

YEAR 11 AND 12

COURSE & SUBJECT OFFERINGS

When determining our course offerings, the following factors influence the range available at Bold Park Community School:

- Honouring the Philosophy upon which Bold Park has been established;
- Student's academic strengths and weaknesses;
- Student's interests, personal qualities/work ethic;
- Requirements for dual-year courses (e.g. Certificate courses);
- Consideration of career direction/job readiness.
- Preparation and qualification for a diverse range of post school study options, including direct university entry and high level Diploma courses through TAFE.

Students and parents appreciate that the course offerings available will also be governed by the student population, staffing availability and the abilities of the student body. We take great pride in the courses we are able to offer. If your child has a particular interest or talent, you may wish to signal these ideas early.

Vocational Education and Training (VETdSS)

- CUA2071 Certificate II in Visual Arts
- CUA40715 Certificate IV in Design
- VETdSS (by application)
- School-Based Apprenticeship/Traineeship (by application)
- External Certificate Courses*

* Students wishing to complete a Certificate course externally may do so at their own cost. Some Certificate courses may be funded through the Government's VET in Schools program.

Endorsed Programs and Experiences

- Workplace Learning has been recognised as an Endorsed Program and continues to form part of our School offerings.
- BPCS students who are in Year 9 and above are encouraged to enrol in The Duke of Edinburgh's International Award, BRONZE or SILVER. This is an additional credit of 1 or 2 units toward the WACE on completion.
- Supplemental experiences are offered based on the interests students wish to explore.

Western Australian Certificate of Education (WACE) - GENERAL

- English General (Year 11)
- English General (Year 12)
- Mathematics Essential General (Year 11 single unit)
- Mathematics Essential General (Year 12)
- Media Production & Analysis General (Year 11)
- Media Production & Analysis General (Year 12)
- Visual Arts General (Year 11 single unit)
- Visual Arts General (Year 12 from 2025)
- Integrated Science General (Year 12 in 2024 only)
- Science in Practice (Year 11 and 12 from 2025)
- Physical Education Studies General (Year 11 single unit)
- Physical Education Studies General (Year 12 in 2025)
- Health Studies General (Year 11)
- Health Studies General (Year 12)

- Individual ATAR Units for 11 and 12 via SIDE by application

Western Australian Certificate of Education (WACE) - FOUNDATION

Foundation courses can also be offered in English and Mathematics where students require support to meet the graduation requirements of the Online Literacy and Numeracy Assessment (OLNA).

SIDE (Distance Education Partnership)

- ATAR external courses (Year 11 and Year 12)
- Students can nominate to study individual ATAR units through SIDE. The cost associated with SIDE units are in addition to the fees outlined in the BPCS Annual Fee Schedule.

Certificate II in Visual Art

Year 10

Year 12

CERTIFICATE II IN VISUAL ART

For many years Bold Park Community School has run Certificate II courses for our Year 10 students. It is important to note that the Certificate II in Visual Art is aimed for completion in Year 10. It's available to students joining Bold Park in Year 11 or 12 and **it contributes WACE points towards the student's graduation for Year 11 and 12.**

With the opening of the College campus in Maylands in 2021, we also commenced offering the Certificate II in Visual Art. This would allow our students to learn the necessary skills that would (later) filter into other creative industry studies. In particular, the goal was to build their foundations in preparation for the option of studying our Certificate IV in Design.

We are delighted to expand our offerings to include a Certificate II in Visual Art (CUA20715), taught by our Visual Arts Specialist, Renata Biancardi, through an auspicing arrangement with a local Registered Training Organisation (RTO).

The Certificate II in Visual Art is a nationally recognised certificate qualification, designed to develop the basic creative and technical skills that underpin visual arts and craft practice. The course work is generally performance-based with an emphasis on practical hands-on skills. These skills are developed through real projects that are linked to the students' interests.

WHY CONSIDER CERTIFICATE II IN VISUAL ART

This pathway allows students to gain the skills and knowledge to experiment with materials and create a variety of art works such as paintings, sculptures, ceramics, textiles, printmaking and electronic art.

Certificate II in Visual Arts is a course that contributes WACE points towards the student's graduation for Year 11 and 12.

The Certificate II in Visual Arts course aims to engage students who are developing the basic creative and technical skills that underpin visual arts and craft practice.

Core skills developed include:

- contributing to the health and safety of self and others
 - drawing skills to communicate ideas
 - simple creative work
 - source and use information relevant to own arts practice
- in addition to five elective units.

This qualification engages students who are keen to work in different visual arts, craft and design environments.

Throughout the course students showcase their work for assessment.

On completion, graduates will have developed an individual portfolio of creative work.

With further study this qualification can lead onto a pathway in:

- Ceramics Studio Trainee
- Community Arts Workshop Assistant
- Arts Practitioner.

It also provides a pathway to other visual arts, craft and design job roles.

Certificate IV in Design

Year 11

Year 12

CERTIFICATE IV IN DESIGN

A Certificate IV is a privileged alternative entry for most of WA's universities.

We have offered Certificate IV in Design since 2017 through an auspicing arrangement with a local Registered Training Organisation (RTO). It is also a nationally recognised certificate qualification and is important to note the course is demanding, with an estimated 650 nominal hours across 15 packaged Units of Competency and is delivered across two years.

There are only a handful of schools in WA offering a Certificate IV in any course area; with most offering a Certificate II or III. For most schools it is difficult to guarantee the calibre of qualified staff to deliver at the Certificate IV level and the compliance requirements can be cumbersome. We are certainly well-placed to meet both of these requirements.

WHY CONSIDER CERTIFICATE IV IN DESIGN

This pathway allows us to work organically with the General Courses offered in Years 11 and 12; and sits alongside the project-based experience we privilege and strive for at Bold Park.

The course allows scope for open ended tasks and exploration of a student's own creative interests (e.g. animation, business/industry, art, costume, vocational interests, entrepreneurial interests, media, advertising, etc).

The Certificate IV in Design course aims to give students a broad understanding of technical and conceptual design principles.

Through in-depth study of a range of design specialisations and critical theory engagement, students will develop a range of future work skills.

Core skills developed include:

- extend critical and creative thinking skills
- source and apply information on the history and theory of design
- generate design solutions
- interpret and respond to a design brief
- integrate colour theory and design processes
- realise a creative project

In professional-standard design and media studios, Bold Park students will use industry-quality equipment and software under the guidance of specialist educators.

Creative projects can be linked to work opportunities through possible external work placements, in-house events and publications or industry visits.

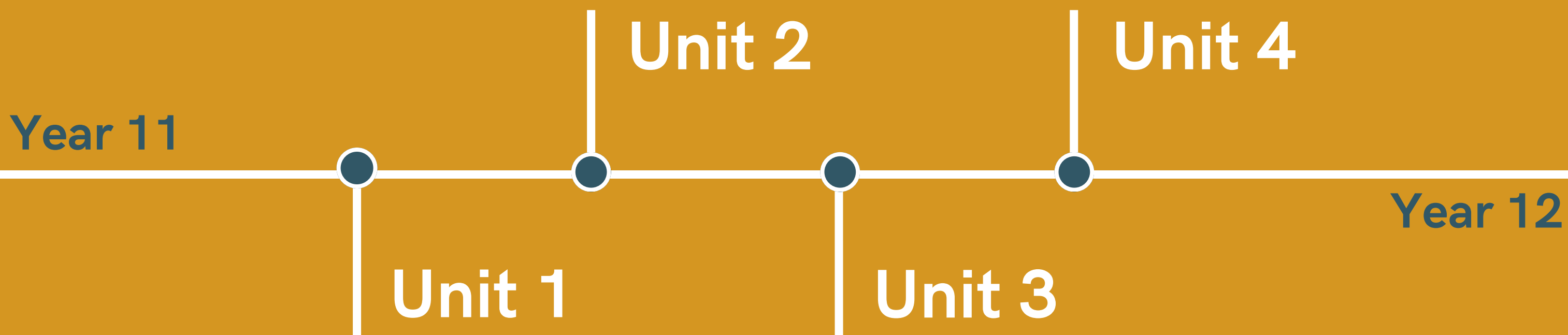
Throughout the course students showcase their work through a self-directed final project and exhibition.

On completion, graduates will have developed an individual portfolio of creative work that can be used to gain entry into higher learning institutions in most fields (not just creative industries) or the workforce.

With further study this qualification can lead onto a pathway in:

- Graphic Design
- Visual Communication
- Photography, Film and TV
- Interior Design
- Jewellery Design
- Costume Design
- Theatre Design
- Furniture Design
- Product Design

English General



ENGLISH

English is the only compulsory subject in Years 10 to 12 and is a prerequisite for the WACE (Graduation).

ALL students must complete 4 units of English in their final two years of schooling. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language.

Students learn about the English language, how it works and how to use it effectively.

ENGLISH GENERAL

The General English course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills.

Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

UNIT 1

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

Students:

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

UNIT 2

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

Students:

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

UNIT 3

Focuses on exploring different perspectives presented in a range of texts and contexts.

Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

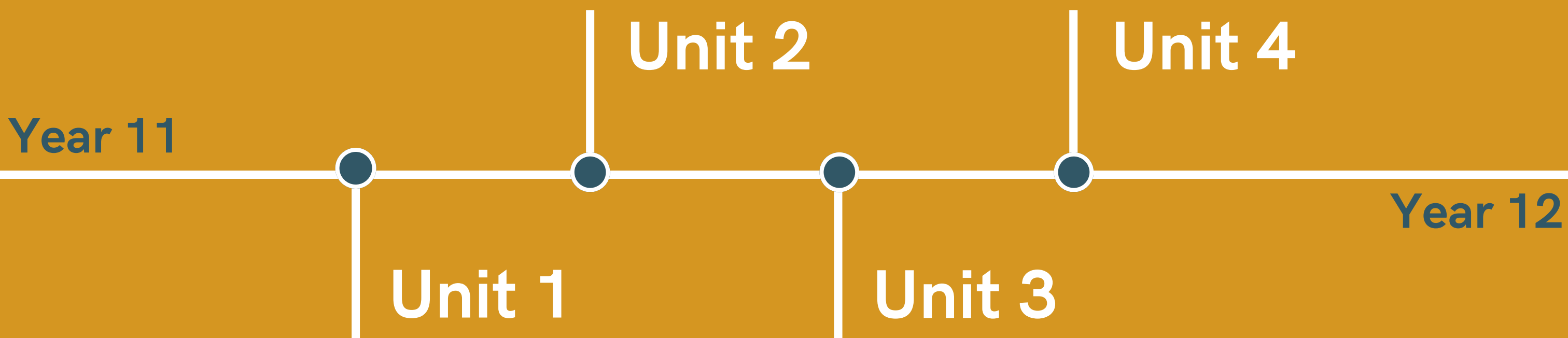
UNIT 4

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

Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Mathematics Essentials



MATHEMATICS

Mathematics is embedded in some General courses and as such is an essential part of the skill set students are required to maintain throughout their time in College.

Mathematics is a compulsory course enrolment at Bold Park Community School in Year 11 and 12.

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

ESSENTIAL GENERAL

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

Both the Year 11 syllabus and the Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

UNIT 1

Focuses on calculations, applications of measurement, the use of formulas to find an unknown quantity; and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process.

Students:

- understand the concepts and techniques in calculations, algebra, measurement, and graphs
- apply reasoning skills and solve practical problems in calculations, measurement, algebra and graphs
- communicate their arguments and strategies when solving problems using appropriate mathematical language
- interpret mathematical information and ascertain the reasonableness of their solutions to problems

UNIT 2

Focuses on representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process.

Students:

- understand the concepts and techniques used in representing and comparing data, percentages, rates and ratios and time and motion
- apply reasoning skills and solve practical problems in representing and comparing data, percentages, rates and ratios and time and motion
- communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language
- interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems.

UNIT 3

Focuses measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Students:

- interpret the task and gather the key information
- identify the mathematics which could help to complete the task
- analyse information and data from a variety of sources
- apply existing mathematical knowledge and strategies to obtain a solution
- verify the reasonableness of the solution
- communicate findings in a systematic and concise manner

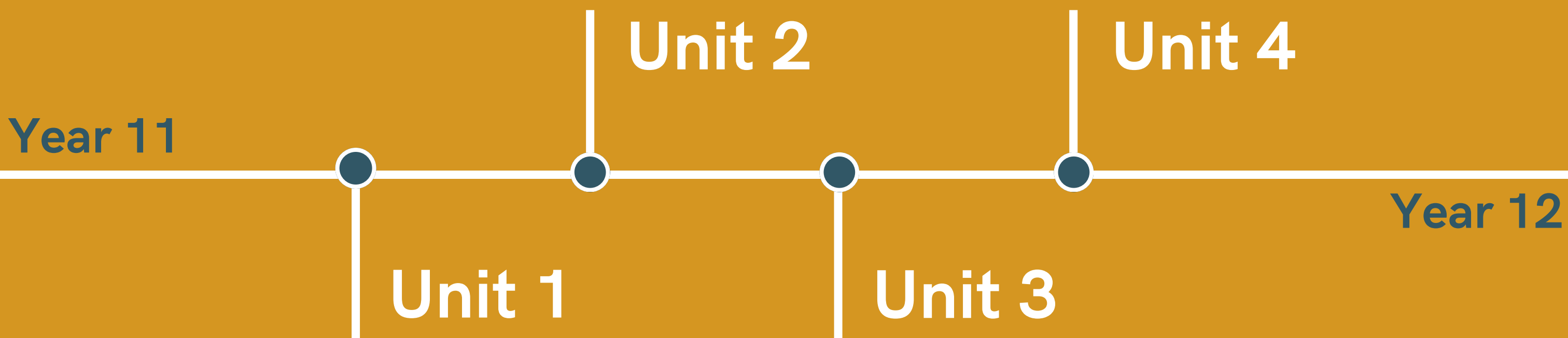
UNIT 4

Focuses on probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

Students:

- clarify the problem and pose one or more questions that can be answered with data
- design and implement a plan to collect or obtain appropriate data
- select and apply appropriate graphical or numerical techniques to analyse the data
- interpret the results of this analysis and relate the interpretation to the original question
- communicate the findings in a systematic and concise manner.

Media General



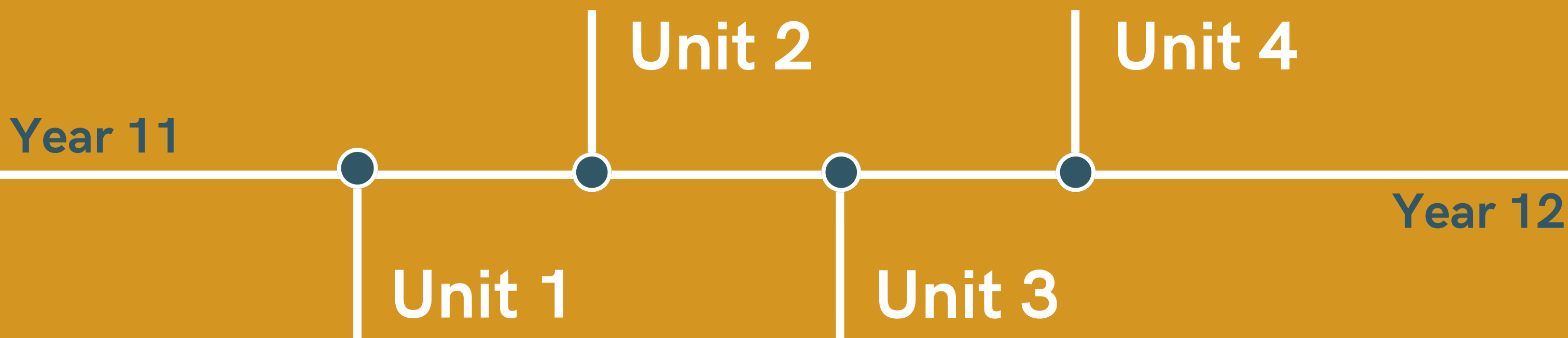
MEDIA PRODUCTION & ANALYSIS GENERAL

The course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understanding to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. 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.

Digital technologies have shifted role of the audience from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. Students' interaction with technologies enables them to engage and adapt to evolving media platforms. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills, and processes as well as express their creativity and originality. When producing work, students learn to make decisions about all aspects of production, from pre-production, production and post-production phases.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Focus of this unit is popular culture. Students:</p> <ul style="list-style-type: none"> analyse and respond to a range of popular culture media, identifying techniques, purpose and meanings that are created and audience interpretation. develop their own ideas and learn production skills to produce media work in the context of popular culture. have the opportunity to explore and respond to many aspects of popular culture, including how audiences consume popular media and the meanings created by codes and conventions. work through the stages of production and communicate ideas based on their understanding of media languages by experiencing a variety of roles in specific production types. 	<p>Focus of this unit is the influence of media. Students:</p> <ul style="list-style-type: none"> analyse and respond to a range of media work designed to influence audience. develop their own ideas and expand production skills to produce media work in the context of media influence. In contexts related to journalism and other influential media, students analyse and respond to media designed to influence audiences. undertake more extensive research into the representation of groups and reporting of issues within media work. apply their understanding of media influence to extend their production skills and to communicate ideas. work to become increasingly independent as they operate technologies and use techniques to express ideas in their productions. 	<p>Focus of this unit is media art. Students:</p> <ul style="list-style-type: none"> analyse and respond to contemporary and traditional examples of media art. identify techniques and meanings that are created and consider audience interpretation and perception of media art. extend and refine their own ideas and production skills to produce media work. explore a range of media art and develop their understanding of how media aesthetics, themes and meanings are created. examine the impact of artistic and cultural contexts on media and how audiences interpret media art. encouraged to experiment with technologies, narratives, codes and conventions to express their ideas and creativity through audio-visual production work 	<p>Focus of this unit is power and persuasion. Students:</p> <ul style="list-style-type: none"> examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. extend and refine their own ideas and production skills to produce media work. extend their understanding of persuasive media by examining the nature of its influence, such as in propaganda and political persuasion. explore the media's potential to influence audiences. encouraged to experiment with technologies, narratives, codes and conventions to express their ideas and creativity in audio-visual production work.

Visual Arts General



VISUAL ARTS GENERAL

The course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. Students develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture.

The Visual Arts course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork. They engage in art-making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

UNIT 1

Focus of this unit is differences. Students:

- consider differences arising from cultural diversity, place, gender, class and historical period.
- consider differences relating to art forms, media and conventions
- explore ways of collecting, compiling and recording information and documenting thinking and working practices
- examine how visual language and media choices contribute to the process of conveying function and meaning
- explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision
- develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

UNIT 2

Focus of this unit is the influence of identities. Students:

- explore concepts or issues related to personal, social, cultural or gender identity
- use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork
- develop a personal approach to the development of ideas and concepts and of making informed choices
- develop understandings of the personal and/or public functions of art in the expression of identity
- develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

UNIT 3

Focus of this unit is commentaries. Students:

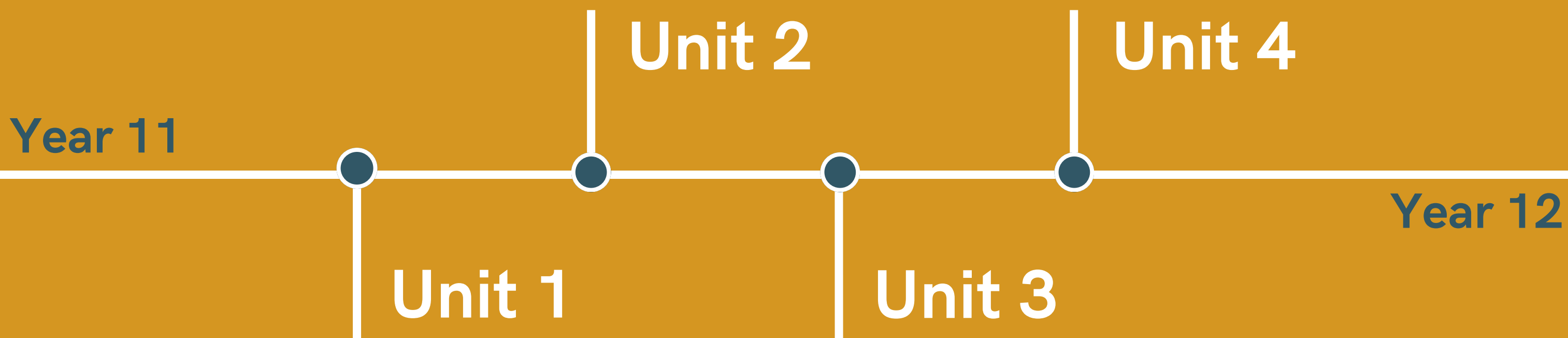
- engage with the social and cultural purposes of art making to produce a unique and cohesive body of work
- transform ideas and develop concepts using innovative approaches to art making and presentation.
- research artwork providing critical comment on the meaning, purpose and values communicated.
- examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.
- investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication.
- address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances

UNIT 4

Focus of this unit is points of view. Students:

- identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work
- engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view
- investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices.
- use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation
- research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position

Science in Practice



SCIENCE IN PRACTICE

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.

Both the Year 11 syllabus and the Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The Science in Practice General course develops student learning through four main content areas: Scientific Method, Workplace Health and Safety, Scientific Literacy and Science Understanding. These content areas should be taught in an integrated way.

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.

SCIENTIFIC METHOD

WORKPLACE HEALTH & SAFETY

SCIENTIFIC LITERACY

SCIENCE UNDERSTANDING

Students:

- research a given topic and construct questions for investigation
- determine the appropriate methodology for investigations
- design scientific investigations
- use equipment and techniques safely, competently and methodically
- represent qualitative and quantitative data in meaningful and useful ways
- analyse data to identify and describe trends, patterns and relationships, and recognise errors and limitations in data
- draw conclusions consistent with the evidence and relevant to the question being investigated
- evaluate the investigative procedure
- communicate information and ideas in a variety of ways

Students:

- use and apply workplace health and safety documents, including safety data sheets (SDS), and other relevant documents, such as standard operating procedures (SOP), when performing activities
- use appropriate scientific and technological equipment safely to gather data and information
- conduct risk assessments to identify potential hazards and prevent potential incidents and injuries

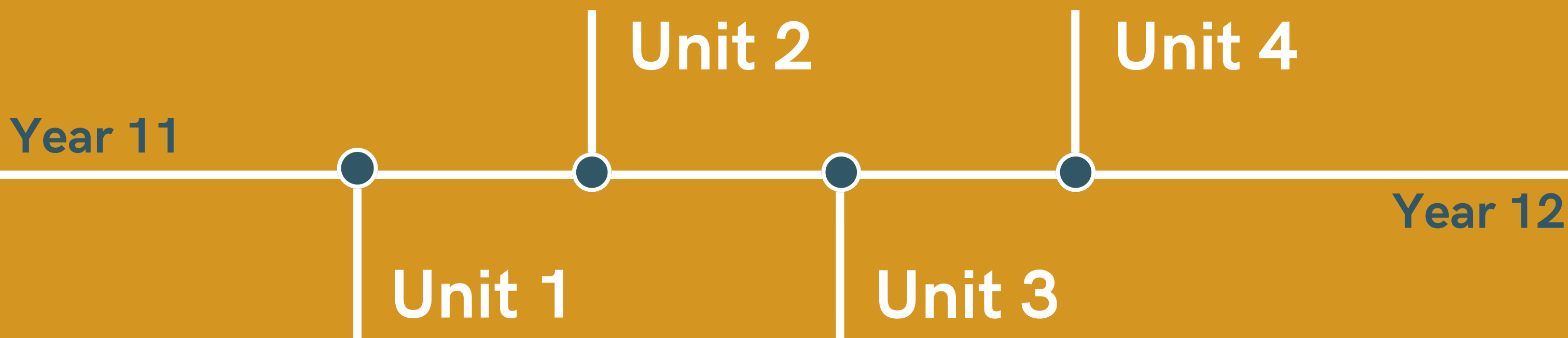
Students:

- distinguish between opinion, anecdote and evidence, and scientific and non-scientific ideas
- use reasoning to construct scientific arguments, and to draw and justify conclusions consistent with the evidence and relevant to the question under investigation
- identify examples of where the application of scientific knowledge may have beneficial and/or harmful and/or unintended consequences
- use scientific knowledge to develop and evaluate projected economic, social and environmental impacts and to design action for sustainability

Students:

- should be able to communicate knowledge and understanding of scientific concepts, using appropriate terms, conventions and representations
- science concepts, conventions and representations are context specific and specified for each of the four units

Health Studies



Health Studies General

Health Studies explores health as a dynamic quality of life. Students consider the way in which beliefs and attitudes influence health decisions. From this they learn how to plan and take action that will promote their own health as well as the health of the people in their community.

Students examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Both the Year 11 syllabus and the Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

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.

UNIT 1

Focus is the health of individuals and communities.

Students:

- learn about the significance of determinants and how these raise or lower the health of individuals and communities.
- explore concept of health promotion and it is used as a framework for designing approaches to improve health.
- examine personal and popular attitudes and beliefs and their impact on decision making, and develop self-management, interpersonal and key consumer health skills.
- extend their understandings of factors influencing health, and actions and strategies to protect and promote health, through investigation and inquiry processes.

UNIT 2

Focus is the impact of a broad range of factors influencing the health of communities.

Students:

- learn concept of community development and the importance of strengthening communities through participative means
- learn of key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity
- learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices.
- explore the influence of beliefs, attitudes, values and norms on health behaviour is further explored
- extend their understanding of the impact of key issues influencing the health of communities through the development and application of investigative and inquiry approaches.

UNIT 3

Focus is the health of specific populations. Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population.

Students:

- learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups through priority health approaches.
- examine models and social justice principles which can be applied to address health inequity, and review actions and strategies focusing on reducing inequities.
- explore the influence of attitudinal and environmental influences on the health of specific groups.
- examine and interpret relationships in data which explain disparities in health through the application of critical inquiry skills.

UNIT 4

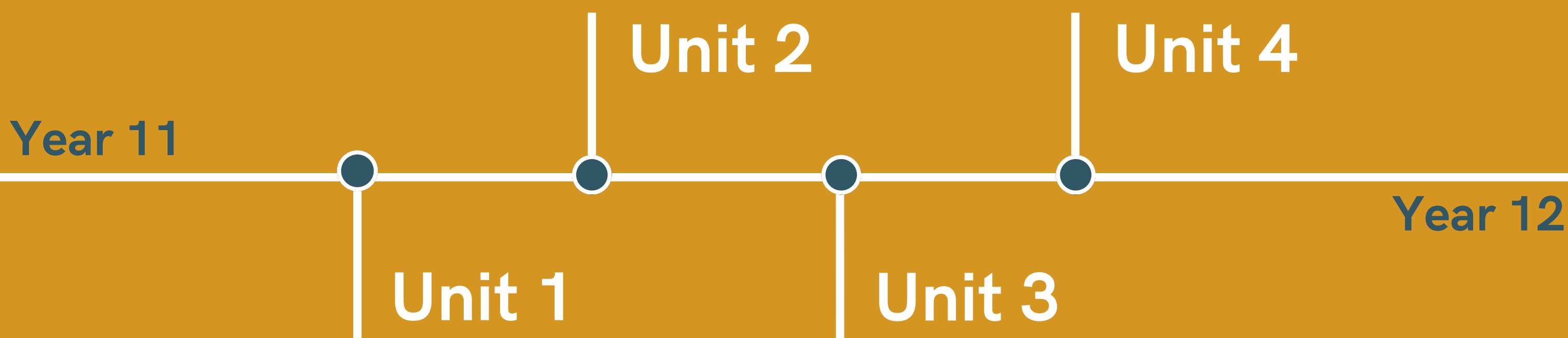
Focus is local, regional and global challenges to health.

Despite incredible improvements to health over many years, life expectancy rates within and across populations vary considerably.

Students:

- learn about the impact of social determinants on global inequities and other challenges to health, and approaches to address barriers which prevent groups from experiencing better health outcomes.
- examine international health agencies and global and local initiatives designed to improve health.
- further refine and apply investigative skills to analyse health issues, develop well-constructed arguments, and draw evidence-based conclusions.

Physical Education



Physical Education Studies General

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. 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.

The Physical Education Studies General 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.

Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Both the Year 11 syllabus and the Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

UNIT 1

Focus is to explore the physiological effects of training and the body's responses to physical activity.

Students:

- focus on various aspects of functional anatomy and how they may improve performance in physical activity.
- identify the relationship between skill, tactics and the body in order to improve the effectiveness and efficiency of performance.
- learn responses to exercise physiology

UNIT 2

This unit builds on the content covered in Unit 1. Focus is to explore biomechanical concepts and skilled movement analysis. Students:

- focus on the effects of psychological considerations on performance in various physical activities.
- focus of this unit is to identify the relationship between skill, tactics and the body in order to improve the effectiveness and efficiency of performance.
- focus of this unit is to explore biomechanical concepts, skilled movement analysis, and the effects of feedback on sporting performance.
- focus on the effects of psychological considerations on performance in various physical activities.
- identify the relationship between skill, tactics and the body in order to improve the effectiveness and efficiency of performance.

UNIT 3

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

It is recommended that students have completed Unit 1 & Unit 2.

Focus is to extend student understanding of acquired functional anatomy and exercise physiology.

Students:

- develop physical skills and tactics
- focus on functional anatomy
- expand on their knowledge of exercise physiology

UNIT 4

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

It is recommended that students have completed Unit 1 & Unit 2.

Focus is to extend student understanding of acquired biomechanical, psychological and motor learning and coaching concepts to evaluate their own and others' performance.

Students:

- develop physical skills and tactics
- focus on motor learning and coaching techniques
- expand on their knowledge of exercise physiology with a focus on biomechanics
- learn about sports psychology strategies

Key Bold Park Contacts


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Beyond College at Bold Park

SIDE

Schools of Isolated and Distance Education (SIDE) www.side.wa.edu.au cater for isolated students or students who may wish to access more specialised course offerings. It is not surprising that in the modern context, these options are becoming more prevalent. Within the BPCS context, this has become a useful partnership tool to facilitate learning in more specialised arenas. Students are enrolled in a partnership arrangement with the school. It should be noted that any SIDE enrolment costs are in addition to fees currently paid for attending BPCS (unless otherwise stated).

TAFE

TAFEWA is comprised of five campuses. Three regional and two within the metropolitan area. These two are now called North Metropolitan TAFE and South Metropolitan TAFE. Visit their websites at either www.northmetrotafe.wa.edu.au or www.southmetrotafe.wa.edu.au and discover which TAFE campus runs the course you are applying for. Contact the Enrolment Officer at that campus and they will be able to direct you to the Scholarships and Awards that are available for the course you are interested in.

TERTIARY SCHOLARSHIPS

All tertiary institutions offer a range of scholarships and awards to prospective students aimed at providing financial support to assist students with educational costs and/or accommodation costs.

The scholarships available comprise those offered by the Commonwealth Government, specific institutions and those funded by corporate, institutional and private donors. Please go to the links below to view the range of scholarships and awards available.

University of Western Australia <http://scholarships.uwa.edu.au/>

University of Notre Dame Australia <http://www.nd.edu.au/nav-future-students/scholarships>

Curtin University <http://scholarships.curtin.edu.au/>

Murdoch University <http://www.murdoch.edu.au/study/fees-scholarships>

Edith Cowan University <http://www.ecu.edu.au/student/fees/scholarships/>

School of Audio Engineering <https://sae.edu.au/how-to-apply/domestic-scholarships/>

ADDITIONAL SOURCES

Australian Curriculum, Assessment and Reporting Authority (ACARA) <http://www.acara.edu.au>

Schools Curriculum and Standards Authority (SCSA) <https://www.scsa.wa.edu.au/>

Tertiary Institutions Service Centre (TISC) <http://tisc.edu.au/>