Unit 2**

1. Exponential functions
2. Arithmetic and geometric sequences and series
3. Introduction to differential calculus

**Year 12**

**Unit 3**

1. Further differentiation and applications
2. Integrals
3. Discrete random variables

**Unit 4**

1. The logarithmic function
2. Continuous random variables and the normal distribution
3. Interval estimates for proportions.

# Mathematics Specialist ATAR [List B]

**Prerequisites**

Extension Maths: A Grade

**Career Opportunities**

Engineering, Mathematician, Actuary, Physicist

**Course Description**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences, and mathematics.

**Year 11**

**Unit 1**

1. Geometry
2. Combinatorics
3. Vectors in the plane

**Unit 2**

1. Trigonometry
2. Matrices
3. Real and complex numbers

**Year 12**

**Unit 3**

1. Complex numbers
2. Functions and sketching graphs
3. Vectors in three dimensions

**Unit 4**

1. Integration and applications of integration
2. Rates of change and differential equations
3. Statistical inference

# Music


**Head of Learning Area:**

**Mr. Andrew Raymond**

**Andrew.Raymond@kcc.wa.edu.au**

# MUSIC ATAR [LIST A]

## Prerequisites

AT the end of Year 10, approximately Grade 5 AMEB (any chosen instrument). Must have taken music in Year 9-10.

## Career Opportunities

Music performance, music teaching, broadcasting, film, and entertainment industry jobs.

## Course Description

50% of the course is weighted to the practical component and 50% to the written component. 2023 saw the implementation of the new ATAR Music course. Some of the improvements include making it broader in its scope of styles studied, composition is now done as a portfolio that is developed over time (rather than assessed in exams) and there are less assessments than previously. Students engage in music-making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined, and manipulated when performing, composing, listening to and analysing music.

## Year 11

**Unit 1: Elements**
Each Semester covers three significant musical works, each one taken from the classical realm, jazz and pop genres. These designated works are studied to learn the skill of musical analysis and also to bring understanding to the historical context from which they came.

**Unit 2: Narratives**
Music is a universal expression of human experience. It reflects the development of culture and identity in all societies throughout history.

## Year 12

**Unit 3: Identities**
Music has an incredible capacity to inspire and elicit an emotional response through listening and performing and provides opportunities for creative and personal expression. Through the practical study of Music, students grow in confidence as musicians by engaging in opportunities to perform, compose, analyse and develop music literacy.

**Unit 4: Innovations**
Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience and perseverance which are integral to the development of holistic musicians. As empathetic, independent learners, students seek life-long engagement and enjoyment through the pursuit of music, be it personal, social, cultural and/or vocational.

# Music General [List A]

## Prerequisites

Year 9-10 Music is desirable.

## Career Opportunities

Music performance, music teaching, broadcasting, film, and entertainment industry jobs.

## Course Description

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component (60% weighting) incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component (40% weighting).
The Aural and Theory content in the written component is adapted to suit the selected context. Units covered at Kingsway have included Film Music, Contemporary Pop Music, Afro-American Music (Soul), Jazz and Music Technology. We choose a different unit each Semester to focus on.
Practical (Performance) engages the students through individual solo performances where they hone skills on their chosen instrument/voice, and group performances where students develop ensemble playing skills. Students can choose the context in which they perform their individual repertoire, be it classical, contemporary, jazz, or musical theatre.

## Year 11

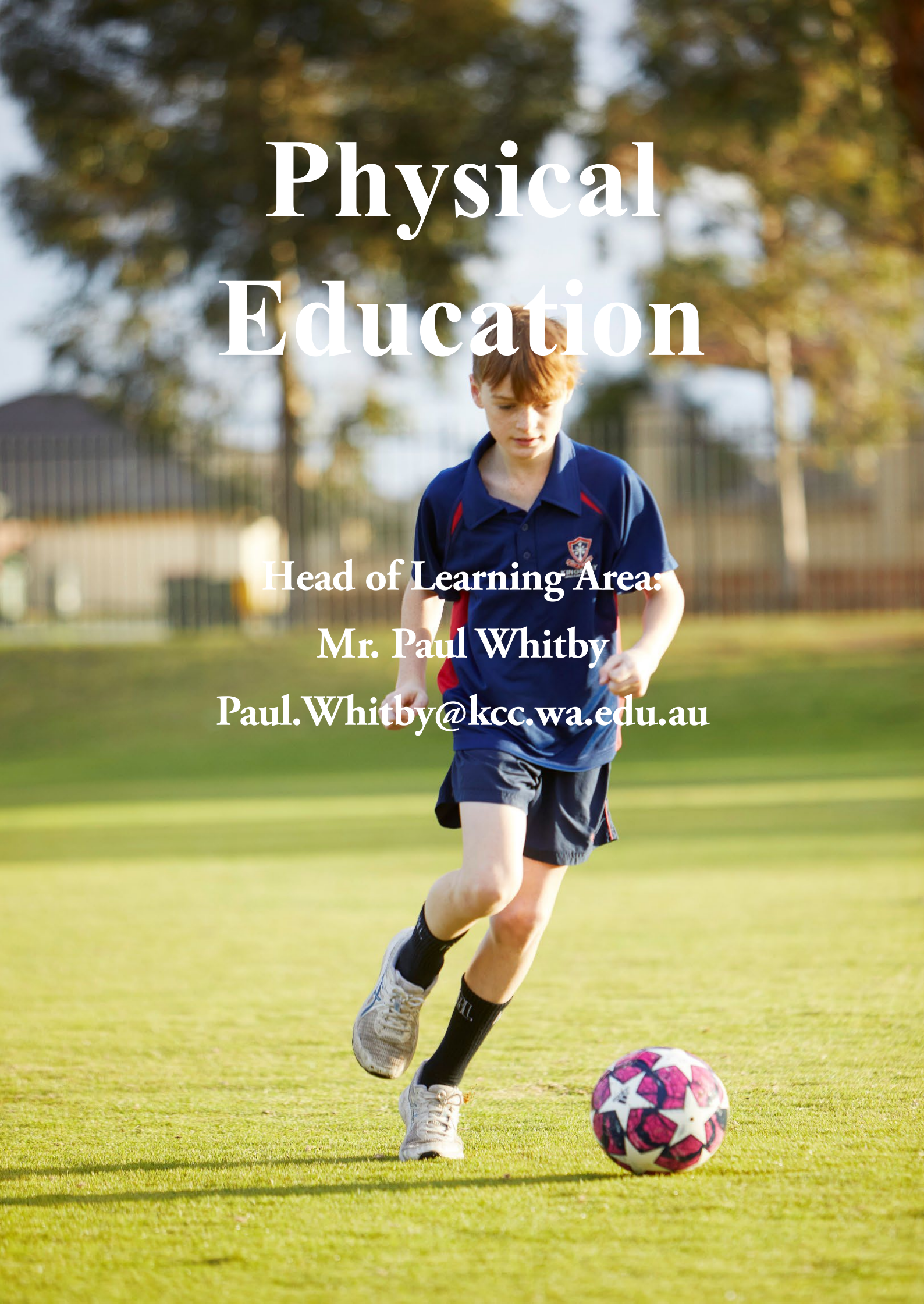
**Unit 1: Contemporary Music**
The course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively.

**Unit 2: Jazz**
This unit looks at the history of how jazz started right through to contemporary trends

## Year 12

**Unit 3: Soul Music**
A study of how African Americans found a voice through popular music. From the 1960's Motown sound to Funk in the 70's and beyond, music has been a way that Afro Americans have cemented a place in American culture and the world.

**Unit 4: Film Music**
Music in film heightens the emotional impact beyond measure. The way composers use the elements of music to express moods and emotions is a fun way to explore ideas before putting your own soundtrack to footage



# Physical Education


Head of Learning Area:

Mr. Paul Whitby

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# Physical Education Studies ATAR [List B]

## Prerequisites

Year 10 Sport Science desirable.

## Career Opportunities

Personal trainer, physiotherapist, occupational therapist, PE teacher, sport scientist, sport development officer, coach, professional athlete, sport journalist, sports management, chiropractor, police, ambulance officer, firefighter, nutritionist/dietician, army officer

## Course Description

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning, psychological, biomechanical, anatomical, and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, and analysts of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral, and physical learning experiences, based upon the study of selected physical activities.

## Year 11

**Unit 1**
The focus of this unit is functional anatomy and exercise physiology concepts and how students apply these to their own and others' performance.

**Unit 2**
The focus of this unit is biomechanical, psychological, and motor learning and coaching concepts and how students apply these to their own and others' performance.

## Year 12

**Unit 3**
The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology.

**Unit 4**
The focus of this unit is to extend student understanding of acquired biomechanical, psychological, and motor learning and coaching concepts to evaluate their own and others' performance.

# Physical Education Studies General [List B]

## Prerequisites

None

## Career Opportunities

Employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport

## Course Description

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

## Year 11

**Unit 1**
The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological, and practical factors associated with performing in physical activities.

**Unit 2**
The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

## Year 12

**Unit 3**
The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy, and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

**Unit 4**
The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition, and goal setting concepts to enhance their own and others' performance in physical activity.

# Science


Head of Learning Area:

Mr Brendon Wahl

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# Biology ATAR [List B]

## Prerequisites

Year 10 Science Advanced B Grade
Year 10 Science Standard A Grade

## Career Opportunities

Medicine, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and eco-tourism.

## Course Description

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.
Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

## Year 11

**Unit 1: Ecosystems and Biodiversity**
In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison, and evaluation.

**Unit 2: From single cells to multicellular organisms**
In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

## Year 12

**Unit 3: Continuity of species**
In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled, and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

**Unit 4: Surviving in a changing environment.**
In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

# Chemistry ATAR [List B]

## Prerequisites

Year 10 Science Advanced B Grade (Chemistry)
Year 10 Science Standard A Grade
Year 10 Mathematics Standard B Grade

## Career Opportunities

Forensic science, environmental science, engineering, medicine, dentistry, pharmacy, and sports science

## Course Description

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate the properties and reactions of materials. Theories and models are used to describe, explain, and make predictions about chemical systems, structures, and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis, and informed decision-making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

## Year 11

**Unit 1: Chemical Fundamentals**

Students use 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: Molecular interactions and reactions**

Students continue to develop their understanding of bonding models and the relationship between structure, properties, and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases.

## Year 12

**Unit 3: Equilibrium, acids and bases, and redox equations**

Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

**Unit 4: Organic chemistry and chemical synthesis**

Students develop their understanding of the relationship between the structure, properties, and chemical reactions of different organic functional groups. Students investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

# Human Biology ATAR [List B]

## Prerequisites

Year 10 Science Advanced B Grade
Year 10 Science Standard A Grade

## Career Opportunities

Science education, medical and paramedical fields, food and hospitality, childcare, sports and social work

## Course Description

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments, and preventative measures.
Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

## Year 11

**Unit 1: The functioning human body**
In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

**Unit 2: Reproduction and inheritance**
In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

## Year 12

**Unit 3: Homeostasis and disease**
This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

**Unit 4: Human variation and evolution**
This unit explores the variations in humans, their changing environment, and evolutionary trends in hominids.

# PHYSICS ATAR [LIST B]

## Prerequisites

Year 10 Science Advanced B Grade (Physics)
Year 10 Science Standard A Grade

## Career Opportunities

Engineering, medicine, data and systems analysis, technology, aviation, and astronomy.

## Course Description

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

### Year 11

**Unit 1: Motion, forces and energy**
Students analyse motion using displacement–time, velocity–time and acceleration–time graphs, apply Newton's laws to investigate momentum, impulse and energy conservation, and explore thermal concepts such as heat capacity, specific and latent heat.

**Unit 2: Waves, nuclear and electrical physics**
Students describe wave behaviours through reflection, refraction and superposition, study radioactive decay and mass–energy equivalence in fission and fusion, and apply Ohm's law to analyse EMF, internal resistance and power in series and parallel circuits.

### Year 12

**Unit 3: Gravity and relativity**
Students apply torque and moments to static equilibrium, investigate uniform and non-uniform circular motion, model gravitational fields and orbits using Newton's law and Kepler's laws, and explore time dilation and length contraction in special relativity..

**Unit 4: Electromagnetism and modern physics**
Students investigate electrostatic and magnetic fields and the Lorentz force, study electromagnetic induction, AC generation and transformer action, and examine quantum phenomena—black-body radiation, the photoelectric effect, atomic models—and an introduction to cosmology.

# Science in Practice General [List B]

## Prerequisites

None

## Career Opportunities

Environmental consultant, geotechnical surveyor, analytical chemist, forensic scientist or forensic technician, mechanical or automotive technician, sustainability officer, ecological consultant, aerospace technician, science laboratory technician

## Course Description

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community. Science in Practice equips students with practical skills and a reflective, questioning mindset for further study or vocational pathways.

## Year 11 – Potential Units

**Unit 1: Forensic Science**
Students apply chemical, biological and physical techniques-such as chromatography, fingerprint analysis and DNA profiling-to examin evidence from mock crime scenes.

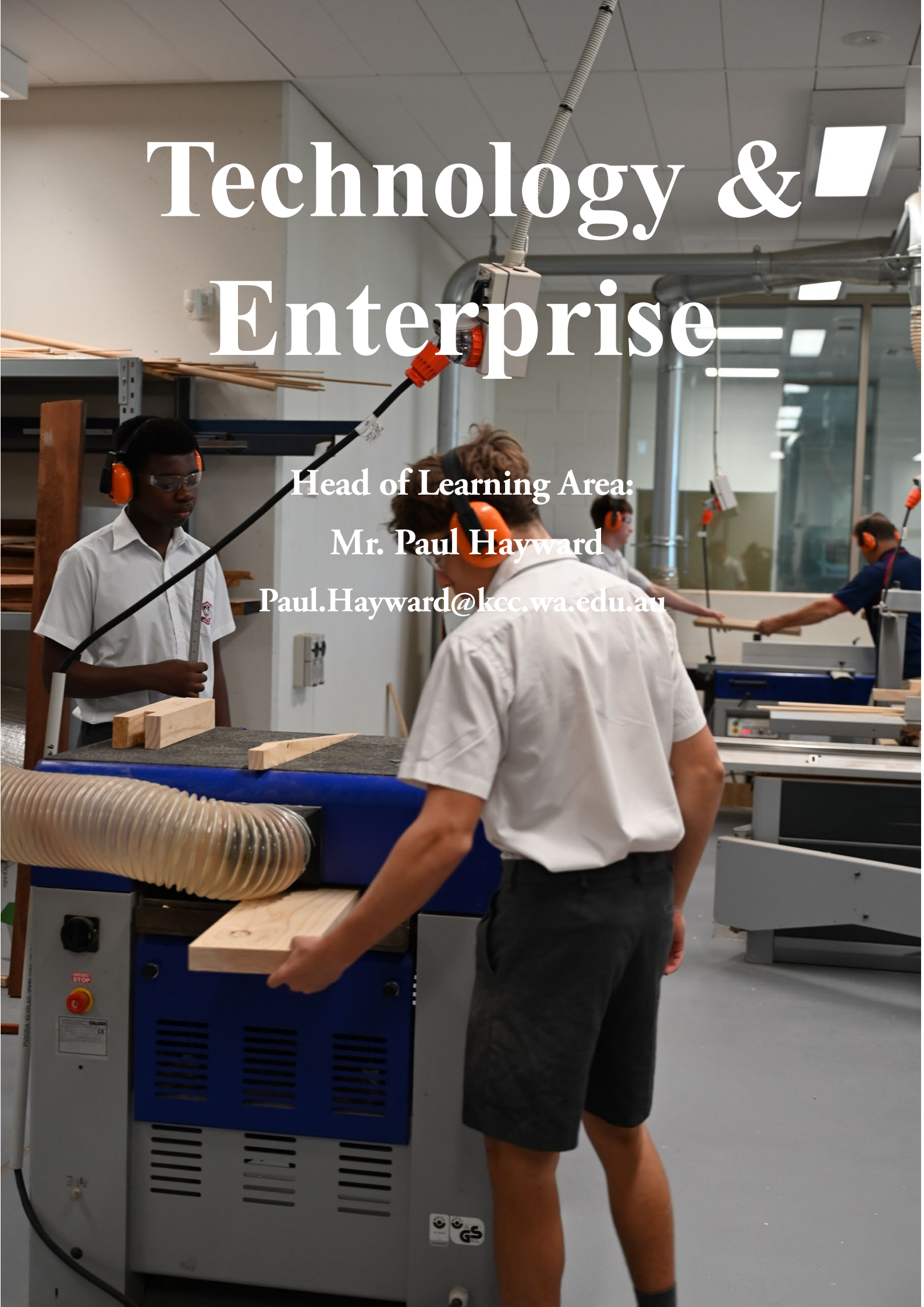
**Unit 2: Local Ecosystems**
Students survey and assess biodiversity in local reserves using quadrats, transects and water quality tests. They identify key species, analyse population interactions and abiotic factors, and evaluate ecosystem health.

**Unit 3: Wheels in Motion**
Students investigate the physics and human factors that influence vehicle motion and driver safety, analysing reaction time, stopping distance and forces in motion. They visit RPH to learn about driver safety and the physiology of driving.

## Year 12 – Potential Units

**Unit 4: Sustainability**
Students explore the science of sustainable resource management by examining water cycles, carbon and plastic lifecycles and their environmental impacts. Through practical investigations and data analysis, they develop and propose strategies to reduce water use, greenhouse gas emissions and plastic waste.

**Unit 5: Rocketry and Flight**
Students explore the principles of aerodynamics and rocketry—thrust, drag, lift and Newton's laws—to design, build and test model rockets and gliders. They apply the scientific method to measure flight performance, analyse data trends and refine their design



# Technology & Enterprise


Head of Learning Area:

Mr. Paul Hayward

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# Accounting & Finance ATAR [List B]

## Prerequisites

50% or greater in year 10 standard Mathematics and English

## Career Opportunities

Chartered accountant, financial manager, financial advisor, treasury, business analyst, insurance, etc.

## Course Description

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social, and environmental issues involved. Through the preparation, examination, and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

## Year 11

### Unit 1

The focus for this unit is on double entry accounting for small businesses. Students learn to manage financial information, make decisions, and apply principles like GST. They also study different forms of business organizations.

### Unit 2

Emphasizes accrual accounting. Students apply financial principles to business operations, differentiate between cash and accrual accounting methods, prepare, and analyse financial reports, and explore electronic processing of financial data. They also learn about the roles of professional accounting and financial associations.

## Year 12

### Unit 3

This unit emphasizes internal business management. Students prepare and interpret budgets and performance reports for forecasting, distinguishing between internal and external reporting requirements. It also covers decision-making processes using cost accounting techniques and emphasizes critical analysis of financial information.

### Unit 4

This unit centres on Australian reporting entities regulated by the Corporations Act 2001. It employs the Conceptual Framework for Financial Reporting and Accounting Standards. Exploring financing options for larger entities, it emphasizes principles like profitability and stability.

# Children Family and the Community General [List A]

## Prerequisites

Year 10 50% in English

## Career Opportunities

Childcare Industry, Teaching, Nursing, Aged Care, Social Work

## Course Description

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families, and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families, and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

## Year 11

**Unit 1: Families and relationships**
This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families, and their communities.

**Unit 2: Our community**
This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

## Year 12

**Unit 3: Building on relationships.**
In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

**Unit 4: My place in the community**
In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types.

# Computer Science ATAR [List B]

## Prerequisites

50% or greater in year 10 standard Maths.

## Career Opportunities

Software Developer/Engineer, Network Engineer/Administrator, Database Administrator, Cyber Security Analyst, Systems Analyst Data Scientist/Analyst

## Course Description

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

## Year 11

**Unit 1: Programming and network solutions**
Students learn to create software solutions using algorithms and structured programming. They also study the implications of computer system usage on users, developers, and society, alongside network communications and data transfer thought networks.

**Unit 2: Development of database solutions and cyber security considerations**
Students learn design concepts for relational database systems and query creation. They explore network security threats and measures, alongside ethical and legal considerations in data collection and storage.

## Year 12

**Unit 3: Programming and networking solutions**
Students utilize algorithms, structured programming, and object-oriented techniques to design software solutions. They analyse the implications of computer system usage on various stakeholders and learn about network communications.

**Unit 4: Database solutions and cyber security considerations**
They learn design concepts for relational databases, query creation, and network security measures. Additionally, they explore the societal impacts and ethical considerations surrounding computer-based systems and data collection

# Engineering Studies ATAR [List B]

## Prerequisites

50% or greater in standard Maths year 10

## Career Opportunities

Engineering Degree or diploma, Architecture.

## Course Description

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information through a design process, and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

## Year 11

### Unit 1

Through the study of core and specialist area theory, students develop their understanding of the scientific, mathematical, and technical concepts that explain how engineered products function. They also study the effects on society, the environment and business of obtaining and using different forms of renewable and non-renewable energy.

### Unit 2

Students apply the engineering design process to improve their knowledge, understandings, and skills necessary to complete the production of their major project and to test and evaluate the resulting product.

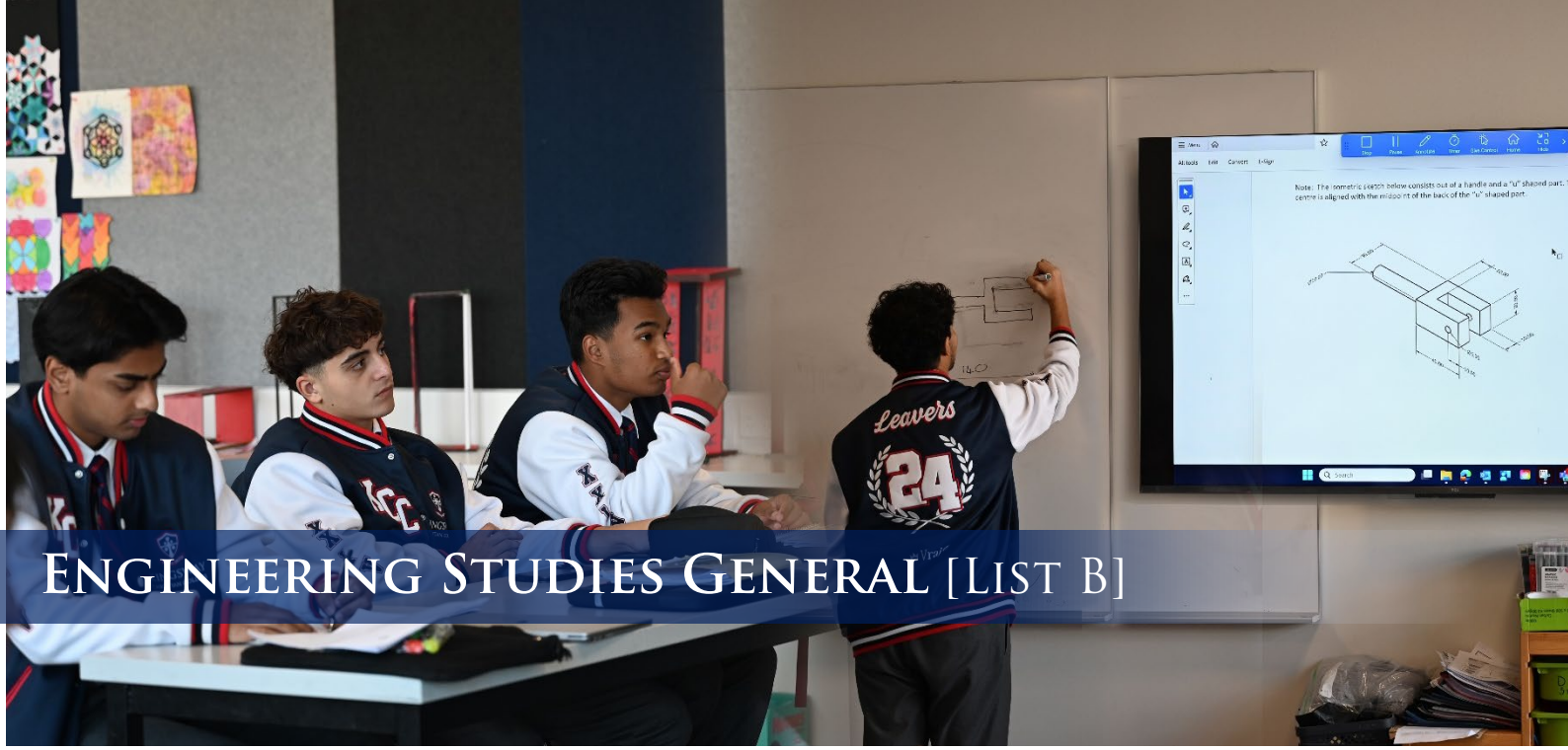
## Year 12

### Unit 3

Through the study of core and specialist area theory, students develop their understanding of the scientific, mathematical, and technical concepts that explain how engineered products function. They also study the effects on society, the environment and business of obtaining and using different forms of renewable and non-renewable energy.

### Unit 4

Students refine their use of the engineering design process to acquire knowledge, understandings, and skills necessary to complete the production of their major project and to test and evaluate the resulting product. Core and specialist area theory continues to be studied to further develop their understanding of the scientific, mathematical, and technical concepts necessary to predict and explain the behaviour of engineered products.



# Engineering Studies General [List B]

**Prerequisites**

None

**Career Opportunities**

Learnt Skills for Trades, Drafting

**Course Description**

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

**Year 11**

**Unit 1**

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief.

**Unit 2**

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model.

**Year 12**

**Unit 3**

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings and lists of materials and components. They calculate the cost of the prototype or model. They then follow a given timeline to undertake the tasks required to produce, test, and evaluate the product.

**Unit 4**

Students refine their understanding of the engineering design process. Students develop a design brief and respond to the brief through a process that requires them to engage in a range of activities, and investigate construction constraints, materials, and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

# Materials Design & Technology (Wood) General [List B]

**Prerequisites**

None

**Career Opportunities**

Trade-related professions

**Course Description**

The Materials Design and Technology General course is practical. Students can choose to work with metal, textiles, or wood, with the design and manufacture of products as the major focus. Students have the opportunity to 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.

## Year 11

**Unit 1**

Students engage with purpose-designed items, learning design fundamentals and communication through construction. They explore material origins, properties, and production techniques, developing manipulation skills and production strategies to bring their design ideas to life.

**Unit 2**

Students engage with market-specific products, applying design fundamentals and conceptualizing ideas through construction. They explore material properties and technology skills, realizing their designs through project production. Working within defined parameters, they safely use, various relevant technologies to design and produce products tailored for specific markets.

## Year 12

**Unit 3**

Students grasp design elements and human factors in project design, production, and usage. They foster creative thinking within set parameters and select materials based on classification and properties. Through project production, students acquire manufacturing skills, material-specific techniques, and process management. They also learn risk management and ongoing evaluation practices.

**Unit 4**

Students grasp designing for clients or markets, considering material properties and environmental impacts. They apply design fundamentals, consider human factors, and practice creative thinking within project constraints. They also address recycling's environmental impacts, expanding their understanding of safe practices and modern manufacturing techniques. Through this, they acquire skills in managing design and manufacturing processes.

# VET Courses

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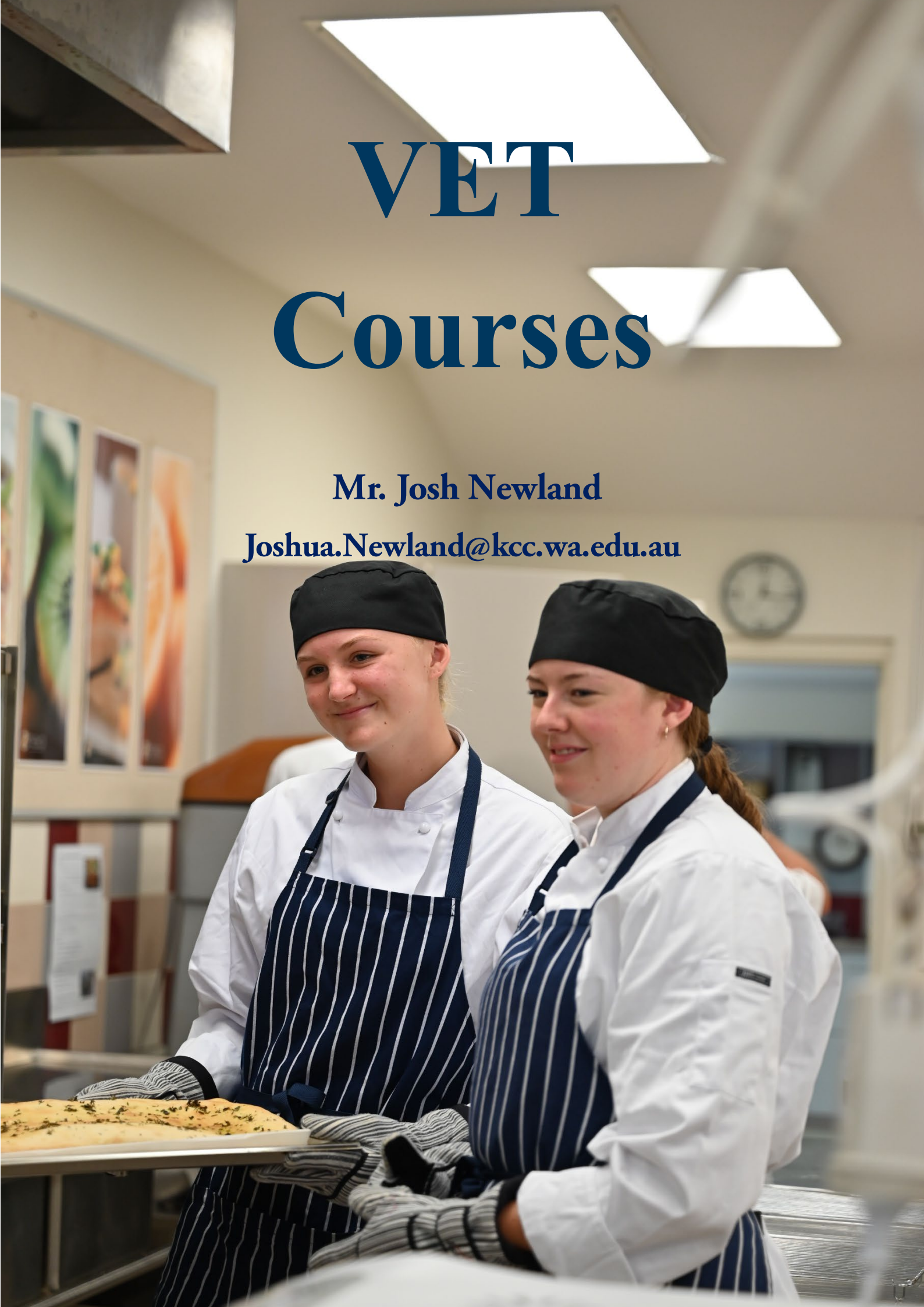

# Certificate II in Hospitality

**Prerequisites**

None

**Career Opportunities**

Hospitality Industry – restaurants, hotels, resorts, cafes, coffee shops.

**Course Description**

The SIT20322 Certificate II in Hospitality qualification is designed to equip workplace-based trainees and employees who are employed in a hospitality service role in the industry with the necessary skills to perform the job role of a hospitality worker.

The Hospitality course offers a fantastic range of job and career opportunities. This course is perfect for students who wish to work in the hospitality industry – in restaurants, hotels, resorts, motels, cafes or coffee shops. Students will gain the key skills needed to get a start on a hospitality career including workplace hygiene and food safety; customer service; communication and teamwork skills; and providing advice to visitors and diners. Students also gain barista skills.

Students will be employed by the Kingsway Christian Education Association and will be paid to complete a minimum number of hours each week, as well as working at Kingsway Christian College events.

Students enrolled in this course will miss one day of school each week and instead will work in the College kitchen and café for the day.

The Certificate II in Hospitality runs across two years and is offered through the IVET group, which is a Registered Training Organisation with an established partnership with Kingsway Christian College.

# Certificate III in Christian Leadership

**Prerequisites**

None

**Career Opportunities**

Church Ministry.

**Course Description**

The 11132NAT Certificate III in Christian Leadership qualification is for students interested in pursuing further involvement in the Church or an associated youth group. The Christian Leadership course equips students with leadership skills to have a positive impact, as well as deepening biblical and theological knowledge. It is a great first step for students thinking about a possible future in Christian ministry such as becoming a kid's leader, youth leader or bible study leader.

The Christian Leadership course includes competencies that allow students to develop their Christian character, determine and apply key themes in the Bible, lead effective small group discussions, and lead others in the foundations of Christianity.

Students enrolling in this course must be able to complete a minimum of 25 hours of work placement in a local Church or Christian ministry meeting. Kingsway will assist with providing opportunities to outwork learning in your local church setting or Christian organisation.

The Certificate III in Christian Leadership runs across two years and is offered through the Hillsong College, which is a Registered Training Organisation with an established partnership with Kingsway Christian College.

# Certificate II in Workplace Skills

**Prerequisites**

None

**Career Opportunities**

Accounts Clerk, Accounts Payable Clerk, General Clerk

**Course Description**

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling.

The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

# UniReady

**Prerequisites**

None

**Career Opportunities**

University entrance

**Course Description**

The UniReady in Schools Program is an academic program designed to prepare Year 11 and Year 12 students for successful entry into tertiary education. The program offers a pathway into university by providing students with the essential skills and knowledge required for university-level studies, including academic literacy, critical thinking, and discipline knowledge concepts and principles.

Students who complete the UniReady in Schools Program will be awarded Curtin University's minimum admission criteria of a 70 ATAR and English language proficiency.

Kingsway runs the UniReady in Schools Program as a two-year program across Years 11 and 12. Students are required to complete four units in total across Years 11 and 12:

· Fundamentals of Academic Writing

· Foundations of Communication

· Introduction to Humanities

· Introduction to Commerce

The UniReady in Schools Program is delivered by Kingsway Christian College using Curtin University systems and follows university policies.