



Lumen Christi College

**Year 11 & 12
Course Handbook
2021**

INTRODUCTION

This Year 11 and 12 Course Handbook provides information about courses offered to students in Years 11 and 12. It also provides information relating to the Western Australian Certificate of Education (WACE) and entry requirements for university and TAFE.

Importance of Selection

- Courses studied in Year 11 and Year 12 create pathways to related careers and provide important background for entry into TAFE/university courses
- Students need to make informed decisions based on their own interests, skills and strengths, routines and future aspirations
- Our aim is to provide students with opportunities for life beyond Lumen, and a readiness to engage with those opportunities to make a positive contribution

Support Provided by the College

- Staff – Head of VET and Transition Services, Heads of Learning Area, Heads of Year, Teachers and the Director of Teaching and Learning
- Individual counselling for students in Year 10 to facilitate the process of selecting Year 11 courses with their allocated Course Selection Counsellor
- Opportunities for booked meetings, if required

Course Availability

- Prerequisites exist for some courses. If students do not meet these prerequisites they will not be permitted to study the course
- Courses that are chosen by an insufficient number of students will not be available in 2021
- Ultimately, the decision regarding the courses offered in 2021 rests with the College Principal



SECTION ONE

Choosing a Career Pathway and Selecting Courses

Broadly, there are three types of courses for Year 11 and Year 12 studies:

1. ATAR (Australian Tertiary Admission Rank) courses
2. General Courses
3. VET (Vocational Education and Training) Certificates and endorsed courses

ATAR Courses

- Appropriate for students aiming to achieve direct entry to an Australian university
- ATAR courses are examined by the School Curriculum and Standards Authority (SCSA)
- Each course has four units:
 - Units 1 and 2 (Year 11 units)
 - Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair, as the ATAR examination covers both units
- An ATAR is calculated from a student's top four ATAR course results. The rank is used by universities as a selection tool
- Students on an ATAR pathway should study at least FIVE ATAR courses in Year 11 and 12 and achieve the prerequisites for ATAR English
- Students who enjoy academic competition and thrive on the pressure of exams and exam preparation are well suited to an ATAR pathway
- It is possible to enter some university undergraduate courses using school-based General courses in combination with a Vocational course and demonstration of English language competency, but this option should be discussed with the student's Course Counsellor

General Courses

- Appropriate for students aiming to enter training or the workforce directly from school
- Can also be used as an alternate pathway to university
- General courses do not have an external examination, although students will sit an Externally Set Task (administered by SCSA)
- Foundation courses - for students who require targeted support to achieve Online Literacy and Numeracy Assessment (OLNA) in Mathematics and English
- Preliminary courses - for students who have been identified as having a learning difficulty and/or related additional needs. They provide an option for students who cannot access the ATAR or General course content, are unable to progress directly to training from school, or who require modified and/or Individualised Education Plans (IEPs)

Vocational Education and Training (VET)

- Appropriate for students who want the opportunity to gain core skills for work and, in some cases, to complete training in industry through workplace learning
- Students can begin training for their career while still at school
- Some VET programs offer school-based apprenticeships and traineeships



Which Pathway is best for me?

Our Head of VET and Transition Services, Heads of Learning Area, Heads of Year and teachers can provide students with direction to make their choices.

Some possible questions to consider:

- Which subjects do I most enjoy at school?
- What am I curious about?
- Do I enjoy competing to be the top of the class, exam preparation, study?
- Do I prefer, or am I better at, practical assessment activities and take-home assignments?
- Will a Certificate course/s and General Courses provide openings for me post Year 12?
- Have I met the prerequisites for particular courses?

Other Helpful Steps

In conjunction with an understanding about yourself, your skills, interests, work habits and broader aspirations, the following steps can also guide you towards making an informed decision:

1. List your positive qualities and talents
2. Identify your interests and values
3. List realistic goals for yourself
4. Identify subjects that you have studied in which you have achieved good results
5. Identify subject prerequisites for specific courses at TAFE or University
6. Consider how the subjects offered relate to work or further training
7. List the different types of career options available to you
8. List your aims for the foreseeable future (e.g. Employment, University, TAFE, Apprenticeship)

VET at Lumen Courses

- The VET program at Lumen recognises the diverse needs amongst our students
- It allows students to explore career pathways

Certificate Courses conducted internally at Lumen Christi College

ARTS

CUA30113 Certificate III in Dance

CUA3115 Certificate III in Visual Art

CUA30915 Certificate III in Music Industry

TECHNOLOGIES

MEM20413 Certificate II in Engineering Pathways

MEM30505 Certificate III in Engineering - Technical

BSB30115 Certificate III in Business

VET at TAFE Courses

- Students are encouraged to participate in the VTAFE (VET at TAFE) program in addition to the VET at Lumen program
- Courses are conducted at an external institution
- In this program, students will attend TAFE one day per week and not attend the College on this day
- Students will work towards a nationally accredited certificate in either a Certificate III or Certificate IV level
- Students who successfully complete a Certificate IV could have the opportunity to use it as a stepping stone or as an alternate pathway to university
- Some students undertaking a certificate course may qualify for a study period in their College timetable to catch up on work missed in their other courses due to their TAFE attendance day. A study period is only given to VET courses which are content and theory based
- When choosing a VET at TAFE course, students are also required to choose a reserve course in the eventuality that the course chosen is unavailable at TAFE, or is delayed in commencing
- There are many courses at TAFE to choose from. Please speak with the Head of VET and Transition Services at the College to assist in choosing a suitable course. Positions are determined by availability at TAFE organisations

In the past, students have completed qualifications in the following industries:

- Automotive (Electrical, Auto Light and Heavy)
- Building & Construction
- Childcare & Aged Care
- Education Support
- Floristry
- Gas Fitting & Plumbing
- Hairdressing
- Health services
- Horticulture
- Hospitality - Food & Beverage
- Painting & Decorating
- Surveying & Spatial Information
- Tourism and Events Organisation

SECTION TWO

WACE Requirements

- WACE stands for the Western Australian Certificate of Education
- Achieving your WACE acknowledges that at the end of your compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student will need to:

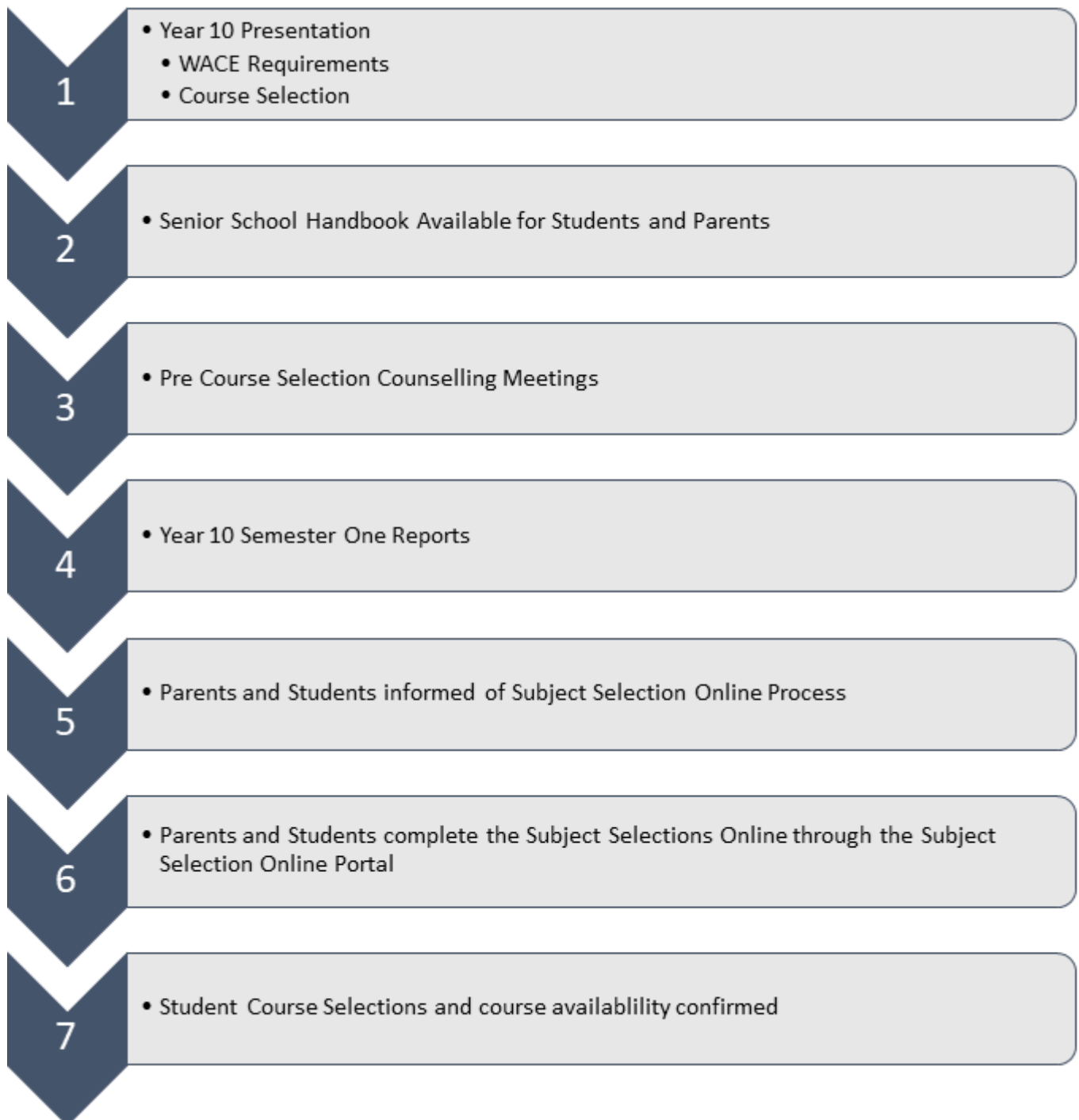
- Demonstrate a minimum standard of literacy and numeracy through NAPLAN, or OLNA
- Complete the required number of courses in the ATAR, General or VET pathway with minimum achievement standards (C grades or equivalent)
- Complete two Year 11 English units and complete a pair of Year 12 English units;
- Complete at least one pair of units from a Year 12 List A course (arts/languages/social sciences) and at least one pair of units from a Year 12 List B course (mathematics/science/ technology);
- VET can contribute to up to eight of the 20 units required to achieve your WACE
- Endorsed programs may replace up to two Year 11 course units and two Year 12 course units required to achieve your WACE

For more detailed information please visit the SCSA website: [WACE Requirements](#)



SECTION THREE

Course Selection Process



UNIVERSITY ENTRANCE REQUIREMENTS

- Achievement of WACE
- English language competency
- An ATAR Score (Australian Tertiary Admission Rank)
 - All ATAR courses Units 3 and 4 are eligible for use in determining an ATAR.
 - Units 3 and 4 (Year 12 Units) have to be completed in order to derive an ATAR using this particular course
 - The final course result will come from 50% of the school assessment and 50% from the external examination in that course (WACE examinations)
 - The ATAR for a particular student will be determined as an aggregation of the student's four best scores
 - The ATAR is a number from 1 to 100 indicating the student's rank in the state
 - Some courses cannot be studied together, for example Mathematics Applications with Mathematics Methods and Mathematics Specialist
- All universities other than Edith Cowan University (ECU) will place a five-year period on the accumulation of final course levels of achievement. ECU will have no such time limit
- Some universities will continue to require prerequisites for courses which they offer. It is recommended that you check the relevant university website or the TISC websites under [Resources to Access](#)

Further details are available at the TISC website. www.tisc.edu.au



TAFE ENTRANCE REQUIREMENTS

- Achievement of WACE
- A student's ability to access TAFE is dependent on grades achieved for courses and can also be determined by other requirements such as:
 - Particular courses studied
 - Folio work
 - Interviews
 - Certificate courses completed
 - Work experience
- General courses are the appropriate courses for students working towards gaining entry to TAFE
- There may be prerequisites for some courses

TAFE Qualifications

- Certificates I and II: These provide direct entry to the job market. A student exiting with these levels of study has skills related to industry and can undertake positions of employment requiring limited responsibilities.
- Certificate III: This certification assists with employment in junior to intermediate levels in areas related to the service industries. Apprenticeships and traineeships relate to this level of certification.
- Certificate IV: A more substantial level of knowledge and skills acquisition related to your area or industry. The level of responsibility for others increases with this certification.
- Diploma and Advanced Diploma: This level of study prepares you for professional and managerial status.

RESOURCES TO ACCESS

Below are some resources that you should access to guide you through course selections. They can also provide you with important information throughout Years 11 and 12 and with the steps you take after Year 12.

School Curriculum and Standards Authority (SCSA)

We encourage students and parents to be familiar with the School Curriculum and Standards Authority (SCSA) website. This website has information regarding:

- Each Course Syllabus and information about Graduation
- Past WACE examinations for courses
- WACE Manual - including WACE Graduation information
- OLNA
- A variety of presentations on PowerPoint
- Study/Exam revision tips
- WACE Exam timetable

SCSA link is <https://www.scsa.wa.edu.au/>

Contact Telephone Number: (08)9273 6300

Tertiary Institutions Service Centre (TISC)

TISC is a particularly useful source of information for students in ATAR courses who wish to enrol in University beyond school. In the TISC site you will find:

- A gateway to University sites (other than Notre Dame University).
- University admission requirements.
- Information about ATAR scores, including scaling.
- A table and a calculator to assist you in calculating a predicted ATAR.
- How to apply to University.

TISC link is <https://tisc.edu.au/>

Contact Telephone Number: (08) 9318 8000

University and Vocational Education and Training (VET) Information

Access these sites regularly. You will find course specific information including entry requirements and possible prerequisites. You will also find information about Open Days and opportunities to subscribe for emailed updates.

Curtin University

Future Students Centre Kent Street BENTLEY WA 6102

T: (08) 9266 1000

W: <https://www.curtin.edu.au/>

E: prospectivestudentservices@curtin.edu.au

Edith Cowan University

Student Recruitment Building 2, 100 Joondalup Drive
JOONDALUP WA 6027

T: (08) 6304 6304

W: <https://www.ecu.edu.au/>

E: futurestudy@ecu.edu.au

General telephone enquiries within Australia 134 328

WA Academy of Performing Arts (WAAPA)

2 Bradford Street

MOUNT LAWLEY WA 6050

T: (08) 9370 6443

W: <https://www.waapa.ecu.edu.au/>

Murdoch University (Including Rockingham Campus enquiries)

Prospective Students and Admissions Centre
South Street

MURDOCH WA 6150

T: (08) 9360 6538

W: <https://www.murdoch.edu.au/>

E: admissions@murdoch.edu.au

The University of Notre Dame Australia

19 Mouat Street
FREMANTLE WA 6160
Postal Address: PO Box 1225, FREMANTLE WA 6959
T: (08) 9433 0533
W: <https://www.notredame.edu.au/>
E: future@nd.edu.au

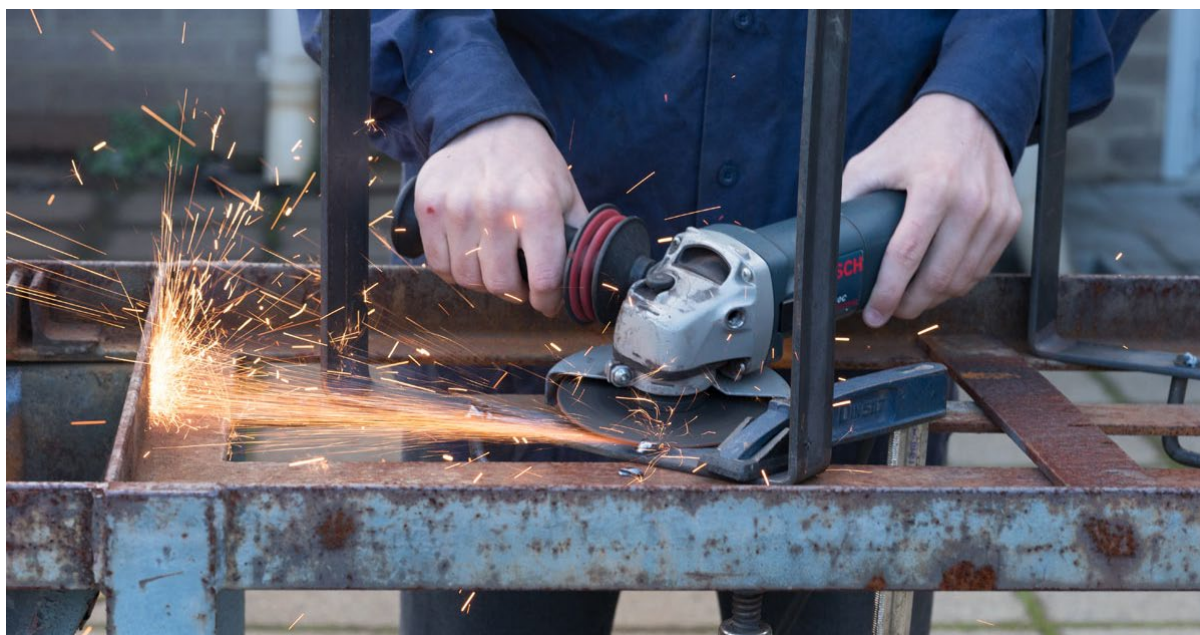
The University of Western Australia

Admissions Centre Mail Bag M353
35 Stirling Highway
CRAWLEY WA 6009
T: (08) 6488 2477
Country Callers 1800 653 050
W: <https://study.uwa.edu.au/>
E: admissions@uwa.edu.au

Vocational Education and Training (VET)

For Vocational Education and Training and career development services and information in Western Australia.

W: www.jobsandskills.wa.gov.au



CAREER INFORMATION

Our Head of VET & Transition Services and Heads of Year can work directly with students and families in Years 10, 11 and 12. In addition, the College subscribes to the newsletter, Careers Focus, and this is emailed to students. The newsletter contains a range of information and opportunities for students to consider in preparing for the workforce.

MyUniversities

Provides information on all Australian Universities and their courses.

<https://www.gooduniversitiesguide.com.au/>

Careers Online

This site allows you to search for jobs by area of interest, provides job descriptions, positions vacant, positions wanted and also links to other career sites.

<http://www.careersonline.com.au/>

My Career Zone

An American website but lots of relevant information on different career industries as well as self-assessment to assist you in working out careers suited to you.

<http://www.mycareerzone.org/>

My Future

A resource program which has information on all sorts of career related topics e.g. education and training, employment and career development.

<https://myfuture.edu.au/>

Skills Road website:

<https://www.skillsroad.com.au/>

Careers with STEM:

<https://careerswithstem.com.au/>

The ACTU website regarding work and first jobs

<http://worksite.actu.org.au/category/first-job/>

Apprenticeships and Traineeships

All the info on how to train on the job.

<https://www.dtwd.wa.gov.au/apprenticeship-office>

Australian Jobs Information

<https://australianjobs.employment.gov.au/job-search-and-skills/finding-job>

2020 DETAILED COURSE OUTLINES

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APPLIED INFORMATION TECHNOLOGY ATAR (AEAIT, ATAIT)

(LIST B)

Students who enjoy the practical application of skills, techniques and strategies used to create digital solutions for real situations would enjoy this course. Applying the design process students will investigate client-driven issues and challenges, developing creative solutions to solve information problems.

In ATAR Applied Information Technology students will:

- Apply a design process when creating or modifying information solutions
- Understand the nature and use of computer hardware and software
- Think independently and creatively
- Understand how legal, ethical and social considerations impact technology

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Media information and communication
- Trends in digital media
- Skills, principles and practises
- Digital solutions for clients
- Legal, ethical and social boundaries of technologies
- Project management and design concepts

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The nature and impact of technological change
- Products for a particular purpose and audience
- Production of a digital solution
- Management of data
- Ethical and legal impacts on the global community

A student who completes the Applied Information Technology ATAR course will have a strong understanding of the theoretical and practical foundations of digital technologies. This will prepare them for further studies for a wide range of technology-based careers.

Further information about this course is available on the [SCSA website](#).

APPLIED INFORMATION TECHNOLOGY General (GEAIT, GTAIT)

(LIST B)

Students who enjoy the practical application of skills, techniques and strategies used to create digital solutions for real situations would enjoy this course. Applying the design process students will investigate client-driven issues and challenges, developing creative solutions to solve information problems.

In General Applied Information Technology students will:

- Apply the design process to create information solutions
- Understand digital communication technologies
- Understand the nature and use of computer hardware and software
- Think independently and creatively
- Understand how legal, ethical and social considerations impact technology

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Uses of technology to meet personal needs
- Appropriate technologies and knowledge in communication
- Skills, principles and practises when working with others
- Digital solutions for managing data
- Legal, ethical and social boundaries of technologies
- Effective operations within a small business environment

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The nature and impact of technological change
- products for a particular purpose and audience
- production of a digital solution
- management of data
- Ethical and legal impacts on the global community

A student who completes the Applied Information Technology General course will have a sound understanding of the core theoretical and practical foundations of digital technologies, offering pathways to further studies and a wide range of technology-based careers.

Further information about this course is available on the [SCSA website](#).

BIOLOGY ATAR (AEBLY, ATBLY)

(LIST B)

Students will explore biological concepts relating from microscopic organisms to ecosystems and the way biological systems interact and are interrelated. Fieldwork, laboratory activities, investigations and other research techniques will provide evidence-based information to analyse and problem solve biological questions.

In ATAR Biology, students will:

- Understand how biological systems interact and are interrelated
- Study the major biological concepts, theories and models
- Carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- Use sound, evidence-based arguments to explain ethical concepts

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- describing biodiversity
- ecosystem dynamics
- environmental law and conservation
- cells as the basis for life
- multicellular organisms
- biotechnology

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- mechanisms of heredity
- population dynamics
- theory of evolution
- natural selection
- homeostasis
- transmission and impact of infectious disease
- quarantine and agriculture
- environmental changes

The study of Biology ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include medicine, veterinary, food and agriculture, environmental and marine sciences, biosecurity and quarantine, biotechnology and eco-tourism.

Further information about this course is available on the [SCSA website](#).

CHEMISTRY ATAR (AECHE, ATCHE)

(LIST B)

Chemistry aims to equip students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students develop an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for future study in the sciences.

In ATAR Chemistry, students will:

- Understand the factors that affect chemical systems
- Appreciate chemistry as an experimental science that has developed through independent and collaborative research
- Become experts in conducting a range of scientific investigations
- Have the ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Atomic structure and bonding
- Energy changes and rate of reactions
- Properties of water
- Chemical calculations
- Acids and bases
- Organic chemistry

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Equilibrium
- Acids and bases
- Redox reactions
- Organic chemistry
- Chemical synthesis

The study of Chemistry ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include chemistry, pharmacy and medicine, dentistry, forensic science, and engineering. In addition, chemistry knowledge is valuable in many associated fields, such as art, winemaking, agriculture and food technology.

Further information about this course is available on the [SCSA website](#).

CHILD FAMILY AND COMMUNITY General (GECFC, GTCFC)

(LIST B)

The Children, Family and the Community General course will appeal to those students who are interested in exploring the factors that influence human development and the wellbeing of individuals, families and communities. Students will learn that beliefs, values and ethics influence decisions made by individuals, families, and communities.

In General Children, Family and the Community students will:

- Explore human development and growth
- Apply the technology process
- Think independently and creatively
- Self-management and interpersonal skills
- Society and support systems

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Developmental theories
- Family uniqueness
- Environments that promote optimal growth and development
- Decision-making, goal setting, self-management and cooperation
- Roles and responsibilities
- Communicating and advocating

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Cultural diversity
- Individuals and wellbeing
- Developmental theories and cognitive development
- Values and attitudes
- Effective self-management and interpersonal skills
- Services and systems

The completion of this course caters for students who are seeking career pathways in areas such as; education, nursing, community services, childcare and health.

Further information about this course is available on the [SCSA website](#).

DRAMA ATAR (AEDRA, ATDRA)

(LIST A)

The Drama ATAR course would interest students who love to perform, enjoy all aspects of stagecraft, and are interested in understanding theatre and dramatic texts. It would require demonstrating their creativity in performing, analysing and writing for theatre and appeal to those wishing to understand Drama at a deeper level.

In ATAR Drama students will:

- Act and perform solo and in groups
- Design all aspects of a theatre production
- Use technology
- Create for different audiences

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Exploration of realist and non-realist drama
- Characterisation
- Text interpretation of representational and presentational texts

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Reinterpretation of drama for contemporary audiences
- Applying theoretical approaches
- Understanding context, forms and styles
- Interpreting, manipulating and synthesising a range of approaches

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Further information about this course is available on the [SCSA website](#).

DRAMA GENERAL (GEDRA, GTDRA)

(LIST A)

The Drama General course would interest students who enjoy acting, theatre production, and seek a broad understanding of how drama is influenced by its time and place. It would give opportunity for exploring all aspects of theatre.

In General Drama General students will:

- Apply their knowledge and skills to all aspects of drama production
- Create original drama
- Interpret a range of texts using terminology
- Use technology
- Presenting drama to different audiences

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Dramatic storytelling and realist drama
- Skills, techniques and conventions of drama
- Performing to audiences

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Realist and non-realist drama
- Characterisation
- Text interpretation

Students who undertake this course will have the opportunity to build confidence, understanding about human experience, and a sense of identity and belonging. They will understand how time, place and economics affect theatre and explore the vocational opportunities that drama offers.

Further information about this course is available on the [SCSA website](#).

ECONOMICS ATAR (AEECO, ATECO)

(LIST A)

The Economics ATAR course would appeal to students who are interested in exploring the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The course focuses on the Australian economy.

In ATAR Economics students will:

- develop knowledge, reasoning and interpretation skills
- investigate individual, business and government behaviour at the local, national and global level
- develop reasoning, logical thinking and interpretation skills relevant to the modern workplace

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- an introduction to microeconomics and macroeconomics
- the role of markets in determining the wellbeing of individuals and society
- the workings of real-world markets with a focus on the Australian economy
- the concepts of economic growth, inflation and unemployment with a focus on the Australian economy
- the importance of measuring and monitoring changes in macroeconomic indicators

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- the interdependence of Australia and the rest of the world
- the actions and policies undertaken to achieve the objectives of the Australian Government
- how changes in the level of economic activity influence the decisions of policy makers to achieve their objectives

A student who completes the Economics course would be well suited to studying a range of options at university, including economics, business, accounting, market research and international trade.

Further information about this course is available on the [SCSA website](#).

ECONOMICS GENERAL (GEECO, GTECO)

(LIST A)

The Economics General course would appeal to students who are interested in exploring the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The course focuses on the Australian economy.

In General Economics students will:

- develop knowledge, reasoning and interpretation skills demanded by the world of work, business and government
- explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations
- develop economic literacy which enables students to participate in economic and financial decision making

Year 11 (Units 1 and 2)

Units 1 and 2 cover:

- personal economic and financial decisions in relation to earning and spending income and building wealth to satisfy needs and wants, both now and in the future
- economic decisions businesses make in relation to the problem of relative scarcity and choice, and the strategies used to achieve a competitive advantage in the market

Year 12 (Units 3 and 4)

Units 3 and 4 cover:

- introduction to microeconomics and macroeconomics
- the role of the market in determining the wellbeing of individuals and society
- the workings of real-world markets with an emphasis on the Australian economy
- macroeconomic indicators such as economic growth, inflation and unemployment with an emphasis on the Australian economy
- the importance of measuring and monitoring changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society

A student who completes the Economics course would be well suited to a range of careers, including retail manager, real estate agent, market researcher, sales representative and real estate property manager.

Further information about this course is available on the [SCSA website](#).

ENGINEERING STUDIES ATAR (AEEST, ATEST)

(LIST B)

This course best suits students who intend to become life-long learners in mechanical engineering. Essentially a practical course, students apply the engineering process realising the relationship between creativity and lateral thinking when problem solving, in a real-life context.

In ATAR Engineering Studies students will:

- Apply and communicate the Engineering process
- Understand scientific and mathematical concepts used in engineering
- Use materials, skills and technologies to undertake challenges
- Understand the interrelationships between engineering projects and society

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Core engineering theory and chosen specialist area theory
- Mathematical, Scientific and technical concepts
- Fundamental engineering calculations
- Core and Specialist area theory
- Prototypes and working models
- How engineered products function

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Comprehensive design brief
- Fundamental engineering calculations
- Orthographic drawings
- Defining engineering processes
- Stages within the life cycle of engineering products
- Construction constraints

This course is particularly designed to prepare those students who are interested in studying mechanical, civil or electrical engineering at a Tertiary level.

Further information about this course is available on the [SCSA website](#).

ENGINEERING STUDIES General DRONES (GEEST, GTEST)

(LIST B)

The Engineering Studies General course is essentially a practical course delivered in conjunction with the Certificate III in Aviation. Students who are highly interested in the increasingly technological world, will explore the field of mechatronics. Applying the engineering process students realise the relationship between creativity and lateral thinking when problem solving to turn ideas into reality.

In General Engineering Studies students will:

- Apply and communicate the Engineering process
- Understand scientific and mathematical concepts used in engineering
- Use materials, skills and technologies to undertake challenges
- Understand the interrelationships between engineering projects and society
- Achieve a Remote Pilots' Licence
- Achieve a Certificate III in Aviation

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Engineering design process
- Automation and technical innovation
- Study and interpret design brief
- Core and Specialist area theory
- Prototypes and working models
- Scientific, mathematical and technical concepts

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Different forms of energy
- Orthographic drawings
- Produce, test and evaluate
- Obsolescence in engineering
- Construction constraints

This course is particularly suited to those students who are interested in working in the increasingly diverse drone industry; Photography, Agriculture, logistics and even live media.

Further information about this course is available on the [SCSA website](#).

ENGLISH ATAR (AEENG, ATENG)

(LIST A)

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

In ATAR English students will:

- develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts
- enjoy creating their own imaginative, interpretive, persuasive and analytical responses
- engage critically and creatively with texts
- speak and write fluently in a range of contexts
- create a range of text forms

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- How meaning is communicated through the relationships between language, text, purpose, context and audience
- How language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
- How to write analytically and creatively
- Understanding of context
- The effect of stylistic choices
- Positioning of audience

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- themes, issues, ideas and concepts through a comparison of texts
- language, genre and contexts, comparing texts within and/or across different genres and modes
- different interpretations and perspectives
- relationships between content and structure, voice and perspectives and the text and context.

A student who completes the English course would be well suited to studying a range of options at University, including politics, history, arts, education, communication, journalism, law, international relations and sociology. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

ENGLISH GENERAL (GEENG, GTENG)

(LIST A)

The English General 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 visual literary skills.

In General English students will:

- learn how the interaction of structure, language, audience and context helps to shape meaning
- apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- comprehending and responding to the ideas and information
- read, view and listen to texts to connect, interpret, and visualise ideas
- apply their understanding of language through the creation of texts for different purposes
- interpreting ideas and arguments in a range of texts and contexts
- creating texts using persuasive, visual and literary techniques

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- exploring different perspectives
- attitudes, text structures and language features
- communicating logically, persuasively and imaginatively
- community, local or global issues and ideas
- synthesising information from a range of sources

A student who completes the English General course would be well placed for success in a variety of workplace environments. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

ENGLISH FOUNDATION (FEENG, FTENG)

(LIST A)

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts.

In Foundation English students will:

- read both fiction and non-fiction texts
- engage in reading, viewing and listening
- produce texts of their own
- develop speaking and listening skills

Year 11 (Units 1 and 2) covers:

- how texts work
- values, structures and conventions
- Creating certain texts, such as brainstorming ideas, producing mindmaps and writing non-fiction articles

Year 12 (Units 3 and 4) covers:

- functional literacy, including appropriate spelling, punctuation and grammar
- reading (understanding, comprehending, interpreting and analysing) texts for work, learning community and/or everyday personal contexts
- producing (constructing, creating and writing) texts for work, learning, community and/or everyday personal contexts
- developing skills in speaking and listening for work, learning, community and everyday personal contexts.

A student who completes the English Foundation course would be well placed for success in a variety of workplace environments. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

ENGLISH PRELIMINARY (PEENG, PTENG)

(LIST A)

The English Preliminary course is particularly suited towards students who are working in integrated programs and/or workplace learning. The course focuses on independence. Students develop and apply language skills that would be suitable in a variety of contexts, including the family, school, social and community contexts.

Year 11 (Units 1 and 2)

Within the broad area of independence, the following learning contexts will be explored:

- personal: taking responsibility, making choices and/or taking actions related to health and lifestyle issues
- social: positive interactions with peers, family and community members; accessing social experiences in the local community; making appropriate choices when in the community and/or adhering to appropriate social behaviours
- vocational: recognising the need for independence and responsibility at school and within the workplace; participating in volunteer work, community access, workplace learning, alternatives to employment and/or learning opportunities during and after school
- cultural: participation in relevant cultural activities; cultural and social groups to which students belong

Year 12 (Units 3 and 4)

As a follow-on from Units 1 and 2, and within the broad area of independence, the following learning contexts will be explored:

- personal: using language independently to meet personal needs and wants; awareness of increased responsibilities; making appropriate choices and taking appropriate actions related to health and lifestyle issues
- social: maintaining positive interactions with peers, family and community members; having experiences in the broader community's social environment; understanding rights, responsibilities and choices available when in the community and/or appropriate behaviours for various social settings
- vocational: using language independently at school and/or in the workplace; participating in supported work environments; participating in volunteer work in the community; accessing the community; engaging in workplace learning; understanding alternatives to employment; engaging in learning opportunities during and after school
- cultural: participating in and contributing towards cultural activities; identifying and accessing cultural and social groups to which students belong

A student who completes the English Preliminary course would be well placed for success in a variety of workplace environments. It is important to remember that in order to attain their WACE Certificate, students must achieve a minimum of a C grade in English.

Further information about this course is available on the [SCSA website](#).

FOOD SCIENCE TECHNOLOGY General (GEAIT, GTAIT)

(LIST B)

Students who desire to understand how the properties of food and how science and technologies are used to meet the needs of consumers and producers would enjoy this course. In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks.

In General Food Science Technology students will:

- understand properties and purposes of food
- investigate, devise, and produce food products
- understanding food in Society
- understand the importance of safe and sustainable practises

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- sensory and physical properties of food
- concepts that promote healthy eating
- safe workplace procedures, processing techniques and food handling
- food sources and the role of macronutrients and water
- labelling and packaging requirements

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- societal, lifestyle and economic issues
- food products and processing systems
- occupational safety and health requirements, implement safe food handling
- principles of dietary planning
- equipment, resources and processing techniques

The Food Science and Technology General course best suits students who wish to enhance their employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Further information about this course is available on the [SCSA website](#).

GEOGRAPHY ATAR (AEGEO, ATGEO)

(LIST A)

The Geography ATAR course would appeal to students who have a curiosity about the diversity of the world's places and their peoples, culture and environments.

In ATAR Geography students will:

- use this knowledge to promote a more sustainable way of life and awareness of their surroundings
- address challenges including rapid environmental change, sustainability of places, and dealing with environments at risk
- learn how to collect information from various sources (fieldwork and data collection, mapping, monitoring, remote sensing, case studies and reports)

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- the management of hazards
- the risk hazards posed to people and environments
- risk management is defined in terms of preparedness, mitigation and/or prevention
- the economic and cultural transformations taking place in the world
- the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- the impacts of land cover transformations with particular reference to climate change or biodiversity loss
- the outcomes of processes vary depending on local responses and adaptations
- the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities

A student who completes the Geography course would be well suited to studying a range of options at University, including sustainability, town planning, surveying, engineering, marine biology, environmental law and Geographical Information Systems.

Further information about this course is available on the [SCSA website](#).

GEOGRAPHY GENERAL (GEGEO, GTGEO)

(LIST A)

The Geography General course would appeal to students who have a curiosity about the diversity of the world's places and their peoples, culture and environments.

In General Geography students will:

- use this knowledge to promote a more sustainable way of life and awareness of their surroundings
- address challenges including rapid environmental change, sustainability of places, and dealing with environments at risk
- learn how to collect information from various sources (fieldwork and data collection, mapping, monitoring, remote sensing, case studies and reports)

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- the spatial patterns and processes related to environments at risk, and the protection of such environments through management at local, regional and global levels
- the threats people pose to the environments that put them at risk as they attempt to satisfy their needs
- sustainability
- the natural and cultural characteristics of a region, and the processes that have enabled it to change over time and the challenges it may face in the future

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- the nature and causes of natural and ecological hazards, and how they influence places and environments
- the nature of the risks that need to be managed
- the complexity of human-environment interdependence in relation to natural and ecological hazards
- the concept of risk management
- the nature and causes of international integration and its spatial, economic, political and social consequences
- the ways people embrace, adapt to and resist the forces of international integration

A student who completes the Geography course would be well suited to a range of careers, including town planner, travel consultant, Landcare worker, Architectural drafter and Park Ranger.

Further information about this course is available on the [SCSA website](#).

GRAPHIC DESIGN General (GEEST, GTEST)

(LIST B)

Linking between digital technologies and Visual Arts, Graphic Design allows students to gain a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated. Design projects will strengthen digital skills and techniques while still including the traditional two-dimensional design media.

In General Graphic Design students will:

- Understand the design process
- Understand communication theories and audience behaviours
- Generate ideas and design solutions
- Use skills techniques and methods to construct creations
- Understand relationships between design, society and culture

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Communication theory – Shannon and Weaver
- Codes and conventions
- Copyright and intellectual property
- Stakeholders and audiences
- Selection and handling of materials

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Corporate identity and product packaging
- Promotional material
- Values and attitudes
- Production process, methods, skills and techniques
- Occupational Safety and Health (OHS)

Graphic Design is perfect for those students who desire a competitive edge in elements of digital media, interactive media, graphic technology, technical graphics and visual communication.

Further information about this course is available on the [SCSA website](#).

HEALTH STUDIES ATAR (AEHEA)

(LIST A)

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. This course will prepare students for career and employment pathways in a range of health and community service industries.

In ATAR Health Studies the students will:

- Study the influence of social, environmental, economic and biomedical determinants of health is a key focus of the course.
- Understand the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.
- Use an inquiry process to draw on knowledge and understandings of health concepts and investigate health issues of interest.
- Develop research skills that can be applied to a range of health issues or concerns.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Health determinants and their impact on health.
- Health promotion as a framework for designing approaches to improve health.
- Attitudes, beliefs and norms and their impact on decision-making in health.
- Factors influencing the health of communities.
- The impact of technology and interpersonal skills are also a focus.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The health of specific populations and reasons why some groups do not enjoy the same level of health as the general population.
- Factors creating these disparities and ways of improving the health and wellbeing of specific groups.
- Examination and interpretation of data, with explanation of inequities in health.
- The impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health.
- Health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

A student who completes the Health Studies ATAR course will be well suited to pursue careers and university study in health promotion, research or community health care.

Further information about this course is available on the [SCSA website](#).

HEALTH STUDIES GENERAL (GEHEA)

(LIST A)

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

In General Health Studies, students will:

- Study health as a dynamic quality of human life
- Develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action.
- Focus on social, environmental, economic and biomedical determinants of health.
- Appreciate that beliefs, attitudes and values influence health and behaviour.
- Use an inquiry process to draw on knowledge and understanding of health concepts.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- The health of individuals and communities.
- Consumer Health
- Health determinants and their impact on health.
- Health promotion and designing approaches to improve health.
- Understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.
- Communities, and how community participation can improve health outcomes.
- Examination of the influence of attitudes, beliefs, and norms on community health behaviours.
- Using the investigative and inquiry processes to analyse issues influencing the health of communities.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The health of specific populations and reasons why some groups do not enjoy the same level of health as the general population.
- Factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

A student who completes the Physical Education general course will be well suited to job opportunities in the areas of leisure, recreation, education, sport development, youth work, health and medical fields.

Further information about this course is available on the [SCSA website](#).

HUMAN BIOLOGY ATAR (AEHBY, ATHBY)

(LIST B)

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.

In ATAR Human Biology students will:

- Know the structure and function of the human body maintains homoeostasis
- Understand the importance of inheritance and its interrelationships with human variability and evolution.
- Evaluate the impacts of advancements in Human Biology
- Communicate understandings of Human Biology
- Understand how scientists use knowledge of Human Biological systems in a wide range of applications

Year 11 (Units 1 and 2)

Units 1 and 2 cover:

- The structure and function of body systems,
- The interrelationships between systems
- The reproductive systems of males and females
- The mechanisms of transmission of genetic material

Year 12 (Units 3 and 4)

Units 3 and 4 cover:

- The nervous and endocrine systems
- The body's immune responses
- Variations in humans
- Evolutionary trends in hominids

The study of Human Biology ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include medicine, nursing, paramedicine, childcare, social work, diet and nutrition and science education.

Further information about this course is available on the [SCSA website](#).

HUMAN BIOLOGY GENERAL (GEHBY, GTHBY)

(LIST B)

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will explore the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system.

In General Human Biology students will:

- Understand how scientists use knowledge of human biological systems in a wide range of applications
- Understand how the structure and function of the human body systems
- Understand how scientists use knowledge of human biological systems in a wide range of applications
- Communicate understandings of Human Biology

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- The cell system
- The respiratory system
- The circulatory system
- The digestive system
- The urinary system
- Male and female reproduction systems

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Bones, muscles and nerves
- Hormones
- The causes and spread of disease
- The response to invading pathogens.

Studying Human Biology General will provide students with skills and understanding to be applied in a wide range of further education and careers. The TAFE courses offered by Lumen Christi College that will be enhanced by studying Human Biology General are Certificate II in Medical Services First Response, Certificate III in Fitness, Certificate III in Education Support and Certificate III in Early Childhood Education and Care.

Further information about this course is available on the [SCSA website](#).

INTEGRATED SCIENCE GENERAL (GEISC, GTISC)

(LIST B)

The Integrated Science course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics and can also include less traditional areas such as forensic science and biotechnology. Integrated science encourages students to be questioning, reflective and critical thinkers about scientific issues.

In General Integrated Science students will:

- Answer questions about the natural and technological world
- Analyse information to find patterns and draw conclusions about science concepts
- Investigation, evaluate scientific problems
- Understand that science is a human activity involving the application of scientific knowledge
- Communicate understandings of science

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Biological and earth systems
- Atomic structure
- Mixtures and solutions
- Motion and forces

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Ecosystems
- Sustainability
- Species continuity and change
- Chemical reactions
- Energy

Studying Integrate Science General will provide students with skills and understanding to be applied in a wide range of further education and careers. The TAFE courses offered by Lumen Christi College that will be enhanced by studying Integrated Science General are Certificate II in Automotive Vocational Preparation, Certificate II in Electronics, Certificate II in Electrotechnology, Certificate II in Sampling and Measurement, and Certificate III in Automotive Servicing Technology.

Further information about this course is available on the [SCSA website](#).

ITALIAN: SECOND LANGUAGE ATAR (AEISL, ATISL)

(LIST A)

This course is aimed at students for whom Italian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. The Italian: Second Language ATAR course can connect to the world of work, further study and travel. The Italian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

In ATAR Italian students will:

- Study and create texts in the target language
- Think independently and creatively
- Appreciate the role that Italy plays in one's life
- Understand how texts help us to understand the world

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Family, friend and school relationships
- Italian traditions, events and rituals
- Communicating in the modern world
- Holidays, tales and plans
- Destination Australia
- Travelling in the modern world

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Italian things in a person's life and in the community
- Lifestyle, interests and activities of Italians
- The significance of critical analysis
- Global brand "Made in Italy" and Italy's contribution to the world
- Reflecting on one's life and planning for the future
- Communicating about issues such as youth and environmental

A student who completes the Italian course would be well suited to studying a range of options at University, including teaching, politics, history, arts, communication, journalism, tourism and international relations.

Further information about this course is available on the [SCSA website](#).

LITERATURE ATAR (AELIT, AELIT)

(LIST A)

The Literature ATAR course would appeal to students who love to read and discuss their reading, who are interested in the way that historical and cultural context effect what we read and write, and who enjoy demonstrating their understanding of texts in their own creative writing.

In ATAR Literature students will:

- Study texts from literary canon
- Investigate literary periods
- Think independently and creatively
- Appreciate the aesthetic aspects of texts
- Understand how texts help us to understand the world

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Reading practices
- A range of social, cultural and historical contexts
- Literary conventions
- Storytelling traditions
- Intertextuality
- Genre

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Development of identity
- The power of language
- The significance of critical analysis
- Values and attitudes
- The central role of the reader
- The aesthetic appeal of texts

A student who completes the Literature course would be well suited to studying a range of options at University, including politics, history, arts, communication, journalism, law, international relations and sociology.

Further information on this course is available from the [SCSA website](#).

MATERIALS DESIGN AND TECHNOLOGY TEXTILES (GEMDT, GTMDT)

(LIST B)

Materials Design and Technology Textiles is a practical course where students develop their depth of knowledge in the origins, production and end uses of textiles. With flexibility to incorporate additional materials - this course is suited to those students who enjoy demonstrating their creative ideas through manipulating textiles.

In General Materials Design and Technology students will:

- Apply a technology process
- Understand the use of materials
- Think independently and creatively
- Create material products of interest to specified standards
- Understand how materials impact the environment

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Fibre types, classifications and structures
- Origins, classification, properties and the end use of synthetic fibres
- Skills and techniques manipulating materials
- Demonstrate pattern skills
- Safety and environmental sustainability
- Sewing machine skills and construction techniques

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Construction and pressing techniques
- Properties of natural and manufactured fibres
- Production management
- Fabric decoration, embellishment and manipulation techniques
- Regenerated fibres
- Constraints and environmental impacts of recycling materials

The Material Design Technology courses are design to provide the foundation for those students who wish to prepare for a future career in fashion design, Costume designer or Visual merchandiser.

Further information about this course is available on the [SCSA website](#).

MATERIALS DESIGN AND TECHNOLOGY WOOD (GEMDT, GTMDT)

(LIST B)

Materials Design and Technology Wood is a practical course where students develop their depth of knowledge in the origins, production and end uses of wood. With flexibility to incorporate additional materials - this course is suited to those students who enjoy demonstrating their creative ideas through manipulating wood.

In General Materials Design and Technology students will:

- Apply a technology process
- Understand the use of materials
- Think independently and creatively
- Create material products of interest to specified standards
- Understand how materials impact the environment

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Classifications, workability of various types of wood
- Origins, properties and the end use of manufactured boards
- Skills and techniques manipulating materials
- Identification of common timber sizes and finishes
- Demonstrate skills using tools and machinery
- Safety and environmental sustainability

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Western Australian hardwoods
- Classification of adhesives for timber
- Types and classifications of finishes
- Common wood joints and fastening methods
- Project management
- Constraints and environmental impacts of recycling materials

The Material Design Technology courses are design to provide the foundation for those students who wish to prepare for a future career such as; cabinetmakers, Woodworking machine operators and furniture finishers.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS SPECIALIST (AEMAS, ATMAS)

(LIST B)

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.

NOTE: Mathematics Specialist is the only ATAR mathematics course that should NOT be taken as a stand-alone course and it is required to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Reasoning is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments.
- Combinatorics
- Vectors in the plane provides new perspectives on working with two-dimensional space
- Matrices
- Trigonometry
- Proof by the principle of mathematical induction

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The Cartesian form of complex numbers
- The study of functions and techniques of calculus
- Three-dimensional vectors, vector equations and vector calculus.
- Differentiation and integration
- Simple differential equations, in biology and kinematics.
- Statistics

This course is studied as a preparation for University courses such as engineering, physical sciences and mathematics. It is also recommended that students intending to study Medicine take this course as a prerequisite.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS METHODS (AEMAM, ATMAM)

(LIST B)

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.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Algebraic concepts and techniques required for a successful introduction to the study of functions and calculus
- Simple relationships between variable quantities
- Probability and statistics, conditional probability and independence
- Trigonometric functions
- Radian measure
- Exponential functions
- Arithmetic and geometric sequences and their applications
- Rates and average rates of change

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- derivatives of exponential and trigonometric functions and their applications,
- differentiation techniques and the concept of a second derivative
- integration
- calculus as a link between differentiation and integration
- Discrete random variables
- modelling random processes involving chance and variation.
- The logarithmic function and its derivative.
- Continuous random variables
- Probabilities associated with continuous distributions are calculated using definite integrals
- statistical inference

Mathematics Methods provides a foundation for further studies at University in numerous disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in health and social sciences, and is a prerequisite for medicine.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS APPLICATIONS (AEMAA, ATMAA)

(LIST B)

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.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- ‘Consumer arithmetic’ including rate and percentage change in the context of earning and managing money
- Algebra and matrices
- Shape and measurement
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry Linear equations and their graphs

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

Mathematics Applications provides the Mathematical prerequisite for all non-Science based University courses, providing students with sound understanding of Finance and Decision Mathematics.

Further information about this course is available on the [SCSA website](#).

MATHEMATICS ESSENTIAL (GEMAE, GTMAE)

(LIST B)

The ability to transfer mathematical skills between contexts is a vital part of learning in the Mathematics Essential General course, and reasoning includes critically interpreting and analysing information represented through graphs, tables, and other statistical representations to make informed decisions. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

This unit includes the following four topics:

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

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 offers students the opportunity to prepare for post-school options of employment and further training (TAFE).

Further information about this course is available on the [SCSA website](#).

MATHEMATICS FOUNDATIONS (FEMAT, FTMAT)

(LIST B)

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity, and time.
- the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts.
- fractions and decimals
- multiplication and division, perimeter, area and volume and qualitative probability

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Percentages
- link to fractions and decimals
- the solving of problems relating to the four operations using whole numbers, fractions, and decimals
- Location, time and temperature, and shape and its relationship to design
- rates and ratios
- the connection between statistics and probability
- the solving of comprehensive real-life problems encountered in personal, workplace and community contexts.

This course provides the opportunity for students to prepare for post-school options of employment and further training (TAFE).

Further information about this course is available on [SCSA website](#).

MODERN HISTORY ATAR (AEHIM, ATHIM)

(LIST A)

The Modern History ATAR course would appeal to students who are interested in exploring the forces that have shaped today's world. It allows them to develop a wider and deeper understanding of the world in which they live. The course focus is on the 20th century and encourages students to make connections with the changing world of the 21st century.

In ATAR Modern History students will:

- look at a variety of historical sources.
- use historical sources to determine cause and effect, the motives and forces influencing people and events.
- engage in the process of historical inquiry.
- use sources to evaluate different versions of history.
- communicate their findings in a number of different ways.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- important developments in the modern period.
- the ideas that underpin these developments (liberty, equality and fraternity)
- the resulting change in the modern world because of important movements that have developed in response to these ideas.
- the ways in which individuals, groups and institutions challenge authority and transform society.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- the concept of 'nation' as the main form of political organisation.
- the crises that have confronted nations in the 20th century and their responses to these crises.
- the contemporary world, focusing on the features of the modern world that emerged in the period 1945-2001.

A student who completes the Modern History course would be well suited to studying a range of options at university, including history, politics, archaeology, anthropology, journalism, law, international relations and tourism.

Further information about this course is available on the [SCSA website](#).

OUTDOOR EDUCATION GENERAL (GEOED, GTOED)

(LIST B)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering.

In General Outdoor Education students will:

- Develop essential life skills and physical activity skills
- Have the opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities
- Roping and navigation skills
- Time management and goal setting skills to work with others and explore strategies for building group relationships
- The main styles of leadership and how to use strategies to promote effective groups.
- Introduction of the features of natural environments
- Conservation, biodiversity and environmental management plans

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment
- Features and relationships in natural environments
- Weather components, patterns and forecasting
- Outdoor leadership
- Navigational skills and respond to an emergency in the outdoors
- Commitment, tolerance, resilience, and conflict resolution skills
- Briefing and debriefing sessions and appraise their own and others' leadership skills
- sustainability projects and understand human responsibility for the environment

A student who completes the Outdoor Education general course will be well suited to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Further information about this course is available on the [SCSA website](#).

PHYSICAL EDUCATION STUDIES ATAR (AEPES, ATPES)

(LIST B)

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Learning in the Physical Education Studies ATAR involves active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences.

In ATAR Physical Education Studies students will:

- Analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance
- Develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.
- The relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Provided opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.
- Extended understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

A student who completes the Physical Education course will be provided with opportunities to develop skills that will enable them to pursue personal interests and explore potential careers as athletes, coaches, officials, administrators and/or volunteers. They will also be well suited to university study in the medical fields.

Further information about this course is available on the [SCSA website](#).

PHYSICAL EDUCATION GENERAL (GEPES)

(LIST B)

The Physical Education General course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of 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. The course also equips students to take on volunteer and leadership roles in community activities.

In General Physical Education Studies students will:

- Focus on the relationships between motor learning, and psychological, biomechanical and physiological factors that influence individual and team performance.
- Engage as performers, leaders, coaches, analysts and planners of physical activity.
- Understand that physical activity serves both as a source of content and data and as a medium of learning.
- Take part in a physical component and a written component.
- Learn about the importance of physical, social and emotional growth.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.
- 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 (Units 3 and 4)

Unit 3 and 4 cover:

- Simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.
- Assessment of movement competency and identify areas for improvement.
- Training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

A student who completes the Physical Education general course will be well suited to job opportunities in the areas of leisure, recreation, education, sport development, youth work, health and medical fields.

Further information about this course is available on the [SCSA website](#).

PHYSICS ATAR (AEPHY, ATPHY)

(LIST B)

Physics is a fundamental science that endeavours to explain natural phenomena. It uses a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

In ATAR Physics, students will:

- Communicate physics understanding, findings and arguments
- Use accurate and precise measurement, valid and reliable evidence, to evaluate claims
- Investigative skills, including the design and conduct of investigations to explore phenomena and solve problems
- Understand the ways models and theories of physics are refined
- Appreciation of the wonder of physics

Year 11 (Units 1 and 2)

Units 1 and 2 cover:

- Heating processes
- Radioactivity and nuclear reactions
- Electrical physics
- Linear motion
- Wave models

Year 12 (Units 3 and 4)

Units 3 and 4 cover:

- Motion in gravitational
- Motion in electric
- Motion in magnetic fields
- Theory of electromagnetism
- Quantum theory of light and matter
- The special theory of relativity
- The standard model of particle physics

The study of Physics ATAR will provide students with skills and understanding to be applied in a wide range of further tertiary education and careers. These fields include theoretical and practical physics, space sciences, nanotechnology, medical physics and telecommunications.

Further information about this course is available on the [SCSA website](#).

PSYCHOLOGY GENERAL (GEPsy, GTPsy)

(LIST B)

Psychology is the scientific study of how people think, feel and act. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

In General Psychology students will:

- Understand psychology provides scientific explanations of behaviour
- Use information gathering methods to explore and answer questions about human thinking, emotion and behaviour
- Develop and select questions and ideas or hypotheses
- Plan and conduct research to test these ideas
- Interpret information received and communicate feelings, thoughts and ideas

Year 11 (Units 1 and 2)

Units 1 and 2 cover:

- The theories of general intelligence
- The role of verbal and non-verbal communication
- Ethical issues
- The human brain
- The role of nature and nurture.

Year 12 (Units 3 and 4)

Units 3 and 4 cover:

- How personality is shaped
- Different states of consciousness
- The role of sensation
- The role of perception
- Piaget's theory of cognitive development
- Kohlberg's theory of moral development
- The role of nature and nurture

Studying Psychology General will provide students with skills and understanding to be applied in a wide range of further education and careers. The TAFE courses offered by Lumen Christi College that will be enhanced by studying Psychology General are Certificate III in Events, Certificate III in Information, Digital Media and Technology, Certificate III in Education Support, Certificate II in Community Services, Certificate III in Business, Certificate III in Early Childhood Education and Care.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE ATAR (AEREL, ATREL)

(LIST A)

The Religion and Life ATAR course would appeal to students who are interested in understanding how religion influences, and is influenced by, society and people. At Lumen Christi College, the Religion and Life Course is studied from a Catholic perspective.

In ATAR Religion and Life students will:

- Explore Christianity and investigate the characteristics of its origins, foundations, social influence and development over time
- Analyse the role Catholicism has played in society
- Understand the challenges and opportunities Catholicism faces
- Think about how religion is connected to everyday life
- Employ various inquiry and learning skills to investigate the interplay between religion and life

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- The place of religion in society
- Religious belief, teaching, ritual and practice
- Structures and processes of a religion
- An important person and/or event in historical contexts
- The nature of a current issue and Catholicism's response

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Religious identity and purpose and how people interact with religion
- The life of a significant religious person
- A religious belief, teaching, ritual or practice and its development over time
- How religion uses a particular structure and/or process to address important issues
- The significance of a religious event or issue from the past
- Current issues and the interaction with religion

A student who completes the Religion and Life course would be well suited to studying a range of options at university, including anthropology, sociology, philosophy, history, law, community development and international relations.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE GENERAL (GEREL, GTREL)

(LIST A)

The Religion and Life GENERAL course would appeal to students who are interested in exploring the relationship between religion, society and individuals. At Lumen Christi College, the Religion and Life Course is studied from a Catholic perspective.

In General Religion and Life students will:

- Focus on religion as a human activity
- Understand the role religion plays in society and in the lives of people
- Examine the interplay between religion and life
- Develop religious inquiry and learning skills

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Religion as a human activity
- How people search for meaning in life
- The characteristics of religion
- Religion in historical contexts
- Current issues for religion
- Religion inquiry and learning skills

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- The role religion plays in the lives of people
- How people interact with and respond to religion
- Religious identity
- An examination of the influence of religion on people
- How religious people interact with society
- The conducting of research and consolidation of skills required for processing information and communicating finding about religion and life

A student who completes the Religion and Life General course would be well suited to studying a range of options at TAFE which require communication, investigative and analytical skills.

Further information about this course is available on the [SCSA website](#).

VISUAL ARTS ATAR (AEVAR, ATVAR)

(LIST A)

The Visual Arts ATAR course would interest students who love to create visually and are interested in how an artist's time and place influence the art they make. It would require demonstrating their creativity in their art making and appeal to those who engage in art interpretation.

In ATAR Visual Arts students will:

- Create art through a process of inquiry and art practice
- Present and reflect on art making
- Interpret art through analysis, context and personal responses.

Year 11 (Units 1 and 2)

Unit 1 and 2 cover:

- Exploration of differences and identities
- Art making with a focus on drawing, design and painting
- A range of social, cultural and historical contexts
- Analysis of aesthetics and meaning in artwork

Year 12 (Units 3 and 4)

Unit 3 and 4 cover:

- Exploration of commentaries and points of view
- Increasing independence in art making
- Convention of a body of work leading to a resolved artwork
- A range of social, cultural and historical contexts applying theory
- Analysis of aesthetics and meaning in artwork
- The relationship between artist and viewer

A student who completes the Visual Arts course would be well suited to any university course or vocation requiring critical and creative thinking. It would augur especially well for those students wishing to pursue further study in the Creative Arts.

Further information on this course is available on the [SCSA website](#).

COURSE PREREQUISITES ATAR

LIST	COURSE	PREREQUISITES
ARTS		
A	Drama ATAR	B Grade or better in Year 10 Drama and C Grade or better in Year 10 English Accelerated
A	Visual Arts ATAR	B Grade or better in Year 10 Visual Art and C Grade or better in Year 10 English Accelerated
ENGLISH		
A	Literature ATAR	B Grade or better in Year 10 English Accelerated
A	English ATAR*	C Grade or better in Year 10 English Accelerated
HEALTH & PHYSICAL EDUCATION		
B	Physical Ed. Studies ATAR*	B Grade or better in Year 10 Science <i>and</i> Year 10 Physical Education
A	Health Studies ATAR	B Grade or better in Year 10 Health and C Grade or better in Year 10 English Accelerated
HUMANITIES & SOCIAL SCIENCES		
A	Economics ATAR	B Grade or better in Year 10 Humanities and Social Sciences
A	Modern History	B Grade or better in Year 10 Humanities and Social Sciences <i>or</i> C Grade or better in Year 10 English Accelerated
LOTE		
A	Italian ATAR*	C Grade or better in Year 10 Italian
MATHEMATICS		
B	Mathematics Specialist ATAR	A Grade or better in Year 10 Mathematics Advanced
B	Mathematics Methods ATAR	A Grade or better in Year 10 Mathematics Advanced
B	Mathematics Applications ATAR	B Grade or better in Year 10 Mathematics
RELIGION & LIFE		
A	Religion & Life ATAR	B Grade or better in Religious Education and C Grade or better in Year 10 English Accelerated
SCIENCE		
B	Biology ATAR	B Grade or better in Year 10 Science
B	Chemistry ATAR	B Grade or better in Year 10 Science and the Mathematics Applications ATAR requirements
B	Human Biology ATAR*	B Grade or better in Year 10 Science
B	Physics ATAR*	B Grade or better in Year 10 Science and a B Grade or better in Year 10 Mathematics Advanced
TECHNOLOGIES		
B	Applied Information Technology ATAR*	B Grade or better in Year 10 Mathematics
B	Engineering Studies ATAR*	B Grade or better in either Year 10 Engineering Studies or Year 10 Science or Year 10 Mathematics

UNACCEPTABLE COMBINATIONS (ATAR)

- Any ATAR course and the corresponding GENERAL course
- Chemistry ATAR with Integrated Science
- Mathematics Applications ATAR with Mathematics Methods ATAR
- Mathematics Applications ATAR with Mathematics Specialist ATAR
- Physics ATAR with Integrated Science ATAR

COURSE PREREQUISITES GENERAL

LIST	COURSE	PREREQUISITES
ARTS		
A	Drama GENERAL	No prerequisites for this course
A	Music GENERAL	Lower School Music or by Audition
ENGLISH		
A	English GENERAL	Category 3 in the OLNA Reading and Writing Components
A	English FOUNDATION	Category 1 or 2 in the OLNA Reading and Writing Components
A	English PELIMINARY	Students on IEP's
HEALTH & PHYSICAL EDUCATION		
B	Physical Education Studies GENERAL	No prerequisites for this course
A	Health Studies GENERAL	No prerequisites for this course
B	Outdoor Education GENERAL	No prerequisites for this course
HUMANITIES & SOCIAL SCIENCES		
A	Economics GENERAL	No prerequisites for this course
MATHEMATICS		
B	Mathematics Essential GENERAL	Category 3 in the OLNA Numeracy Component
B	Mathematics FOUNDATION	Category 1 or 2 in the OLNA Numeracy Component
B	Mathematics PELIMINARY	Students on IEP's
RELIGION & LIFE		
A	Religion & Life GENERAL	No prerequisites for this course
SCIENCE		
B	Human Biology GENERAL	No prerequisites for this course
B	Integrated Science GENERAL*	No prerequisites for this course
B	Psychology GENERAL	No prerequisites for this course
TECHNOLOGIES		
B	Applied Information Technology GENERAL	No prerequisites for this course
A	Children, Family & the Community	No prerequisites for this course
B	Food Science & Technology GENERAL*	No prerequisites for this course
B	Materials Design & Technology (Wood)*	No prerequisites for this course
B	Materials Design & Technology (Metal)*	No prerequisites for this course

* Additional Course Fees

Please be aware that these courses may attract an additional course cost. This additional course cost will be dependent upon specific resource requirements and student numbers. For further information please contact the College Finance Department P: 9394 9323

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