

Curriculum booklet

2025 Upper School



Welcome to



our school

FOREWORD

Margaret River Senior High School strives to provide the best learning experience for our students to encourage them to “shine forth” as they move through their final years of school. In doing so, this will look different for each student as they each have individual goals and aspirations. We are proud to provide different programs for students to help them achieve their goals, whether that be gaining direct entry to University or completing training to gain an apprenticeship. This booklet contains information to help students decide which direction to take after Year 10. Details are provided on various post school alternatives and provides explanations of the Year 11 subjects being offered. Students have also been provided with the tools and advice to support them as they investigate their future goals and how that translates into selecting subjects for Year 11 and 12. When selecting courses for Year 11, students should bear in mind that, if they enjoy the courses being studied, there is a greater chance of success. I encourage both students and parents to read the booklet to gain an understanding of Senior Secondary and the requirements for students to achieve the West Australian Certificate of Education (WACE). As a school we want all our students to choose an appropriate pathway to provide them with the skills, knowledge and foundation for future success. I am looking forward to working with our incoming Year 11 students as they begin their journey into the future.

OUR VISION

To offer a personalised education, catering for individual student needs through specialised programs and creation of individual pathways. To nurture, encourage and challenge our students to be active and responsible contributors to our community. We believe that building the leaders of tomorrow is an important focus at Margaret River Senior High School. To enable students to achieve success through a clear focus on Learning and Teaching both within the classroom and building teacher capacity. To create a future focus on innovative 21st Century learning with purpose-built facilities to encompass STEM across all curricula.

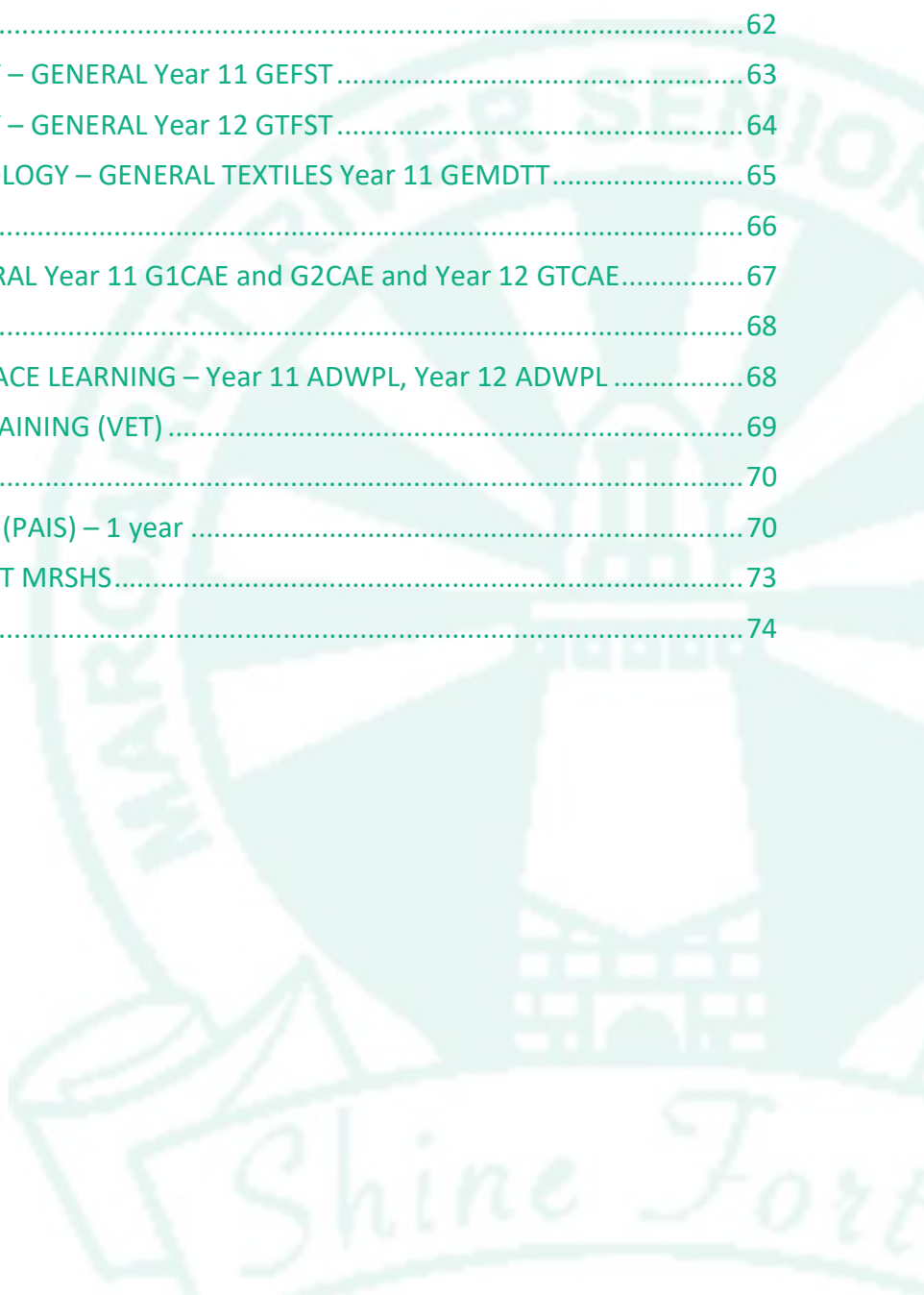


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INTRODUCTION

School leaving age legislation now dictates that young people must remain in education, training or approved employment until the end of the year in which they would have completed their 12th year of schooling.

Statistics show that if you leave school early, your chances of getting a good job later are restricted, with very limited job choices and lower income levels throughout your whole working life.

With two years of school after Year 10 you will have more career, study and training options open to you and a better chance of job security. Your future will be influenced by the school courses you choose. This booklet will give you information on each course offered. **Read the information carefully!**

All Year 10 students receive counselling to help them make suitable and sensible course selections for Upper School.

It is the responsibility of both the parents and the student, to ensure courses chosen meet the requirements for the student's future career and training aspirations.

Students aiming for university entrance need to read the section on Requirements for University Entrance.

All students should examine State Training Provider (TAFE) as an option for further study both within and beyond school. Students will be issued with information regarding TAFE during their career development program.

Training Organisations are determined at the start of each year and may change from those indicated in this publication.

Think about your future now!

WACE ACHIEVEMENT

The aim of most students entering Year 11 & 12 should be to attain the **WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)**.

All students who achieve WACE will have demonstrated that they have been successful in the program of study that they have chosen. Prospective employers will favourably consider those who have successfully achieved the WACE.

Statement of Student Achievement

In addition, the 'Western Australian Statement of Student Achievement (WASSA)' will be issued to all students at the end of Year 12 and includes all courses and programs students have completed in Years 11 and 12.

Courses

Students in Year 11 in 2025 and Year 12 in 2026 have a wide variety of courses from which they can choose.

In addition, they may choose from a range of Vocational Education and Training (VET) programs.



Vocational Education and Training programs

A VET program is the delivery of one or more units of competency from a nationally recognised training package that occurs independently to course curriculum delivery. It counts toward the student's graduation (W.A.C.E.). This may include:

- A VET Certificate course
- School-based traineeships
- School based apprenticeships.

Students can find further information on VET programs in this information booklet.

Endorsed programs

An endorsed program is a learning program developed by a school, community organisation or private provider. These programs must be endorsed by the School Curriculum and Standards Authority (SCSA).

Students can also select endorsed programs which include:

- Workplace learning
- Sporting (elite sporting performance State or National Level)
- Performing Arts – Students performing at high levels

VET and Endorsed programs can contribute up to 40% of the WACE unit completion.

YEAR 10 Handbook Web link

<https://k10outline.scsa.wa.edu.au/home/resources/year-10-information>

Information for students enrolled in Year 10. It is designed to provide a reference point for studies in Year 11 and Year 12.

WACE REQUIREMENTS

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE a student must satisfy the following:

General requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. (Achieve OLN and complete NAPLAN to Band 8 or above.)
- Complete a minimum of 20 units or equivalents as described below:
 - complete four or more Year 12 ATAR courses OR
 - at least five Year 12 General courses and/or ATAR courses or equivalent OR
 - a Certificate II (or higher) VET qualification in combination with ATAR and General Courses.



Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

- VET qualifications
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

WACE REQUIREMENTS LINK

<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

Contains current explanation of WACE requirements, links and FAQs for students

Requirements for entry to Tertiary Education Institutions

Future student links to WA Universities are:

1. Curtin University – <http://futurestudents.curtin.edu.au/undergraduate/>
2. Edith Cowan University – <http://www.ecu.edu.au/future-students/year-12s/overview>
3. Murdoch University – <http://www.murdoch.edu.au/Future-students/Domestic-students/>
4. UWA – www.studyat.uwa.edu.au
5. Notre Dame University – www.notredame.edu.au

In order to qualify for direct entry to a university a student must:

1. Achieve WACE Achievement (WACE).
2. Have studied at least 4 ATAR courses at Year 12 level, which have an external examination.
3. Have achieved **competence in English** as prescribed by the individual universities.
4. Obtain a **sufficiently high Australian Tertiary Admission Rank (ATAR)** to be selected into a Tertiary Institution and/or course.
5. Satisfy any PREREQUISITE or special requirements necessary to be considered for entry into particular courses.

There are alternative entry pathways offered by all of the Universities, where students do not qualify for direct entry. These include entry via TAFE, Portfolio Submission, Interview and University Preparation Courses.

Further information is available from the TISC website regarding University Entrance requirements: www.tisc.edu.au

State Training Provider (TAFE)

State Training Provider (TAFE) offers courses for vocational education and training, apprenticeships and traineeships, supports for workplace learning and courses for business and industry.

Competitive Courses vs Non-Competitive Courses

A course is 'competitive' when the demand for places exceeds the places available: therefore the entrance requirements will be higher than when a course is 'non-competitive'.

Entrance Requirements and Selection Criteria

To gain entry into TAFE, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria.

Selection criteria includes:

- secondary education achievement – min 'C' grade or better in literacy and numeracy
- skill development – industry related work experience
- previous qualifications – Certificate courses completed – Cert II or higher
- workplace learning (paid or unpaid) – hours worked in any industry

Students who are interested in applying for a State Training Provider (TAFE) courses are strongly advised to access the latest information from <https://www.jobsandskills.wa.gov.au> or the South Regional TAFE www.srtafe.wa.edu.au

How to meet the entrance requirements:

- Speak to your VET Coordinator or the Careers Team at school
- Focus on your school work and achieve a minimum 'C' grade in your courses
- Be prepared to attend an interview if required
- Choose a course from the Training WA (TAFE) website (South Regional is our local provider), or from the latest full time study guide.
- Read the information under the course's 'Entry Requirements'. Some courses require a lower level qualification whilst other courses require that the student meets the level of communication and mathematics skills indicated.

The Evidence Guide outlines what documents need to be provided to TAFE Admissions to show that a student meets the required level of communication and mathematical skills.



How are selection criteria addressed?

If the course being applied for asks for selection criteria to be addressed, more documents need to be submitted. Points are scored for each of the following:

- **Qualification pathway.** This included any qualification completed/not completed, as listed in the qualification pathway of the selection criteria (up to 29 points).
- **Work experience/employment.** This includes any employment or workplace experience that a student lists under the work experience and employment section (up to 29 points).
- **Secondary Education/Skills Development.** This includes secondary education (current or past) or a portfolio demonstrating evidence of skill development (up to 42 points).

What you will need for an application:

1. If you are currently completing Year 10, 11 or 12 in Western Australia, you will need your School Curriculum and Standards Authority (SCSA) number.
2. Copies of school reports (Semester 1 and 2 of Year 10, 11 and 12).
3. Details of your workplace experience e.g. WPL dates, hours per week worked, name of employer.

Only VET in School (VETiS) program offerings can be studied in combination with school courses.

This application is due between June - August and selection is very competitive so students must be organised early in Term 3.

Course Choice

The school will make every effort to design a timetable which gives as many students as possible their choice of courses.

You will need to select six courses in order of preference.

An English course is the only one which must be studied by all students.

Students who do not intend to sit 4 or more ATAR courses are required to enrol in Career and Enterprise to enhance their vocational options. Enrolment in Workplace Learning is automatic when Career and Enterprise is chosen.

REMEMBER: This is an important decision. You can only be guided by information from the booklet, parents, teachers and fellow students. Your future is up to you and you must make the final decision. It will not be easy but well worthy of your time commitment.



DECISION-MAKING CHECKLIST

The following questions should help you decide on your course of action...

1. What do I want to achieve from Upper School?
2. To achieve this do I have to do a **particular course**? Are there courses that, while not essential, seem relevant?
3. Additionally, which courses will **interest** me and keep my options for the future as open as possible?
4. Do my selections fit a **pathway** that could lead to future study or employment?
5. With the courses I have chosen, have I currently reached at or above the recommended background? Have ATAR selections been approved by the relevant HOLA?
6. Once I have selected courses necessary for my future plans, I need to consider other courses according to my interests. What I'm good at, what my workload will be like in Year 11 and personal preference.
7. Do I have the work ethic and commitment for my chosen subjects?
8. *Remember: -*
 - (a) You will be studying six courses in Year 11
 - (b) Choose an English course
 - (c) Choose at least one course from List B
 - (d) You are not guaranteed that all of your choices will be available; however, you will be consulted about any changes that are necessary.



Four Steps to a Successful Choice

1

SCAN

THIS BOOKLET

to get an idea on the contents

2

READ

THIS BOOKLET

JOB GUIDE

The TAFE & Tertiary Institutions Booklets

3

DISCUSS

YOUR THOUGHTS WITH

- Your parents
 - Your teachers
 - A member of the Counselling Team
 - Through your Career Development Program in Years 8 – 10 produce your Individual Pathway Plan (IPP)
-

4

SELECT

YOUR COURSES

- All courses will be selected electronically using the software EDVAL
- Information will be provided early in term 3 how to make access EDVAL

***Course Charges indicated in this booklet may change.*

Courses on offer

The following tables shows the different Year 11 & Year 12 Courses of Study on offer at Margaret River SHS in 2025.

ENGLISH		Year 11	Year 12
LIST A	English GENERAL	GEENG	GTENG
	English ATAR	AEENG	ATENG
	Literature ATAR	AELIT	ATLIT
SCIENCE		Year 11	Year 12
LIST B	Biology ATAR	A1BLY	ATBLY
		A2BLY	
	Chemistry ATAR	AECHE	ATCHE
	Human Biology ATAR	AEBLY	ATHBY
		AHBY	
	Science in Practice GENERAL	GESIP	GTSIP
Physics ATAR	AEPHY	ATPHY	
Psychology ATAR	AEPSY	ATPSY	
MATHEMATICS		Year 11	Year 12
LIST B	Mathematics Essential GENERAL	GEMAE	GTMAE
	Mathematics Applications ATAR	AEMAA	ATMAA
	Mathematics Methods ATAR	AEMAM	ATMAM
	Mathematics Specialist ATAR	AEMAS	ATMAS
HUMANITIES & SOCIAL SCIENCES		Year 11	Year 12
LIST A	General Humanities and Social Sciences in Action	GEHSS	N/A
	Economics ATAR	A1ECO	ATECO
		A2ECO	
	Geography ATAR	A1GEO	ATGEO
		A2GEO	
	Modern History ATAR	A1HIM	ATHIM
A2HIM			
Politics and Law ATAR	A1PAL	ATPAL	
	A2PAL		
HEALTH & PHYS ED		Year 11	Year 12
LIST B	Physical Education Studies ATAR	A1PES	ATPES
		A2PES	
	Physical Education Studies GENERAL	G1PES	GTPES
		G2PES	
	Outdoor Education GENERAL	G1OED	GTOED
		G2OED	
SIS20122 Cert II Sport & Recreation	UD092	UD092	
SIS20321 Cert II Sport Coaching	UD091	UD091	



THE ARTS		Year 11	Year 12
LIST A	Drama ATAR	A1DRA	ATDRA
		A2DRA	
	Drama GENERAL	G1DRA	GTDRA
		G2DRA	
	Music: Contemporary ATAR	A1MUSC	ATMUSC
		A2MUSC	
	Dance GENERAL	G1DAN	GTDAN
G2DAN			
SIT30522 Cert III Events	UD012	UD012	
CUA20720 Cert II Visual Arts	UD021	UD021	
TECHNOLOGY & ENTERPRISE		Year 11	Year 12
LIST B	Building & Construction GENERAL	G1BCN	GTBCN
		G2BCN	
		G2BCS	
	Design- Photography GENERAL	G1DESP	GTDESP
		G2DESP	
	Engineering Studies GENERAL	GEEST	GTEST
	Food Science & Technology GENERAL	G1FST	GTFST
		G2FST	
	Materials, Design & Technology GENERAL <i>Textiles</i>	G1MDTT	N/A
		G2MDTT	
	Materials, Design & Technology GENERAL <i>Wood</i>	G1MDTW	GTMDTW
		G2MDTW	
	BSB30120 Cert III Business	UD014	<u>UD014</u>
SIR20216 Cert II Retail Services	UD013	UD013	
MEM20422 Cert II Engineering Pathways	UD016	UD016	
ICT20120 Cert II Applied IT	UD052	UD052	
AHA20122 Cert II Agriculture	UD061	UD061	
CAREER & ENTERPRISE		Year 11	Year 12
LIST A	Career & Enterprise GENERAL	G1CAE G2CAE	GTCAE
		Vocational Pathways	VOCP
ENDORSED PROGRAMS		Year 11	Year 12
LIST A	Workplace Learning	ADWPL	ADWPL
	UniReady	UNIRE	UNIRE

Course Charges

Please refer to our current financial booklet on our school website [Financial Information - Margaret River Senior High School \(margaretrivershshs.wa.edu.au\)](http://margaretrivershshs.wa.edu.au) for an indication of the cost. Updated charges will be released in December.

ENGLISH





ENGLISH General – Year 11 GEENG

PREREQUISITE

Nil

RATIONALE

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

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

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

STRUCTURE OF THE SYLLABUS

Year 11 General English comprises of two semester units.

UNIT 1

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

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

UNIT 2

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

Students:

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

RESOURCES

Course Charge:

GEENG [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



ENGLISH General – Year 12 GTENG

PREREQUISITE

Nil

RATIONALE

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

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

STRUCTURE OF THE SYLLABUS

The Year 12 syllabus is divided into two units which are

UNIT 3

Focuses on exploring different viewpoints 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.

RESOURCES

Course Charge:

GTENG [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



ENGLISH ATAR– Year 11 AEENG

PREREQUISITE

NAPLAN Performing at Strong or Exceeding in Year 9 and/or prequalifying for OLNA.

B Grade or above in Year 10 English.

Recommendation by the Head of Learning Area.

RATIONALE

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. Such engagement helps students develop a sense of themselves, their world and their place in it.

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

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

STRUCTURE OF THE SYLLABUS

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

UNIT 1

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

UNIT 2

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

RESOURCES

Course Charge:

AEENG [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



ENGLISH ATAR– Year 12 ATENG

PREREQUISITE

Successful completion of Year 11 ATAR English or Year 11 ATAR Literature.

RATIONALE

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. Such engagement helps students develop a sense of themselves, their world and their place in it.

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

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

STRUCTURE OF THE SYLLABUS

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

UNIT 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned.

RESOURCES

Course Charge:

ATENG [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



LITERATURE ATAR– Year 11 AELIT

PREREQUISITE

NAPLAN Performing at Strong or Exceeding and/or Prequalification for OLNA.

B Grade or above in Year 10 English.

Recommendation by the Head of Learning Area.

RATIONALE

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

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

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

STRUCTURE OF THE SYLLABUS

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

UNIT 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

UNIT 2

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

RESOURCES

Course Charge:

AELIT [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



LITERATURE ATAR– Year 12 ATLIT

PREREQUISITE

Successful completion of Year 11 ATAR Literature.

RATIONALE

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

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

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

STRUCTURE OF THE SYLLABUS

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

UNIT 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

RESOURCES

Course Charge:

ATLIT [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

MATHEMATICS





MATHEMATICS ESSENTIAL – General Year 11 GEMAE, YEAR 12 GTMAE

PREREQUISITE

Recommendation by the Head of Learning Area.

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

RESOURCES

Course Charge:

Year 11 GEMAE [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 GTME [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

MATHEMATICS APPLICATIONS – ATAR Year 11 AEMAA, YEAR 12 ATMAA

PREREQUISITE

Recommendation by the Head of Learning Area.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

This course will have compulsory exams throughout Year 11 and Year 12.

RESOURCES

Course Charge:

Year 11 AEMAA [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 ATMAA [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Casio Classpad 400 calculator (can be ordered through the Maths Department)

[Note: To continue in this course in Year 12 students would be expected to have achieved over 60% throughout Year 11 and at least 50% in the final exam in Year 11]



MATHEMATICS METHODS – ATAR Year 11 AEMAM, YEAR 12 ATMAM

PREREQUISITE

Recommendation by the Head of Learning Area.

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 modeling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

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

This course will have compulsory exams throughout Year 11 and Year 12.

RESOURCES

Course Charge:

Year 11 AEMAM [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 ATMAM [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Casio Classpad 400 calculator (can be ordered through the Maths Department)

[Note: To continue in this course in Year 12 students would be expected to have achieved over 65% throughout Year 11 and at least 60% in the final exam in Year 11. If you do not meet these criteria, you should discuss swapping courses in Year 12 to the Applications course.]

MATHEMATICS SPECIALIST – ATAR – Year 11 AEMAS, YEAR 12 ATMAS

PREREQUISITE

Recommendation by the Head of Learning Area.

Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR. There is a lot of overlap between the Specialist and the Methods course and as such, doing both courses is not as difficult as doing two unrelated courses.

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. These two courses are preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

This course will have compulsory exams throughout Year 11 and Year 12.

RESOURCES

Course Charge:

Year 11 AEMAS [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 ATMAS [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Casio Classpad 400 calculator, (available for order through the Maths Department)

SCIENCE



BIOLOGY – ATAR Year 11 A1BLY, A2BLY

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

UNIT 1 Ecosystems and Biodiversity

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Fieldwork is an important part of this unit; they will collect, analyse and interpret data collected through investigation of a local environment.

UNIT 2 From Single Cells to Multicellular Organisms

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues.

RESOURCES

Course Charge:

AEBLY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

BIOLOGY – ATAR Year 12 ATBLY

PREREQUISITE

Recommended completion of Year 11 ATAR Biology.

DESCRIPTION

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

UNIT 3 Continuity of Species

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. Students investigate the genetic basis for the theory of evolution by natural selection. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations. Through the investigation of appropriate contexts, students explore the ways in which models and theories related to heredity and population genetics, and associated technologies, have developed over time.

UNIT 4 Surviving in a Changing Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability. Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments.

RESOURCES

Course Charge:

ATBLY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

CHEMISTRY – ATAR Year 11 AECHE

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

UNIT 1 Chemical Fundamentals: structure, properties and reactions.

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

UNIT 2 Molecular interactions and reactions.

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

RESOURCES

Course Charge:

AECHE [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



CHEMISTRY – ATAR Year 12 ATCHE

PREREQUISITE

Recommended completion of Year 11 ATAR Chemistry.

DESCRIPTION

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

UNIT 3 Equilibrium, acids and bases, and redox reactions

In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

UNIT 4 Organic chemistry and chemical synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

RESOURCES

Course Charge:

ATCHE [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

HUMAN BIOLOGY– ATAR Year 11 AEBLY, AEHBY

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term genetic changes to humans and thus leading to the evolution of our species.

UNIT 1 The Functioning Human Body

This unit focuses on how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body and contain structures that carry out a range of functions related to metabolism. Students learn how materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Students explore the details of how the respiratory, circulatory, digestive, excretory system and muscular-skeletal systems control the exchange and transport of materials to support the human body's functioning.

UNIT 2 Reproduction and Inheritance

This unit provides students opportunities to explore the role of genetic material in the Human Body. Students learn about DNA structure, gene expression into proteins, the transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. Sexually transmitted infections and contraceptive methods are outlined in this unit. Students further learn about cellular mechanisms that enable cell production (mitosis), gamete production (meiosis) and zygote formation and how these processes contribute to human diversity. Population genetics is studied by using genetic tools and charts to teach patterns of inheritance and explore genetic diversity with the human population.

RESOURCES

Course Charge:

AEHBY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

HUMAN BIOLOGY– ATAR Year 12 ATHBY

PREREQUISITE

Recommended completion of Year 11 ATAR Human Biology.

DESCRIPTION

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body’s systems require interdependence on each other to provide homeostasis, disease and the immune response, the origins of human variation, inheritance in humans, the evolutionary mechanisms impacting on the human species, evolution of hominids and cultural evolution in hominins. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments, and prevention. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example; homeostatic responses, biotechnology techniques, skull analysis. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics.

UNIT 3 Homeostasis and Disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain bodily functions within normal range to maintain homeostasis. Students outline the various divisions of the nervous system and various glands of the endocrines system to learn about how the human body communicates within itself. Homeostatic models are used to teach students how the autonomic nervous system, the endocrine system and behavioral mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. Students discover that different body systems have mechanisms, including physical and chemical barriers that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by use of antibiotics and antiviral drugs. Students study the specific resistance mechanisms involved in the recognition of invading pathogens and how the body produces and gains various types of immunity to disease.

UNIT 4 Human Variation and Evolution

This unit explores the variations in humans in their changing environment and evolutionary trends in hominids. Students learn how humans can show multiple variations in genetic characteristics because of mutations and how the changing environment can influence the survival of individuals with favorable traits (Natural Selection). Additionally, it is taught that gene pools are also affected by other evolutionary mechanisms, including Random Genetic Drift (Founder and Bottleneck effects) and migration patterns (gene flow). Over time, evolutionary mechanisms can affect allele frequency within a gene pool and lead to evolution and speciation events. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies; in this course these techniques are explored in detail. A number of trends appear in the evolution of hominids, and these may be traced using biotechnology and thus creating phylogenetic trees. Students learn about evolutionary anatomical trends of the modern human body such as bipedalism and brain development, and how these changes have impacted on our use of tools and culture.

RESOURCES

Course Charge:

ATHBY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

PSYCHOLOGY – ATAR Year 11 AEPSY

PREREQUISITE

To be recommended to Psychology applicants need both a recommendation to do ATAR English and/or English Literature and the recommendation of the science HOLA.

DESCRIPTION

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. 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. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds.

RESOURCES

Course charge:

AESPY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



PSYCHOLOGY – ATAR Year 12 ATPSY

PREREQUISITE

Recommended completion of Year 11 ATAR Psychology.

DESCRIPTION

In Unit 3, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

Theories of learning, including classical conditioning, operant conditioning and social learning theory, are explored. Students apply learning theories in behaviour modification to real-world contexts. Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.

Unit 4 uses analysis of theories and models associated with **motivation** and **wellbeing** to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts. The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to current mental health issues.

RESOURCES

Course charge:

ATPSY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks

SCIENCE IN PRACTICE - Year 11 GESIP

PREREQUISITE

Nil

DESCRIPTION

The Science in Practice course is established on the premise that science is as much a practical pursuit as it is an academic pursuit, with the course having considerable focus on hands-on activities. 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.

The course addresses a variety of engaging science topics and may be a welcome option for students who enjoy science but are not interested in pursuing a Science ATAR pathway.

STRUCTURE

The course is year long and counts as two units.

UNIT 1

The first semester topic is marine science, where students cover a range of content all relating to the marine environment and includes the following activities and topics:

- Iconic marine ecosystems in WA
- Fish anatomy via a fish dissection
- Coastal erosion and deposition
- Estimating fish population
- Science behind fisheries management
- Ocean Acidification
- Marine food webs and food chains
- Tides, waves and current

UNIT 2

The second semester topic is the human body. Students learn about the structure and function of many body systems with aim of giving students an understanding of how their own body works.

It includes the following:

- Monitoring and measuring physical perimeter of the body such as heart rate, blood pressure, lung capacity.
- Dissection of major organs such as the heart, lung and brain
- Major components of nutrition
- Investigating the effect of caffeine on sporting performance
- Identifying and naming major muscle and bone groups

RESOURCES

Course Charge

GESIP [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

SCIENCE IN PRACTICE – Year 12 GTSIP

PREREQUISITE

Nil

DESCRIPTION

The structure of the Science in Practice Yr 12 course is still being finalised and is waiting on guidance from the Schools and Curriculum Authority (SCSA).

The course will be aimed at encouraging students to investigate the world around them and develop their scientific skills of observation, data collection and analysis of evidence, through a range of contexts.

The course will address a variety of engaging science topics and may be a welcome option for students who enjoy science but are not interested in pursuing a Science ATAR pathway.

STRUCTURE

The course is year long and counts as two units (run over terms 1-3).

Units are still being finalised but at this stage will most likely be:

UNIT 3 – Ecosystems and Biodiversity

UNIT 4 – Climate Change and Sustainability

RESOURCES

Course charge:

GTSIP [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

PHYSICS– ATAR Year 11 AEPHY

Please note at the time of printing this was correct, but Curriculum changes are being considered by the School Curriculum and Standards Authority that may cause changes to some curriculum.

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

UNIT 1 Thermal, Nuclear and Electrical Physics

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

UNIT 2 Linear Motion and Waves

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

RESOURCES

Course Charge:

AEPHY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks.

PHYSICS– ATAR Year 12 ATPHY

PREREQUISITE

Recommended completion of Year 11 ATAR Physics.

DESCRIPTION

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of 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.

UNIT 3 Gravity & Electromagnetism

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

UNIT 4 Revolutions in Modern Physics

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

RESOURCES

Course Charge:

ATPHY [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks.

HUMANITIES & SOCIAL SCIENCES





GENERAL HUMANITIES AND SOCIAL SCIENCES IN ACTION – NEW COURSE AT MRSHS IN 2025

PREREQUISITE

No recommendation required – this is a General course, and any Year 11 student is welcome to enrol. We're excited to be able to offer this new, contemporary, and dynamic course (continuing into Year 12, 2026 with Unit 3: People, Planet and Prosperity and Unit 4: Disruptions).

Why is this the course for me? You enjoyed HASS in Lower School and have an interest in exploring the impacts and challenges facing society, as well as how change can occur through a variety of stakeholders and perspectives, from individuals and small groups to large governments. This course gives students an understanding of how the scale of issues can vary, from a local to a global level, enabling students to understand that change can be on a small scale but impactful.

The Humanities and Social Sciences in Action course is an inquiry-based course, underpinned by the skills of: Questioning and Researching, Analysing, Evaluating and Communicating, and Reflecting. Students will use these skills to support learning about varied and complex perspectives to all issues and that these perspectives need to be considered when trying to create change.

The course encourages students to become socially aware and active participants who will continue to be active members of society, making informed choices about issues facing them and their world and giving students the confidence to actively participate in being part of the problem-solving process.

COURSE STRUCTURE

The Year 11 General Humanities course is divided into two units, each of one semester duration and delivered as a pair.

UNIT 1 All Humans Have Rights

In this unit, students learn about human rights. Students explore the United Nations Universal Declaration of Human Rights, and how humans across the world have been able to access these rights through legislation, policy changes and the progression of attitudes, perspectives, and behaviours over time. Students will probe the circumstances that have prevented minority groups from accessing basic human rights and suggest ways to improve access to rights for these group.

Focus Area 1: Ongoing Human Rights Issues

Students study at least one group within society and how their access to human rights has changed over time. They will also learn about this groups access to human rights in the past, now and in the future.

Focus Area 2: Contemporary Human Rights Actions

Students study at least one contemporary example of an action/movement by either an individual, a group, organisation or community contributing to promoting or fostering human rights.

UNIT 2 A Sense of Community

In this unit, students focus on opportunities as well as challenges within their local communities. Students will investigate the meaning of, and their place within a community; exploring issues and possible solutions relevant to communities that they are or may be involved in. They will propose changes and solutions to issues facing a community and raising awareness for this. Students will also investigate their place within a community and how they as individuals can effect change on a variety of scales.



Focus Area 1: Engagement with The Community

Students study at least one contemporary community service related to improving communities, and explore the potential issues they face and, how those issues are currently being addressed. Students present any further actions required/expected by government, communities or other individuals that enhance or further improve this service or category.

Focus Area 2: Influencing Community Change

Students study at least one contemporary example of a community initiative by either an individual, group, organisation, or community that has contributed to social change. They will explore the impact this change has had on a community and how this initiative can be improved and implemented by other communities.

RESOURCES

Course Charge:

General HASS [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



ECONOMICS– ATAR Year 11 A1ECO, A2ECO

PREREQUISITE

Recommendation by the Head of Learning Area.

Economics students have consistently achieved excellent results at Margaret River Senior High School, with many students using Economics as their highest or second highest university entrance score.

Why is this the course for me? You have sound literacy and numeracy skills; you have an interest in the world around you from an Economics perspective and want to know how Economic issues impact you. You are curious about how the government allocates scarce resources and makes policy decisions to improve living standards and the performance of the Economy. You have an interest in learning about the Australian Economy and its place in the global economy.

COURSE STRUCTURE

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

UNIT 1 Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of Economics and the use of theories and models to explain and interpret economic events and issues.

UNIT 2 Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

RESOURCES

Course Charge:

A1ECO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

A2ECO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbook:

Discovering Economics Parry, G, & Kemp Tactic Publications, South Perth, WA.



ECONOMICS– ATAR Year 12 ATECO

PREREQUISITE

Recommended completion of Year 11 ATAR

COURSE STRUCTURE

The Year 12 syllabus is divided into two units, each of one semester duration, and typically delivered as a pair.

UNIT 3 Australia and the Global Economy

The unit explores links between Australia and the Global Economy with a focus on the concepts of globalisation, trade liberalisation and trade protection in relation to the Australian economy. Students examine changing trends in Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with economic models.

UNIT 4 Economic Policies and Management

The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of government policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students then apply the language, theories, and tools of Economics, developing a critical perspective on the role of these policies for the current Australian Government.

RESOURCES

Course Charge:

ATECO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbook:

Discovering Economics Parry, G, & Kemp Tactic Publications, South Perth, WA.



GEOGRAPHY– ATAR Year 11 A1GEO, A2GEO

PREREQUISITE

Recommendation by the Head of Learning Area.

Why is this the course for me? Geography is a dynamic, hands-on course, grounded in the real world and dealing with some of the major concerns of our time. Students study complex global challenges including climate change, food and water security, deepening poverty, rapid urbanisation, hazards, environmental degradation, and rehabilitation.

In Geography, we aim to develop students' international understanding and foster a concern for global issues. This subject encourages students to appreciate our shared responsibility as citizens of an increasingly interconnected world, and to develop the values and attitudes to help them reach a degree of personal commitment in trying to resolve some of these issues. This is why you will find geographers working in international development agencies, local parks and wildlife departments, politics, business, and environmental agencies.

COURSE STRUCTURE

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. Building on skills and knowledge started in Year 10 HASS, the Year 11 Geography course challenges students to learn about the natural and built (cultural) environments in a creative but academically disciplined manner.

UNIT 1 Natural and Ecological Hazards

The increasing impact of deadly hazards, largely due to rapid human population growth and a changing global climate, has prompted the active search for solutions. In this unit, we pay particular attention to the hazard most pressing to our local area, Bushfires. We conduct work in the field, collecting data to help us learn how to mitigate against the impacts of these deadly hazards.

UNIT 2 Global Networks and Interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today and the economic, environmental and social impacts of these consequences.

This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. In this unit our focus shifts toward the cultural impact of globalisation on aspects of our everyday lives like sport, music, fashion and dance.

RESOURCES

Course Charge:

A1GEO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

A2GEO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Field Activity \$30.00

Plus textbook



GEOGRAPHY– ATAR Year 12 ATGEO

PREREQUISITE

Recommended completion of Year 11 ATAR Geography.

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

COURSE STRUCTURE

The Year 12 syllabus is divided into two units, each of one semester duration, delivered as a pair.

UNIT 3 Global Environmental Change

In this unit, students assess the impacts of land cover transformations with reference to climate change or biodiversity loss.

UNIT 4 Planning Sustainable Places

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

RESOURCES

Course Charge:

ATGEO [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Field activity \$30.00

Plus textbook



MODERN HISTORY– ATAR Year 11 A1HIM. A2HIM

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

Why is this the course for me? You enjoyed History in Lower School; you have an interest in the world around you and a curiosity about events of the past which have shaped our present. Modern History students have consistently achieved excellent results at Margaret River Senior High School, with many students using Modern History as their highest or second highest university entrance score.

STRUCTURE OF THE COURSE

The Year 11 Modern History Course is divided into two units, each of one semester duration.

SEMESTER 1 UNIT 1 Understanding the Modern World

Capitalism – the American experience (1907–1941)

(Covers the rise of capitalism in the USA, the growth of consumerism, film and fashion, prohibition and the Jazz age, Gangsters and the Klu Klux Klan, the experience of immigrants, workers, women, African Americans, and the impact of the Great Depression up until World War Two).

SEMESTER 2: UNIT 1 Movements for change in the 20th century

Nazi Germany 1918-1945

(Democracy to Dictatorship: Including the rise of Hitler and the Nazis, the impact of the Nazis on Germany and then the world.)

The History course is designed to introduce important themes and topics in the Modern History of the World, and to compliment the Year 12 units to follow. As part of formal assessments, extensive use is made of film, photos, cartoons, artwork, documents and other text materials. Historical movies and documentaries are an integral part of the course.

This course enables Modern History students to continue their education into a wider choice of university and/or TAFE pathways and careers. Modern History provides skills enabling students to interpret the past to gain insight into the present. Students learn the skills of critical inquiry and develop formal writing skills, essential for people working in business, government, law, health, science, education, industry, tourism, environmental studies, media, and the arts. The Modern History course provides the skills and understandings of our modern world enabling graduates of MRSHS's Modern History classes to enjoy very successful careers at local, state, national and international levels.

ASSESSMENTS

There will be four assessment types: Historical Inquiry, Explanation, Source Analysis & Exam.

RESOURCES

Course Charge:

A1HIM, A2HIM [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs



MODERN HISTORY– ATAR Year 12 ATHIM

PREREQUISITE

Recommended completion of Year 11 ATAR Modern History.

DESCRIPTION

The Year 12 Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century the course encourages students to make connections with the changing world of the 21st century. There are unfortunately, frightening similarities between the world we live in today and past events.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

SEMESTER 1: UNIT 3 Modern nations in the 20th century

RUSSIA AND THE SOVIET UNION 1914–1945

Includes World War I, the 1917 Revolutions, Lenin, Stalin and World War II.

SEMESTER 2: UNIT 4 The modern world since 1945

THE CHANGING EUROPEAN WORLD SINCE 1945

This unit examines some significant and distinctive features of the period 1945-2001 including the Cold War, the arms race, the space race, threat of nuclear war, Berlin Wall, the collapse of communism and the European Union.

OR

THE STRUGGLE FOR PEACE IN THE MIDDLE EAST

This unit examines some significant and distinctive features of the period 1945-2001 in the Middle East in order to build students' understanding of the contemporary world. Students look at significant ideas of the period, the significance and consequences of key conflicts and attempts to settle conflicts, and the impact of significant individuals and groups both in working for and in opposing peace.

The Modern History ATAR course aims to develop students':

- knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates

These skills of critical inquiry provided in the Modern History course are essential for people working in business, government, law, health, science, academia, education, industry, tourism, environment, media and the arts. Many past graduates of MRSHS's History class now have very successful careers in these and other fields at local, state, national and international levels.

Assessments: There will be four assessment types: Historical inquiry, Explanation, Source Analysis & Exams

RESOURCES:

Course Charge:

ATHIM [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs.



POLITCS AND LAW– ATAR Year 11 A1PAL. A2PAL

PREREQUISITE

Recommendation by the Head of Learning Area.

Why is this the course for me? You enjoyed Law, Civics and Citizenship in Lower School, you have an interest in politics and current affairs and a curiosity about how criminal and civil cases have the influence and power to shape the world in which we live.

DESCRIPTION

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students' intellectual, social, and ethical development. The course supports all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

This course provides a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

The Year 11 Politics and Law course is divided into two units, each of one semester duration.

SEMESTER 1: UNIT 1 Democracy and the rule of law

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system (France).

SEMESTER 2: UNIT 2 Representation and justice

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent election in Australia; the electoral system of the USA; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system (France).

Political and legal developments and discussions around contemporary issues (the last three years) are used to provide a framework for both units.

ASSESSMENTS

There will be five assessment types: investigation, short answer, essay, source analysis and exam

RESOURCES

Course Charge:

PL1 [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

PL2 [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs



POLITCS AND LAW– ATAR Year 12 ATPAL

PREREQUISITE

Recommended completion of Year 11 ATAR Politics and Law.

DESCRIPTION

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society.

SEMESTER 1: UNIT 3 Political and Legal Power

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system (USA); the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

SEMESTER 2: UNIT 4 Accountability and Rights

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country (USA); and the experience of a particular group with respect to their political and legal rights in Australia.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for both units.

ASSESSMENTS

There will be five assessment types: investigation, short answer, essay, source analysis and exam.

RESOURCES

Course Charge:

ATPAL [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs.

HEALTH & PHYSICAL EDUCATION





OUTDOOR EDUCATION– GENERAL Year 11 G1OED, G2OED, YEAR 12 GTOED

PREREQUISITE

For likely successful completion of this course, it is suggested that students should already be achieving a minimum of a B Grade in Year 10 Outdoor Education. Students must also be able to swim 200 metres in under seven minutes and stay afloat unassisted for 15 minutes.

DESCRIPTION

This course will allow students to build confidence in the outdoors and develop outdoor leadership. This course offers students the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone – roping, caving, canoeing, hiking and navigation and camp skills. This course explores personal and interpersonal skills, group development and leadership styles and strategies.

YEAR 11

UNIT 1 Experiencing the outdoors

Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation.

UNIT 2 Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions.

YEAR 12

UNITS 3 & 4 Building confidence in the outdoors & Outdoor leadership

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills.

ORGANISATION OF CONTENT

The Year 11 and 12 course content is divided into three interrelated content areas.

- Outdoor experiences
- Self and others
- Environmental awareness

RESOURCES

Course Charge:

Yr 11 G1OED, G2OED [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 GTOED [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Optional - Provide First Aid course in Year 11 (TBC – approximately \$150.00)

Textbooks provided as part of course fees



PHYSICAL EDUCATION STUDIES – ATAR Year 11 A1PES, A2PES, YEAR 12 ATPES

PREREQUISITE

Recommendation by the Head of Learning Area.

DESCRIPTION

Study of the Physical Education Studies ATAR 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 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.

COURSE CONTENT

YEAR 11

UNIT 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.

UNIT 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. This unit builds on the content covered in Unit 1.

YEAR 12

UNIT 3 & 4

The focus of Unit 3 is to provide 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 activities.

The focus of Unit 4 is to extend understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

ORGANISATION OF CONTENT (YEAR 11 & 12)

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy.
- Biomechanics
- Exercise physiology
- Sport psychology

RESOURCES

Course Charge:

Year 11 A1PES, A2PES [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 ATPES [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Textbooks provided as part of course fees.



PHYSICAL EDUCATION STUDIES – GENERAL Year 11 G1PES, G2PES, YEAR 12 GTPES

PREREQUISITE

For likely successful completion of this course, it is suggested that students should already be achieving a minimum of a B Grade in Year 10 Sport Education or another related Specialised Course. Students must also be able to participate in a range of high intensity sporting situations.

DESCRIPTION

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 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.

YEAR 11

UNIT 1

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

UNIT 2

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

YEAR 12

UNIT 3 & 4

The focus of unit 3 is 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.

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

ORGANISATION OF CONTENT (YEAR 11 & 12)

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

RESOURCES

Course Charge:

Year 11 G1PES, G2PES and Year 12 GTPES [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Textbooks provided as part of course fees



SIS20122 CERTIFICATE II SPORT & RECREATION & SIS20321 CERTIFICATE II SPORT COACHING – UD092 – Year 11/12, UD091- Year 11/12

Currently delivered under auspice with IVET Institute Pty Ltd - RTO #40548

These Certificates are nationally recognised within the Australian Qualification Framework (AQF). A Statement of Results is given for any relevant Units of Competency passed in this course.

PREREQUISITE

Recommendation by the Head of Learning Area and/or Year 10 Physical Education teacher.

DESCRIPTION

A two-year pathway over Year 11 & 12, selecting SIS20122 Certificate II Sport & Recreation and SIS20321 Certificate II Sport Coaching will see students recognised with 2 x Certificate II course accreditations with IVET Institute Pty Ltd. As students are completing two courses, they will receive full WACE points for each course over these 2 years, meaning they will earn 8 WACE points across Year 11 & 12.

The focus of these courses is to build knowledge and skills within the areas of sports coaching and sport and recreation. These industries provide students with a wide range of employment opportunities in various fields within the community as well as entry requirements for further study within these areas.

COURSE CONTENT

SIS20321 Certificate II Sport Coaching (Year 11)

This qualification facilitates the development of the following knowledge and skills at the local, state and national level:

- Observing athlete's performances to determine the level of instruction required.
- Instructing techniques for athletes to acquire additional skills or improve existing skills.
- Conducting practice sessions and implementing game strategies and tactics.
- Implementing sports first aid procedures and applying sports first aid.
- Monitoring the progress of games or competitions and giving signals/instructions to athletes.
- Carrying out after competition review of strategy and performance.
- Undertaking related administrative tasks such as booking venues, budgeting and arranging entry into competitions.
- Assisting in the preparation of conducting of sports activities for participants.

SIS20122 Certificate II Sport and Recreation (Year12)

This qualification facilitates the development of the following knowledge and skills:

- Develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry.
- Competency in a range of administrative activities and functions within a team and under supervision.
- The possibility to work in locations such as recreation, leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

RESOURCES

Course Charge:

Year 11 [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

VISUAL AND PERFORMING ARTS



DRAMA– ATAR Year 11 A1DRA, A2DRA

PREREQUISITE

Teacher recommendation and a 'B' grade or above in Year 10 Drama.

DESCRIPTION

Drama is one of the oldest art forms and part of our everyday life. In Drama, students achieve outcomes through creation, performance and reflection. They explore and communicate ideas and learn processes and skills to enable them to work with drama conventions and technologies.

In this course students work on

- Creating and performing original drama.
- Interpreting and performing a range of texts written or devised by others.
- Completing design and production roles such as sets, costumes, makeup, props, sound and lighting.
- Using technologies, such as digital lighting and multimedia.
- Presenting drama to a range of audiences.

Students work independently and collaboratively to develop the following:

- Time management skills.
- Leadership and interpersonal skills.
- Problem-solving skills – developed through creative and analytical thinking processes.
- Reflective and analytical processes used to make informed judgements when responding to drama.

While a small minority of students intend to make a career in drama related fields, the majority 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 life and employment!

YEAR 11 UNIT 1 & UNIT 2

All Drama students will have an opportunity to be involved in at least one drama production. Students will be encouraged to work together as a team to present entertaining performance work to audiences of peers and/or parents, family, friends and members of the wider school community.

OTHER REQUIREMENTS

Please note viewing and analysing live drama productions is an integral component of the course. When opportunities for whole class excursions to live theatre events are organised, students will be required to attend. Students are encouraged to attend as much live theatre as possible. Students will be expected to pay costs involved when opportunities for class theatre excursions arise.

RESOURCES

Course Charge:

A1DRA, A2DRA [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion/incursion costs.

DRAMA – ATAR Year 12 ATDRA

PREREQUISITE

Year 11 Drama- ATAR

DESCRIPTION

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

Students work independently and collaboratively to develop the following:

- Time management skills.
- Leadership and interpersonal skills.
- Problem-solving skills – developed through creative and analytical thinking processes.
- Reflective and analytical processes used to make informed judgements when responding to drama.

While a small minority of students intend to make a career in drama related fields, the majority 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 life and employment!

YEAR 12 - UNIT 3 & UNIT 4

All Drama students will have an opportunity to be involved in at least one drama production. Students will be encouraged to work together as a team to present entertaining performance work to audiences of peers and/or parents, family, friends and members of the wider school community.

OTHER REQUIREMENTS

Please note viewing and analysing live drama productions is an integral component of the course. When opportunities for whole class excursions to live theatre events are organised, students will be required to attend. Students are encouraged to attend as much live theatre as possible. Students will be expected to pay costs involved when opportunities for class theatre excursions arise.

RESOURCES

Course Charge:

Year [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion/incursion costs.

DRAMA – GENERAL Year 11 G1DRA, G2DRA

PREREQUISITE

Nil

DESCRIPTION

Drama is one of the oldest art forms and part of our everyday life. In Drama, students achieve outcomes through creation, performance and reflection. They explore and communicate ideas and learn processes and skills to enable them to work with drama conventions and technologies.

In this course students work on

- Creating and performing original drama.
- Interpreting and performing a range of texts written or devised by others.
- Completing design and production roles such as sets, costume, makeup, props, sound and lighting.
- Using technologies, such as digital lighting and multimedia.
- Presenting drama to a range of audiences.

Students work independently and collaboratively to develop the following:

- Time management skills.
- Leadership and interpersonal skills.
- Problem-solving skills – developed through creative and analytical thinking processes.
- Reflective and analytical processes used to make informed judgements when responding to drama.

While a small minority of students intend to make a career in drama related fields, the majority 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 General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary life and employment!

YEAR 11 - UNIT 1 & UNIT 2

Drama General Year 11 will be delivered in the same classroom as Drama ATAR. Drama General does NOT require students to complete examinations. Assessment weightings for this Drama course puts more emphasis on the practical component. Drama General course provides an option for Drama enthusiasts who do not wish to prepare for the external examinations in this subject.

All Drama students will have an opportunity to be involved in at least one drama production. Students will be encouraged to work together as a team to present entertaining performance work to audiences of peers and/or parents, family, friends and members of the wider school community.

OTHER REQUIREMENTS

Please note viewing and analysing live drama productions is an integral component of the course. When opportunities for whole class excursions to live theatre events are organised, students will be required to attend. Students are encouraged to attend as much live theatre as possible. Students will be expected to pay costs involved when opportunities for class theatre excursions arise.

RESOURCES

Course Charge:

G1DRA, G2DRA [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs.

DRAMA – GENERAL Year 12 GTDRA

PREREQUISITE

Nil

DESCRIPTION

Drama is one of the oldest art forms and part of our everyday life. In Drama, students achieve outcomes through creation, performance and reflection. They explore and communicate ideas and learn processes and skills to enable them to work with drama conventions and technologies.

In this course students work on

- Creating and performing original drama.
- Interpreting and performing a range of texts written or devised by others.
- Completing design and production roles such as sets, costume, makeup, props, sound and lighting.
- Using technologies, such as digital lighting and multimedia.
- Presenting drama to a range of audiences.

Students work independently and collaboratively to develop the following:

- Time management skills.
- Leadership and interpersonal skills.
- Problem-solving skills – developed through creative and analytical thinking processes.
- Reflective and analytical processes used to make informed judgements when responding to drama.

While a small minority of students intend to make a career in drama related fields, the majority 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 General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary life and employment!

UNIT 3 & UNIT 4

While Drama General does NOT require students to complete external examinations students do complete written assessments including an externally set task. The assessment weightings for this course puts more emphasis on the practical component. Drama General provides an exciting creative option for Drama enthusiasts who do not wish to prepare for the external examinations in this subject.

All Drama students will have an opportunity to be involved in at least one drama production. Students will be encouraged to work together as a team to present entertaining performance work to audiences of peers and/or parents, family, friends and members of the wider school community.

OTHER REQUIREMENTS

Please note viewing and analysing live drama productions is an integral component of the course. When opportunities for whole class excursions to live theatre events are organised, students will be required to attend. Students are encouraged to attend as much live theatre as possible. Students will be expected to pay costs involved when opportunities for class theatre excursions arise.

RESOURCES

Course Charge:

GTDRA [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks and excursion costs.



MUSIC – ATAR Year 11 A1MUSC, A2MUSC

RECOMMENDED BACKGROUND

A 'B' grade or above in Year 10 Music. Classroom teacher and Head of Arts recommendation.

DESCRIPTION

The Music ATAR course encourages students to explore a range of musical experiences, developing their skills and understanding, along with their creativity and performance potential. The course consists of a written component, a composition portfolio and a practical component. The written section incorporates musical literacy skills: aural and theory, plus cultural and historical analysis through the study of set works in jazz, contemporary and Western Art genres. The composition portfolio involves exploring different styles and genres through composition exercises, culmination in two complete compositions. For the practical component students can choose to perform on an instrument or voice in one of four contexts, or submit a separate composition portfolio.

At MRSHS the Music course also provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. To support this learning, varied performance opportunities are offered throughout the year. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

UNIT 1: Musical Elements

This unit involves students discovering and exploring how musical elements, the building blocks of music, are applied. Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between musical elements.

UNIT 2: Narratives

Students explore how music tells a story and how through the combination of music and narrative, composers can provoke strong emotional responses from audiences. The unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific story telling purposes.

OTHER REQUIREMENTS

Please note viewing and critically analysing live music performances is an integral component of the course. Students are encouraged to attend workshops and master classes as much as possible.

RESOURCES

Course Charge:

A1MUSW, A2MUSW [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks, own instrument and additional sheet music.

MUSIC – Year 12 ATMUSC

RECOMMENDED BACKGROUND

Year 11 ATAR Music is a prerequisite for this course.

DESCRIPTION

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential. The course consists of a written component, a composition portfolio and a practical component. The written section incorporates musical literacy skills: aural and theory, plus cultural and historical analysis through the study of set works in jazz, contemporary and Western Art genres. The composition portfolio involves exploring different styles and genres through composition exercises, culmination in two complete compositions. For the practical component students can choose to perform on an instrument or voice in one of four contexts or submit a separate composition portfolio.

At MRSHS the Music course also provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts through several performance opportunities throughout the year. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

UNIT 3: Identities

Students develop an understanding of how music tells us about people. This involves exploring how artists express their own personal and musical identity, their social-political identity and cultural identity.

UNIT 4: Innovations

Students examine what drives a composer to create something truly different. Students analyse and understand music that demonstrates innovative use of musical elements and concepts, responding to how this challenged, further developed or reimagined music traditions to create new ideas and communicate new meanings.

OTHER REQUIREMENTS

Please note viewing and critically analysing live music performances is an integral component of the course. Students are encouraged to attend workshops and master classes as much as possible.

RESOURCES

Course Charge:

ATMUSC [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks, own instrument and additional sheet music.

DANCE – GENERAL Year 11 G1DAN, G2DAN

PREREQUISITE

Nil

DESCRIPTION

Dance General offers an exciting and creative learning program for experienced dance students, and those at the beginning of their dance journey. Students studying any Upper School pathway can enrol in Dance General to extend their technical dance skills, explore choreographic process and learn about the lifelong benefits of dance.

In Dance General, students work independently and collaboratively to:

- Advance their dance technique in a range of styles. Genres studied may include: contemporary, jazz, ballet, Broadway musical choreography, hip hop and tap.
- Learn physical competencies specific to dance, including experiential anatomy, strength, flexibility, coordination and rhythmic understanding.
- Use a wide range of creative processes, the elements of dance, choreographic devices and structure as students choreograph dance with intention.
- Use the body as a medium for artistic expression while considering safe dance practices to enhance their well-being and prolong their dance involvement.
- Work together as a team to present entertaining performance work to large audiences of parents, family, friends and members of the wider school community.
- Explore various production and design roles.
- Respond to dance performance and choreographic intent using processes of inquiry.

Through the Dance General course, students develop transferable skills essential to their future including:

- Creativity: Students creatively explore different movements, interpret music, and develop their unique style. This creative mindset can extend beyond dance into other areas of their life, such as problem-solving and thinking outside the box.
- Body Awareness: Students can improve strength, flexibility, coordination, and endurance. These physical skills benefit students in other physical activities and enhance their overall well-being.
- Collaboration and Teamwork: Students work with others in this course learning teamwork skills that are valuable for group projects, professional environments, and social interactions.
- Resilience and adaptability: Students learn to be flexible, adapt quickly, and embrace new challenges. Resilience and adaptability can help students navigate changes and uncertainties in various aspects of their life.

CAREER OPPORTUNITIES

Participation may lead to opportunities for future study in dance or related arts fields. Dance skills are transferable to careers outside the dance industry. The discipline, creativity, teamwork, and presentation skills developed through dance can be valuable in areas such as event management, marketing, public relations, fitness and wellness, arts administration, and more.

OTHER REQUIREMENTS

If opportunities for whole class excursions to live dance events are organised - students will be asked to attend. Such excursions may incur additional costs.

RESOURCES

Course Charge:

GIDAN, G2DAN [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

DANCE - GENERAL Year 12 GTDAN

PREREQUISITE

Nil

DESCRIPTION

Dance General offers an exciting and creative learning program for experienced dance students, and those at the beginning of their dance journey. Students studying any Upper School pathway can enrol in Dance General to extend their technical dance skills, explore choreographic process and learn about the lifelong benefits of dance.

In Dance General, students work independently and collaboratively to:

- Advance their dance technique in a range of styles. Genres studied may include: contemporary, jazz, ballet, Broadway musical choreography, hip hop and tap.
- Learn physical competencies specific to dance, including experiential anatomy, strength, flexibility, coordination and rhythmic understanding.
- Use a wide range of creative processes, the elements of dance, choreographic devices and structure as students choreograph dance with intention.
- Use the body as a medium for artistic expression while considering safe dance practices to enhance their well-being and prolong their dance involvement.
- Work together as a team to present entertaining performance work to large audiences of parents, family, friends and members of the wider school community.
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- Body Awareness: Students can improve strength, flexibility, coordination, and endurance. These physical skills benefit students in other physical activities and enhance their overall well-being.
- Collaboration and Teamwork: Students work with others in this course learning teamwork skills that are valuable for group projects, professional environments, and social interactions.
- Resilience and adaptability: Students learn to be flexible, adapt quickly, and embrace new challenges. Resilience and adaptability can help students navigate changes and uncertainties in various aspects of their life.

CAREER OPPORTUNITIES

Participation may lead to opportunities for future study in dance or related arts fields. Dance skills are transferable to careers outside the dance industry. The discipline, creativity, teamwork, and presentation skills developed through dance can be valuable in areas such as event management, marketing, public relations, fitness and wellness, arts administration, and more.

OTHER REQUIREMENT

If opportunities for whole class excursions to live dance events are organised - students will be asked to attend. Such excursions may incur additional costs.

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

SIT30522 CERTIFICATE III EVENTS – UD012- Year 11/12

Currently delivered under auspice with Skills Strategies International- RTO #2401

PREREQUISITE

Completion of Year 10 English with a satisfactory grade is recommended for students who undertake this course.

DESCRIPTION

Certificate III in Events will provide students with a range of skills and knowledge to work in events in the school, local and wider communities.

In the planning, production and staging of events the following skills will be developed:

- Organisational skills
- Creativity and design
- Communication and interpersonal skills
- Promotional skills (print and social media)

Students will work individually and collaboratively on a range of event projects so that their learning is supported by practical experience linked to the events industry.

Examples may include:

- Working on school-based events such as school plays, music concerts, Arts festivals, sporting events, food events and exhibitions.
- Involvement with community festivals and events such as the Margaret River Surfers Pro, Cinefest Oz Film Festival, Arts Margaret River events (e.g the Readers and Writers Festival) and the Margaret River Agricultural Show.
- Excursions to community events and events venues.
- Shadowing key events personnel including sound and/or lighting technicians during school based, community or professional events.

The Certificate III Events course presents an opportunity to achieve nationally recognised vocational qualifications (AQF) and gain course credit towards the Western Australian Certificate of Education (WACE).

To obtain a **Certificate III** and **WACE credit** you must complete all units in both Year 11 and 12.

This provides an opportunity to achieve nationally recognised vocational qualifications (AQF) and to gain course credit towards the Western Australian Certificate of Education (WACE).

For a full Certificate III and WACE credit all units in both Year 11 & 12 must be completed. If a student only achieves 'partial' completion remaining units can be completed after graduation.

SIT30522 Certificate III in Events provides a pathway to further studies in the events and hospitality industry (e.g. Diploma in Events).

CAREER OPPORTUNITIES

Living in one of Australia's most significant tourist destinations, career opportunities are varied and extensive. Skills developed in the SIT30522 Certificate III Events could take students on a range of pathways for employment in our local region or further afield.

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Unit of Competency and travel/expenses for key practical events and workshops – including a first aid qualification.

Please note – additional costs may be incurred for excursions depending on the funding process.

CUA20702 CERTIFICATE II in VISUAL ARTS – UD100 Year 11/12

Currently delivered under auspice with Skills Strategies International -RTO #2401

Studying art is important because it nurtures critical thinking and creativity, while also providing enjoyment and personal satisfaction. It introduces you to diverse cultures and histories, enhancing your empathy and understanding of the world. Art improves visual literacy, helping you interpret and connect with the visual information around you. Creating art promotes resilience and adaptability, offering a sense of well-being as you explore various perspectives and solutions. Art enriches our lives, offering both essential skills and a source of enjoyment in today's fast-changing world.

This course presents an opportunity for you to achieve nationally recognised vocational qualifications (AQF) and gain course credit towards the Western Australian Certificate of Education (WACE) while enjoying an art course.

PREREQUISITE

Completion of Year 10 English with a satisfactory grade is recommended for students who undertake this course.

DESCRIPTION

This course will provide you with skills and knowledge in a broad range of arts contexts. The course will cover areas such as ceramics, printmaking, painting, textiles, and drawing.

You will learn about and participate in 'Occupational Health and Safety' related to art and craft.

CAREER OPPORTUNITIES

Career opportunities in the arts are many and varied. Some careers while not directly related to the arts are enhanced by design skills and creative thinking. Try to imagine any career that would not be enhanced by an understanding of the arts.

Studying art can open a variety of career opportunities across numerous industries, allowing individuals to use their creativity in both traditional and innovative ways. Some career paths include:

Art Therapy	Art Therapist, Community Arts Worker
Fine Arts	Painter, Sculptor, Illustrator, Installation Artist
Commercial Art	Graphic Designer, Web Designer, Animator, Advertising Art Director
Design	Fashion Designer, Tattoo Artist, Jewellery Designer, Florist, Hairdresser, Interior Designer, Textile Designer
Media and Entertainment	Art Director for Film or TV, Set Designer, Storyboard Artist, Special Effects Artist
Photography	Commercial Photographer, Photojournalist, Portrait Photographer, Photography Art Director
Arts Administration and Management	Museum Curator, Gallery Manager, Art Dealer, Arts Program Coordinator
Art Education	Art Teacher, Primary Teacher, Workshop Facilitator, Educational Program Developer

These roles use the skills and knowledge gained through studying art, allowing individuals to apply their creative problem-solving and technical skills in various contexts, contributing to cultural enrichment and innovation.



COMPLETION

To obtain a **Certificate II** and **WACE credit** you must complete all 9 units over Year 11 and 12.

EXHIBITION

Students will have the opportunity to work towards, exhibit and sell their work at our annual exhibition 'Creating Identity'.

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

TECHNOLOGIES





BUILDING & CONSTRUCTION – GENERAL Year 11 G1BCN, G2BCN, Year 12 GTBCN

PREREQUISITES

Nil (Previous experience in timber/ metal subjects would be advantageous).

DESCRIPTION

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practice skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability and an awareness of community and environmental responsibilities. Students will learn and practice building processes and technologies, including principles of design, planning and management.

CONTENT (Units are semester based)

YEAR 11 UNIT 1

Introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building, in addition to the skills in areas of content, such as working with construction materials, spatial perception and computation and levelling. The unit explores processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

YEAR 11 UNIT 2

Explores properties of common natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Concepts in space and computation are developed. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials, spatial perception and computation and levelling. The unit explores processes in contexts drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

YEAR 12 UNIT 3

Explores properties of common construction materials (timber, metals, concrete, grout, brickwork, block work, insulation, mortar and paint) their mechanical properties under load and flexural actions and their use in construction. Concepts in space and computation are developed. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed. The unit explores processes in contexts drawn from building, landscaping, earthwork, projects involving different energy use, and the recycling of building materials. Projects may include the design and construction of an item of furniture made from recycled pallets; the development of welding skills including oxy/acetylene, Mig and Arc; use of a variety of levelling equipment; planning and pouring a concrete pad; and the laying of bricks and tiles.

YEAR 12 UNIT 4

Builds upon the understandings of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. The methods and materials used in connecting building elements are explored. Further design considerations are studied. Drawing/drafting skills are refined and practised with application to more complex building issues. New criteria are incorporated in the specifications of design projects and skills are practised in these areas of content. Service networks, economics and recycling are studied. The unit explores processes in contexts drawn from building, landscaping, and earthwork projects, involving environmental issues of building waste disposal, water and sewerage treatment. Students are also involved in the design and building of timber framed structures, such as a deck, shed or pergola.

RESOURCES

Course Cost:

Year 11 G1BCN, G2BCN [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 GTBCN [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Additional cost \$40 White Card (valid for both years).



DESIGN PHOTOGRAPHY – GENERAL Year 11 G1DESP, G2DESP, Year 12 GTDESP

DESCRIPTION

In the Design Photography course students develop skills and processes for current and future industry and employment markets, or alternately, gain an introduction to an interesting and challenging leisure time activity. Students are taught to explore the techniques and materials used in photography, to understand design principles and processes, to analyse problems and to devise innovative solutions through specific photographic projects.

YEAR 11

UNIT 1 Design Fundamentals

Students are introduced to basic design skills and techniques, the elements and principles of design and the use of these processes to provide solutions to design problems and communication needs through a range of relevant topics. Possible topics include calendar/poster design, photography magazine design, tourism brochures etc.

UNIT 2 Personal Design

Students analyse aspects of their personality, values/beliefs, and associations with their personal surroundings/environments and present these in projects that visually communicate this to a wider audience. Possible topics include scrapbook design, exhibition invitation/posters, portfolio design, advertising photography, fashion model z card, book/magazine covers, collage, etc.

YEAR 12

UNIT 3 Product Design

Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. Possible topics include fashion labels/photography, billboards, still life photography, product advertisements/catalogues, landscape photography, etc.

UNIT 4 Cultural Design

In this unit students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Possible topics include festival/band promotions, portraiture/family albums, social/cultural documentary, montage, etc.

RESOURCES

Course Charge:

Year 11 G1DESP, G2DDESP [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 GTDESP [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

An 8GB thumb-drive is recommended



ENGINEERING STUDIES GENERAL - GEST

PREREQUISITES

Nil (Previous experience in the Technologies Engineering course or an interest in solving problems, designing, and creating would be advantageous).

DESCRIPTION

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, providing the foundation for life-long learning about engineering, giving opportunities for students to use the engineering design process to investigate, research and present information, design and make products and undertake project development. It is particularly suited, but not limited, to those students who are interested in engineering and technical industries as future careers.

In General Engineering Studies students will:

- Apply and communicate the engineering process and design prototypes to solve everyday problems
- Understand scientific and mathematical concepts used in engineering
- Use multiple materials, skills, and emerging technologies to undertake challenges, such as, Fusion 360 and other CAD software, 3D printing, laser cutters and other Computer Numerically Controlled (CNC) machines
- Understand the interrelationships between engineering projects and society

YEAR 11 UNIT 1 & 2 cover

- Engineering design process introduction
- Mechanisms and technical innovation
- Study and interpret an engineering design problem
- Core and specialist area theory
- Prototypes and working models design solutions
- Scientific, mathematical and technical concepts

YEAR 12 UNIT 3 & 4 cover

- Different forms of renewable and non-renewable energy
- Types of drawings - 3D and orthographic
- Refine knowledge and understanding of the engineering design process
- Produce, test and evaluate products
- Obsolescence in engineering - life cycle of products
- Construction constraints

RESOURCES

Course Cost:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Personal computer powerful enough to run CAD software and free student account with Autodesk.



MATERIALS DESIGN AND TECHNOLOGY – GENERAL WOOD Year 11 G1MTDW, G2MTDW

DESCRIPTION

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

PREREQUISITE

There is no prerequisite for this course, but previous lower school wood-work experience is an advantage.

SYLLABUS

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

UNIT 1

Students are introduced to the design process through a small project. The item to be designed has been carefully chosen so that students will become familiar with terminology and procedural steps in the technology process.

Throughout the process students learn about timber classifications, properties and suitability of the materials that they will be using. Students will develop materials manipulation skills, production management strategies and through the design brief, will realise their design ideas by producing their project. The focus for the unit's major task is a "fine furniture" hall table. Students will also be introduced to using a CAD program, to produce their working drawings.

UNIT 2

Students interact with products designed for a specific market through a carefully worded design brief statement. This process will encourage students to gather information and investigate existing products. Conceptualisation and communication of ideas is an essential part of the design process in the context of construction of the project.

Students will learn new techniques of material manipulation through various manufacturing processes. Use of commercially available hardware and research into the range available will be part of the investigation in the design process. A box or purpose-built container is the current project used in this unit.

RESOURCES

Course Charge:

G1MTDW, G2MTDW [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



MATERIALS DESIGN AND TECHNOLOGY – GENERAL WOOD Year 12 GTMDTW

PREREQUISITE

There is not a formal prerequisite for this course although completing the Year 11 course and/or a solid background in lower school woodworking is a distinct advantage.

DESCRIPTION

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

STRUCTURE OF THE SYLLABUS

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

UNIT 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes. An item of furniture made from a wine barrel, or its parts is the current project made.

UNIT 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and principles of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

RESOURCES

Course Charge:

GTMTDW [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Students also require a sketch book and clear plastic display folder.



BSB30120 CERTIFICATE III BUSINESS – UD041- Year 11/12

Currently delivered under auspice with Skills Strategies International RTO #2401

This qualification is nationally recognised within the Australian Qualifications Framework AQF. A Statement of Results is given for any relevant Units of Competency passed in this course.

DESCRIPTION

The BSB30120 Certificate III in Business will equip you with the essential skills, knowledge and attributes required to work in a modern business organisation, in a broad range of administrative and clerical occupations, where the work is carried out under supervision.

In this qualification you will study the various aspects needed to work productively and safely in business. You will be learning how to operate different software applications; deliver a professional service to customers; word processing skills; keyboarding speed and accuracy skills; health and safety and wellbeing in the workplace. You will also learn how to work in a team environment, using digital technologies.

This certificate is a great way to start any sort of business career.

CAREER OPPORTUNITIES

The BSB30120 Certificate III in Business develops the skills needed for employment in a commercial or business office in positions such as Receptionist, Clerk Typist, Secretary or Word Processing Operator and/or to perform general office duties.

ABOUT THIS COURSE

All Certificate courses have a number of core and elective units that need to be completed in order to obtain the certificate.

For further information regarding the units for this certificate please enter qualification code (as at top of page), in the 'National recognised training' search box at <http://training.gov.au/>

COURSE OUTLINE

Training Packages and Qualifications contain many Units of Competency and are designed to be flexible in the actual Units of Competency delivered to accommodate such factors as Local Industry requirements, the campus you are studying at, and the particular stream being studied. Any list of Units of Competency provided in this document is intended as a guide only and can be subject to change.

FURTHER STUDY

Graduates may choose to continue their studies in:

Certificate IV in Business Administration

Certificate IV in Financial Services

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



MEM20422 CERTIFICATE II ENGINEERING PATHWAYS– UD016- Year 11/12

Currently delivered under auspice with CARTEC Training RTO #52502

This qualification is nationally recognised within the Australian Qualifications Framework AQF. A Statement of Results is given for any relevant Units of Competency passed in this course.

PREREQUISITE

There is no prerequisite for this course, but previous lower school Design & Technology or Engineering is an advantage as this is a predominantly practical subject.

DESCRIPTION

Certificate II in Engineering Pathways is intended for people interested in exposure to an engineering and manufacturing environment, metal fabrication, or related working environment with a view to enter into employment in that field or undertake further Certificate training.

This course is designed to give students the essential workshop experience and metalworking skills necessary prior to entering an Apprenticeship or Traineeship. The course is made up of 12 Units of Competency and students will need to be deemed competent in all Units to attain their Certificate. Units of Competency will cover a range of skills such as OSH, using hand tools, hand-held machinery tools, MIG and ARC welding and workshop machines. This is a 2 Year course so to get the most from the course students should enrol in Year 11 and continue into Year 12. Students of all academic abilities will find the course satisfying as the scope of achievement is limited only by the application to the tasks offered. During the course students will complete and keep a range of practical projects to prove their competence before having the opportunity to showcase the skills learnt in a project of their own design.

This course is a Nationally Accredited course and will give students practical skills necessary for apprenticeships in the Metals and Fabrication industry.

CAREER OPPORTUNITIES

Certificate II in Engineering Pathways develops the skills needed for career paths within the Engineering and Manufacturing industries such as:

- Manufacturing
- Engineering
- Mines
- Maintenance of plant and machinery
- Defence Force
- Marine Vessels
- Railways
- Electrical Trades
- Electronic Trades
- Mechanical Trades
- Para-professional Engineers
- Etc.

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



ICT20120 CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES– UD052- Year 11/12

Currently delivered under auspice with Skills Strategies International - RTO #2401

This qualification is nationally recognised within the Australian Qualifications Framework AQF. A Statement of Results is given for any relevant Units of Competency passed in this course.

DESCRIPTION

This qualification builds skills to support individuals in a variety of entry-level Information Technology job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

The certificate course aims to develop the necessary skills in preparation for work in a digital, online environment where individuals, businesses and governments are increasingly at risk of falling victim to cyber-attacks. There will be opportunities for students to analyse real workplaces for cyber security strengths and weaknesses. Critical thinking and problem-solving skills will be refined as students may participate in industry supported Capture the Flag hacking events. Collaborating and communicating with others to create cyber safety educational materials for the wider school community.

Students will be required to maintain the professional ethics of the information security industry as they develop general information and communications technology hardware and security skills to protect against spam, viruses and other potential threats. A case study on an organisation will provide students with the skills to identify the information assets of a business and the types of security responses and procedures available to secure these assets and protect the organisation.

Students will work in a group to collect surveillance footage using a drone. The footage will be used to create a surveillance record. Drones are increasingly being used in industries such as agriculture, conservation and research, police force, construction, shipping and the military.

CAREER & STUDY OPPORTUNITIES

This course caters to students who intend to continue to study in the vocational area of ICT, students wishing to proceed directly to the workplace and students wishing to develop skills for their own empowerment.

Certificate III in Information Technology

Certificate III in Business

Certificate IV in Information Technology (Cyber Security)

RESOURCES

Course Charge: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus textbooks



AHA20122 CERTIFICATE II AGRICULTURE UD061- Year 11/12

Currently delivered under auspice with WISE Employment- RTO #6653

*This Certificate is nationally recognised within the Australian Qualification Framework (AQF)
A Statement of Results is given for any relevant Units of Competency passed in this course.*

PREREQUISITE

Nil

DESCRIPTION

The course will run over 2 years in a normal timetable timeslot. This qualification will provide students with the opportunity to gain skills and knowledge across a range of rural work activities and contexts. Students will be involved in the everyday running of our 20 Ha school farm which includes: maintenance activities, working with livestock, operating basic machinery and equipment, supporting horticultural production including aquaponics, hydroponics and aquaculture. Students will attend a five-day camp to Muresk Agricultural College to complete livestock and quad bike units in their second year of the course. This qualification provides an occupational outcome for industries and agencies in rural and regional Australia.

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

CONTENT

For further information regarding the units for this certificate please enter qualification code (as at the top of the page) in the 'National recognised training' search box at <http://training.gov.au/>

RESOURCES

Course Charge:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Plus excursion costs to Muresk Agricultural College (2021 total cost was \$570.00).

HOME ECONOMICS





FOOD SCIENCE AND TECHNOLOGY – GENERAL Year 11 GEFST

DESCRIPTION

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

SYLLABUS

The Year 11 syllabus is divided into two units, which are delivered as a pair, over the year.

UNIT 1 Food Choices and Health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

UNIT 2 Food for Communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

RESOURCES

Course Charge:

G1FST, G2FST [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



FOOD SCIENCE AND TECHNOLOGY – GENERAL Year 12 GTFST

STRUCTURE OF THE YEAR 12 SYLLABUS

The Year 12 syllabus is divided into two units which are delivered as a pair.

UNIT 3 Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

Students develop their expertise with technology and communication skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

UNIT 4 The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

RESOURCES

Course Charge:

GTFST [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



MATERIALS, DESIGN AND TECHNOLOGY – GENERAL TEXTILES Year 11 GEMDTT

DESCRIPTION

The Materials Design and Technology General- Textiles course offers a practical, 'hands on' experience for students to comprehensively explore the exciting world of fashion design and prepare a foundation for lifelong learning about how products are designed; and materials are developed and used in a technological world. Students will develop and practise skills that contribute to designing, producing, and evaluating fabric and textile products while considering the need for sustainability, aesthetics and functionality. Students will learn how to construct wearable garments and accessories using a range of sewing techniques and machinery.

SYLLABUS

UNIT 1 & UNIT 2

Delivered concurrently as a yearlong course. Topics covered include:

- Construction techniques – sewing, joining, embellishing and finishing methods
- Developing the skills and techniques to successfully use commercial patterns in a range of situations.
- Understanding the nature, properties, care and uses of natural and manufactured fibres and textiles, and considering the environmental impacts of manufacturing
- Elements of Design – fashion drawing and sketching, using technology, production planning, design briefs, portfolios and meeting the needs, values and beliefs of a client
- Safety within the sewing room

Please note – to allow for individual choice, students may have to supply some of their own materials and fabrics for some projects within this course (see Extra Cost Optional Components).

Minimum Entry Requirements

No Minimum Entry Requirement although studying lower school textiles courses will be an advantage.

Future Pathway

Further Vocational Education and Training and University pathways that include textiles, clothing and design are offered in Western Australia at North Metropolitan TAFE and South Metropolitan TAFE; and at Curtin University and Edith Cowan University.

(Potential - Materials Design and Technology - Textiles General Units 3 and 4 in Year 12)

CAREERS





CAREER AND ENTERPRISE – GENERAL Year 11 G1CAE and G2CAE and Year 12 GTCAE

This program is delivered and facilitated in conjunction with the AWPL (Work Place Learning Endorsed Program), which is highly recommended for students who are enrolled in fewer than four ATAR courses.

DESCRIPTION

Unlock your potential and prepare for a successful future with our compelling Career and Enterprise program, a must for all students undertaking fewer than 4 ATAR courses. Immerse yourself in a transformative learning journey that goes beyond the classroom. Our program goes the extra mile by incorporating the prestigious Workplace Learning Endorsed Program, offering up to four immersive work placements over Year 11 and 12. This dynamic curriculum is designed to empower you with four key outcomes:

- Embrace the world of career and enterprise concepts.
- Delve into captivating investigations of career and enterprise opportunities.
- Navigate the ever-evolving landscape of career development in a changing world.
- Cultivate an entrepreneurial mindset to become enterprising individuals.

YEAR 11 Highlights - UNIT 1

Broaden your horizons and gain invaluable insights into various work and career choices. Connect with a vast network of professionals and organizations dedicated to supporting your seamless transition from school to the workplace.

YEAR 11 Highlights - UNIT 2

Discover your unique strengths, passions, and interests. Uncover the profound impact they have on shaping your career development opportunities and decisions. Explore the essential attributes and skills required for thriving in the world of employment.

YEAR 12 Highlights - UNIT 3

Take charge of your professional journey by adopting a proactive approach to securing and maintaining employment. Acquire vital self-management skills, master work search tools and techniques, and develop indispensable career competencies. Seize opportunities for continuous learning and growth.

YEAR 12 Highlights - UNIT 4

Embark on a captivating exploration of career management, workplaces, and the prevailing influences and trends in times of change. Analyse and leverage change to inform strategic self-management, career-building, and personal and professional learning experiences.

In addition, we provide invaluable work, training, and learning experiences to expand your knowledge and skills, ensuring you stay ahead of the curve. Document your remarkable journey in career portfolios, employing a wide range of cutting-edge information technology skills.

Prepare for the future across six comprehensive areas of focus:

- Master the art of learning to learn effectively.
- Hone essential work skills that set you apart from the crowd.
- Cultivate entrepreneurial behaviours that drive innovation and success.
- Navigate the intricacies of career development and management.
- Gain a comprehensive understanding of the nature of work.
- Develop the art of securing and maintaining fulfilling employment.

Embark on this thrilling adventure of self-discovery, growth, and professional development with our captivating Career and Enterprise Program. Unleash your potential and stay one step ahead in today's dynamic world.

RESOURCES

Course Charge:

Year 11 G1CAE, G2CAE [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Year 12 GTCAE [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



ENDORSED PROGRAMS

AUTHORITY DEVELOPED WORKPLACE LEARNING – Year 11 ADWPL, Year 12 ADWPL

DESCRIPTION

The Workplace Learning endorsed program aims to provide students with valuable experiences in industries that align with their interests and potential career or training paths. It is crucial that the work placement allows students to develop and enhance their skills, knowledge, and understanding of both the workplace environment and the specific industry they are interested in.

By participating in the program, students have the opportunity to apply and adapt their skills in a real-world setting, gaining practical experience that goes beyond classroom learning. This hands-on experience helps them develop a deeper understanding of the industry, its operations, and the expectations and demands of the workplace.

The program recognizes the importance of generic, transferable, or employability skills, which are essential for success in any work setting. These skills include but are not limited to communication, teamwork, problem-solving, adaptability, critical thinking, and professionalism. Students are encouraged to actively engage in activities that allow them to practice and refine these skills, enabling them to become more competent and confident in their abilities.

DELIVERY

The duration and intensity of the Workplace Learning program can vary based on individual circumstances and school policies. It can be implemented over an extended period, such as attending the workplace for two week-long blocks or one or more days a week across multiple years. Alternatively, it can be organized through more intensive activities, depending on the availability of work placements and the needs of the students.

Throughout their work placement, students are required to document their hours and tasks in the Workplace Learning Portfolio, a combined Logbook and Skills Journal. This documentation serves as evidence of their engagement and progress in the program, as well as a reflection of their knowledge and understanding of the skills they have developed. For every 55 hours in the workplace students may apply for one course credit (1 x “C Grade” for WACE).

It is important for schools to prioritize the safety and well-being of students during work placements. Policies and procedures related to duty of care, legal liability, and insurance are strictly followed to ensure a secure environment for students. Teacher supervision and monitoring is essential regardless of the work placement arrangement, as it provides guidance and support to students throughout their learning journey.

Before students can participate in the Workplace Learning endorsed program, schools must assess their readiness for the workplace. Some students may require additional training or preparation to ensure they are adequately equipped to benefit from the program. The duration of this preparation period can vary depending on the needs of individual students.

Overall, the Workplace Learning endorsed program offers students a valuable opportunity to develop and showcase their core workplace skills. It empowers them to become lifelong learners who can adapt to different work environments, secure employment, and make meaningful contributions to their organizations and communities.

RESOURCES

Course charge: ADWPL [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)



VOCATIONAL EDUCATION AND TRAINING (VET)

Training Organisations are determined at the start of each year and may change from those indicated in this publication.

There are several ways that students may incorporate Vocational Certificates into their Upper School Program. Onsite, Offsite, and work based opportunities are available. Some important points:

- Incorporate a diverse range of learning methods, including education at school, TAFE units and courses for practical training, and accredited workplace experience (not all courses listed below necessitate workplace experience).
- TAFE studies replace certain school subjects but contribute towards WACE Achievement. Up to 8 units out of the required 20 for graduation can consist of VET or endorsed courses.
- Offer students the opportunity to obtain dual certification, earning both TAFE certificates and the high school graduation (WACE) certificate. This accomplishment can place students in the running for prestigious state awards of excellence.
- Allow students to begin acquiring post-school qualifications in their chosen industry areas at an early stage. These qualifications can be credited and provide enhanced entry opportunities for further study pursuits after leaving school, including university, if desired.
- Engage students in work-related learning that is fostered through partnerships between our school, TAFE, businesses/industries, and the broader community.
- Managed workplace experience through Career and Enterprise classes, which are associated with the Workplace Learning Endorsed Programs.
- Deliver an enriched, relevant, and diverse educational experience for students.

NOTE: You must be well motivated and able to organise yourself well during each week as you will need to keep up with some schoolwork missed in your times out of the school; you will need to use the free periods from your reduced number of subjects to do some of this.

STANDARD DELIVERY VET COURSES Delivered to SECONDARY SCHOOL STUDENTS (VETdSS)

These are courses offered to students at no tuition fee cost. Classes run at South Regional TAFE Bunbury, Busselton or Margaret River Campus, 1 or 2 days per week. These courses are competitive, and places are **not guaranteed**. (PLEASE NOTE: Complimentary bus travel is limited which may incur travel costs).

SAMPLE OF CERTIFICATE COURSES OFFERED AT MARGARET RIVER, BUSSELTON OR BUNBURY SRTAFE

Available to a limited number of students each year and you are competing with students from the whole South West region. Students will receive EOI form and list in class or from the VET office.

- Cert III Early Childhood Education and Care
- Cert III in Education Support
- Cert II Horticulture
- Cert II Hospitality
- Cert II Music Industry
- Cert II Wine Operations
- Cert II Sampling and Measurements
- Cert IV Preparation for & Nursing
- Cert II Retail Cosmetics
- Cert II Salon Assistant
- Cert III Accounts Administration
- Cert II Financial Services
- Cert II Civil Construction

PACKAGED VET OFFERINGS

For students who have a STRONG career direction in mind they wish to explore in depth.

A combination of EDUCATION, INDUSTRY TRAINING (conducted by TAFE or other RTO) and industry WORK (on-the-job training). This can be done by:

- PAIS Pre-Apprenticeship in School = 3 days at school per week (usually Mon – Wed),
- SBAT School Based Apprenticeship or Traineeship = 4 days at school per week. (Note SBT =Paid work)

or

- 3/2 Option (NEW) - Students complete their core studies (4 subjects) for WACE Monday to Friday at school, then Thursday and Friday, WPL or Alternative Training.

PRE-APPRENTICESHIP in SCHOOLS (PAIS) – 1 year

Qualifications achieved include (depending upon industry area)

SRTAFE	Pre-Apprenticeships in School (PAIS)	Time to complete
PRE APP	CERT II Automotive LIGHT	4 Terms in Year 11
PRE APP	CERT II Building and Construction BRICK AND BLOCK	3 Terms
PRE APP	CERT II Building and Construction CARPENTRY	3 Terms
PRE APP	CERT II Building and Construction PAINT AND DECORATING	3 Terms
Career Start	CERT II Electrotechnology, Year 11 only CAREER START	3 Terms
PRE APP	CERT II Kitchen Operations COMMERCIAL/PATISSERIE	3 Terms

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIP (SBAT) – 1 -2 years

SBAT's are undertaken with local employers. These are developed case by case and require formal registration and contracts. Certificate qualifications can be in a range of industry areas including:

- Hospitality
- Automotive
- Construction
- Retail
- Business and Administration
- Finance
- Tourism
- Engineering
- Animal Studies
- Kitchen Operations
- Conservation & Land Management





IMPORTANT INFORMATION FOR PARENTS AND STUDENTS:

- Certificate courses are subject to a formal Expression of Interest, Application, and Interview Process
- The selection process will be conducted by the VET Coordinator and teachers in Term 3
- Good grades in mid-year reports are essential: i.e., preferably A, B & C’s and good attendance rates.
- All courses are **competitive** and there are no guarantees that students will be allocated the course of their choice.
- Students will be informed of the confirmed offerings and the application timeline early in Term 3

Any questions please contact the VET/Careers Office

LISTEN CAREFULLY DURING YEAR 10 AND AT THE BEGINNING OF YEAR 11 FOR ADDITIONAL VACANCIES IN ANY OF THE ABOVE PROGRAMS

VET OPPORTUNITIES DELIVERED AT MRSHS

The following courses are available as part of the regular delivery in the classroom at MRSHS. Questions relevant to a specific Course Offering may be directed to the Heads of Learning in Technology, Visual and Performing Arts, Health and Physical Education.

Business BSB30120 Certificate III Business See page 58	UD041
Engineering MEM20422 Certificate II Engineering Pathways See page 59	UD016
Agriculture AHC20122 Certificate II Agriculture See page 60	UD061
Sport & Recreation SIS20122 Certificate II Sports Coaching Yr 12 See page 38 SIS20321 Certificate II Sports & Recreation 11 See page 38	UD092 UD091
Visual Art CUA20720 Certificate II Visual Arts & Contemporary Craft See page 50	UD021
Performing Arts SIT30522 Certificate III Events Management See page 48	UD012

Cost: 50% deposit is required by 6th Dec 2024 or a payment plan entered via Compass

- If payment is not received by due date students will be withdrawn from course.
- Full payment due by 28 Feb 2025.
- If a student is withdrawn after 28th Feb, but before the last day of term one, a no more than a 50% credit of course cost; subject to the conditions of the auspicing RTO, may be applied.
- Any withdrawal after last day of term one (11 April 2025) will incur the full course fee.

ADDITIONAL WEBSITES FOR VOCATIONAL EDUCATION INFORMATION

www.jobsandskills.wa.gov.au

www.southregionaltafe.wa.edu.au/study-us/vet-delivered-secondary-students

www.myfuture.edu.au

[Margaret River Senior High School \(margaretrivershscareers.com.au\)](http://Margaret River Senior High School (margaretrivershscareers.com.au))

UNI READY IN SCHOOLS

The UniReady Enabling Program is now available to students in some high schools as a WACE Endorsed Program. This allows students who would not otherwise meet university minimum entry requirements to do so, whilst remaining in school and achieving a WACE.

What is UniReady?

UniReady is an alternate entry pathway, run by Curtin University. Students complete 4 units and upon successful completion of the course, are awarded a notional ATAR of 70 and English competency. This will provide entry into a number of Curtin's minimum entry courses.

How is UniReady in Schools different to ATAR?

Generally, students who wish to study at university will gain entry via their ATAR score, which is calculated from the results of their ATAR courses. However, this is not the only pathway to Curtin, as we recognise that there are other non-ATAR students who will be successful at university.

The ATAR pathway focuses on the academic knowledge required for each specific field of study. However, UniReady students develop transferable study and communication skills needed for university. Our core units focus on developing students' skills in terms of reading, writing and communication. Our optional units introduce students to the different study areas, and cover both the required academic content as well as developing general study and technical skills.

What Courses Does UniReady Lead To?

UniReady in Schools leads to a range of Curtin Health Sciences, Science and Engineering, Humanities and Business courses. View the full list of courses that UniReady leads to at curtin.edu.au/uniready. Please note, UniReady in Schools students do not have the option to undertake the Mathematics for Science unit and as such do not meet the entry requirements for direct entry to Construction Management and some Science and Engineering courses.

What do UniReady in Schools students study?

The program is designed to develop students' independent learning skills and prepare them for university study. Students will study two core compulsory units, and then two optional units chosen from a selection of four.

Please note, there may not be the full range of option units available at your high school. Please speak directly to your school if you would like to confirm which optional units are available.

Core Units

- Fundamentals of Academic Writing
- Foundations of Communication

Optional Units

- Introduction to Commerce
- Introduction to Health Sciences
- Introduction to Humanities
- Applying Mathematics

For more information, please contact Mr Steve Jurilj.