



SENIOR SCHOOL GENERAL PATHWAY

Years 11 and 12



Where quality teaching and learning drive success, and connection inspires growth.

Acknowledgement of Country

We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of this Country and its waters, and that Gilmore College stands on Noongar Country. We pay our respects to Noongar Elders past and present and acknowledge their wisdom and advice in our teaching and cultural knowledge activities.



Gilmore
COLLEGE

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Information taken from School Curriculum and Standards Authority Website and from Gilmore College Staff.

INTRODUCTION

Overview

Gilmore College offers a broad range of courses in Years 11 and 12 to meet the interests and needs of students. These courses:

- ensure that Gilmore College students are able to study similar courses to those offered in other parts of Australia
- provide multiple pathways to university, training organisations and employment, and count towards university entrance

An important note to Year 10 students and families

Course selection for Year 11, 2027

This booklet has been prepared to assist parents and students with their educational decisions for 2027. It is important that Year 10 students follow these procedures:

- **Read** the information contained in this handbook.
- **Consider** a learning program involving courses within their capabilities. Please check that you have the prerequisite Year 10 background.
- All information and counselling should be carefully considered before the completion and submission using Subject Selection Online (SSO).

The WACE: Essential Information

- **Western Australian Certificate of Education:** this certificate is awarded to secondary school students who successfully complete the breadth and depth requirements, the achievement standards and the literacy and numeracy standard. The WACE is recognised by universities, industry, TAFE and other training providers.
- **University Admission:** is based on the student's ATAR, competence in English and, in some cases, the meeting of prerequisite courses. Achievement of WACE is a mandatory requirement by all universities.

Courses

Gilmore College offers a range of WACE courses: General, ATAR and Vocational Education and Training (VET).

- **ATAR courses** are for students aiming to enrol in a university course directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to achieving an Australian Tertiary Admission Rank (ATAR).
- **General Courses** are for students aiming to enter further training or the workforce directly from school.
- **Vocational and Education Training (VET)** engages students in work-related learning built on strategic partnerships between schools, training organisations, businesses, industry and the wider community.

Students can mix and match all the courses in order to provide themselves with the best platform to meet the requirements of WACE and for life after school.

All WACE courses are divided into four units. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair.

Western Australian Statement of Student Achievement (WASSA)

This certificate is issued to all Year 12 students who have completed any study that contributes towards the WACE. It lists all the courses and programs students have completed in Years 11 and 12.

External Examinations

There are no external examinations for General courses.

WACE Requirements

To achieve a WACE, students must satisfy the following:

- Demonstrate a minimum standard of literacy and numeracy.
- Complete a minimum of 20 course units (4 units from an English Course, post Year 10) or the equivalent. This requirement must include at least:
 - Four Year 12 ATAR courses OR
 - Five Year 12 General courses and/or ATAR courses or equivalent OR
 - A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses

Endorsed Programs

Endorsed Programs provide areas of learning not covered by WACE. These can contribute to a student's WACE requirements. Unit equivalence can be obtained through VET programs.

Minimum Standard of Literacy and Numeracy

Students must demonstrate the minimum standard of literacy and numeracy. Both standards can be achieved by either, pre-qualifying in the reading, writing and numeracy tests of the Year 9 NAPLAN or by successfully completing the literacy and numeracy components of the OLN Assessment, prior to Year 11 course selections. Students who need to sit for OLN assessments would need a course counselling appointment in order to enrol in any ATAR course.

Selecting General courses

- Students and families, please note that courses will only proceed if there are sufficient student numbers for classes to be viable.
- Students enrolling in Year 11 must choose six (6) courses.

Curtin UniReady Program

- Students who are considering the Tertiary Preparation Endorsed Program Curtin UniReady in Year 12 must choose at least one (1) ATAR course in Year 11.

THE ARTS

Year 11 Course Descriptions

Music (GEMUS)

At Gilmore College, our Music students regularly perform at lunch-times, assemblies and parent evenings. Students have access to a range of contemporary instruments including vocals, guitars, and drums.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

In each unit, the Music General course is divided into a written component and a practical component. It is accessible to students with a varied background and experience in music and is designed to provide a flexible framework through which the areas of content can be taught.

In Year 12, this course leads onto GTMUS.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Visual Arts (GEVAR)

Students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice and encourages students to explore and represent their ideas. Students gain an awareness of the role that artists and designers play in reflecting, challenging, and shaping societal values.

Unit 1 - Experiences

Basing art making and interpretation on their personal experiences, observations and/or special occasions.

Unit 2 - Explorations

Exploring ways to generate and develop ideas using a variety of stimulus materials from their local environment.

In Year 12, this course leads onto GTVAR.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Media Production & Analysis (GEMPA)

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.

Unit 1 – Mass media ***Unit 2 – Point of view***

In Year 12, this course leads onto GTMPA.

[View Syllabus on School Curriculum and Standards Authority Website](#)

ENGLISH | MATHS

Year 11 Course Descriptions

English

(GEENG)

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 equips 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.

Unit 1

Students learn how to comprehend and respond to the ideas and information in texts.

Unit 2

Interpreting ideas and arguments in a range of texts and contexts.

In Year 12, this course leads onto GTENG.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Mathematics Essential

(GEMAE)

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 work-place, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 1

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

In Year 12, this course leads onto GTMAE.

[View Syllabus on School Curriculum and Standards Authority Website](#)

HUMANITIES & SOCIAL SCIENCES

Year 11 Course Descriptions

Modern History

(GEHIM)

The Modern History General course provides students with an understanding of the driving forces behind present day local, national and global issues by investigating the past. The course helps students understand why and how groups and/or societies changed or resisted change over time, providing students with opportunities to investigate a variety of people and places in history, as well as how individuals and groups attempt to influence the distribution of power and authority. The course promotes the skills of research, hypothesis testing and analysis of information as students engage with investigations.

Unit 1 – People, place and time

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative.

Unit 2 – Power and authority

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.

In Year 12, this course leads onto GTHIM.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Geography

(GEGEO)

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, and reports. It develops students' knowledge about the interconnections between places and 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.

Unit 1 – Geography of environments at risk

This unit explores the spatial patterns and processes related to environments at risk, including the protection of such environments through management at local, regional and global levels.

Unit 2 – Geography of people and places

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.

In Year 12, this course leads onto GTGEO.

[View Syllabus on School Curriculum and Standards Authority Website](#)

HUMANITIES & SOCIAL SCIENCES

Year 11 Course Descriptions

Business Management and Enterprise

(GEBME)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

In Year 12, this course leads onto GTBME.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Aboriginal and Intercultural Studies

(GEAIS)

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society and as such are a focus of this course. In Year 11, students explore the concept of leadership through the arts, sports and the struggle for civil rights in Australia and in other countries.

Students also investigate how culture is expressed through the arts and how this cultural expression has changed over time. In Year 12, students investigate the relationship of First Nations peoples with the environment, and cultural interaction and resilience.

In Year 12, this course leads onto GTAIS.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Careers and Employability

(GECEM)

Career education involves learning to manage and take responsibility for personal career development.

This General course involves recognising and understanding one's individual skills and talents. The course develops a range of work skills and an understanding of the nature of work.

Key components include understanding of different personality types and their link to career choices; entrepreneurial behaviours; and the exploration of social, cultural and environmental issues that affect workplaces and careers.

In Year 12, this course leads onto GTCEM.

[View Syllabus on School Curriculum and Standards Authority Website](#)

SCIENCE

Year 11 Course Descriptions

Human Biology

(GEHBY)

This course enables students to explore how the human body works in a coordinated manner, focusing on bones, muscles, nerves and hormones.

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 use second-hand data to investigate transmission of diseases from a historical perspective and recent global incidences.

Unit 1

Explores structure and function of cells, the digestive system and how the dietary decisions we make can affect the functioning of body cells and our quality of life.

Unit 2

Explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning.

In Year 12, this course leads onto GTHBY.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Science in Practice

(GESIP)

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.

Each unit should integrate at least two of the science disciplines – Biology, Chemistry, Earth Science and Physics – with a minimum of three different science disciplines integrated into the pair of units.

Unit 1 - Forensic Science

Unit 2 - Wheels in Motion

In Year 12, this course leads onto GTSIP.

[View Syllabus on School Curriculum and Standards Authority Website](#)

SCIENCE

Year 11 Course Descriptions

Psychology

(GEPsy)

In the Psychology General course, students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups.

Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Unit 1

This unit provides a general introduction to personality and intelligence, exploring a number of influential psychological theories. Beyond the individual, the impact of culture and others on behaviour is a key focus.

Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought.

In Year 12, this course leads onto GTPSY.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Chemistry

(GECHE)

The Chemistry General course provides students with the opportunity to develop their understanding of the chemistry of materials encountered in their lives and everyday chemical reactions. Students apply chemical language by using symbols and formulae for common substances. The role of chemistry in contributing to a sustainable future, and in assisting in the protection of the natural environment, is considered. An appreciation of the experimental nature of chemistry is developed through laboratory activities.

Unit 1

Students plan and conduct investigations on factors that affect solubility, change of state and the rates of chemical reactions.

Unit 2

Students investigate how chemistry plays an important part in their daily lives. They appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes.

In Year 12, this course leads onto GTCHE.

[View Syllabus on School Curriculum and Standards Authority Website](#)

HEALTH & PHYSICAL EDUCATION

Year 11 Course Descriptions

Health Studies

(GEHEA)

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 health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Also, the influence of beliefs and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Unit 1 - Personal health and well-being

Unit 2 - Personal health and well-being: Prevention

In Year 12, this course leads onto GTHEA.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Outdoor Education

(GEOED)

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Unit 1 - Experiencing the outdoors

Unit 2 – Facing challenges in the outdoors

In Year 12, this course leads onto GTOED.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Physical Education Studies

(GEPES)

The Physical Education Studies General course contributes to the development of the whole person. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

Unit 1- Anatomical, physiological, and practical factors

Unit 2 – Impact of physical activity

In Year 12, this course leads onto GPES.

[View Syllabus on School Curriculum and Standards Authority Website](#)

TECHNOLOGIES

Year 11 Course Descriptions

Applied Information Technology

(GEAIT)

This course focuses on the development and application of digital technologies and their impact on living and working in our society. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes, and evaluate and refine the design solution in collaboration with the client.

They design and develop a range of multimedia products, including websites, apps and interactive media; animations, film and video; digital publications; image development and manipulation; and social media content, marketing and advertising.

Unit 1 – Personal communication

Unit 2 – Working with others

In Year 12, this course leads onto GTAIT.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Children, Family and the Community

(GECFC)

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. They recognise how promoting inclusion and diversity among groups in society contributes to the creation of safe, cohesive and sustainable communities.

Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Unit 1 – Families and relationships

Unit 2 - Our community

In Year 12, this course leads onto GTCFC.

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Food, Science and Technology

(GEFST)

This course, students develop their interests and skills through the design, production and management of food-related tasks.

Students develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations.

Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods.

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations.

In Year 12, this course leads onto GTFST.

[View Syllabus on School Curriculum and Standards Authority Website](#)

TECHNOLOGIES

Year 11 Course Descriptions

Materials, Design and Technology - Metals

(GEMDTM)

The Materials Design and Technology General course is a practical course. It aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

The wood and metal learning contexts in the course have common content in:

- Design fundamentals and skills
- Skills and techniques
- Safety
- Production management.

Metal content:

- Identification of origins of common ferrous and non-ferrous metals and their classification.
- Examples of the broad areas of use for tubular metals
- Impacts of the disposal of finished, lubricants and other waste products.

In Year 12, this course leads onto GTMDTM.

[View Syllabus on School Curriculum and Standards Authority Website](#)

Materials, Design and Technology - Wood

(GEMDTW)

The Materials Design and Technology General course is a practical course. It aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

Wood content:

- Origins of common softwoods and hardwoods
- Classification of hardwoods, softwoods and manufactured boards using the characteristics of hardness, colour and workability
- Identification of environmental considerations
- apply multiple coats of a finish by brush, cloth and/or spray gun followed by correct clean up procedures

In Year 12, this course leads onto GTMDTW.

[View Syllabus on School Curriculum and Standards Authority Website](#)

TECHNOLOGIES

Year 11 Course Descriptions

Design

(GEDES)

This course introduces students to a range of design concepts, strategies and disciplines that could include, but are not limited to, a client brief, product design, advertisements and architectural design. Students explore how humans conceive, plan and create solutions based on analysis, critical thinking, creativity, client requirements and informed feedback. Students apply an environmental, economic, ethical and societal lens when applying an agile design process for the proposed problem.

The course engages students through diverse forms of communication while exploring design principles derived from multiple disciplines, including psychology, digital design, art, engineering, architecture and marketing.

Through hands-on design projects and using a structured design process, students apply design principles, analyse problems, devise innovative strategies and communicate designed solutions.

Unit 1 – Design fundamentals

Unit 2 – Personal design

In Year 12, this course leads onto GTDES.

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Engineering Studies

(GEEST)

This course teaches students to use their creativity, problem-solving and engineering skills and understanding to develop solutions to problems, respond to needs and recognise opportunities. They also develop awareness of social issues related to engineering such as environmental impact, sustainable energy, health and safety, and using consultation processes to understand social attitudes and opinions. Students develop engineering skills and knowledge and an understanding of general engineering concepts and processes.

The content of two specialist fields (Mechanical and Mechatronics) allows students to develop a more specific practical understanding of major engineering and industrial technologies. The course is practical, focusing on real-life contexts.

Core Content

Engineering design process

- Investigating
- Devising
- Producing
- Evaluating

In Year 12, this course leads onto GTEST.

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SUPPORTIVE | ORGANISED | ASPIRATIONAL | RESILIENT

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