

# Curriculum Booklet Upper School

## 2027



# FOUR STEPS TO A SUCCESSFUL CHOICE

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## SCAN

### THIS BOOKLET

to get an idea on the contents

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## READ

### THIS BOOKLET

JOB GUIDE

The TAFE & Tertiary Institutions Booklets

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## 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)
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## 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.*

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# Welcome to our school

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At Margaret River Senior High School, we are dedicated to helping each student thrive as they move into their senior years. We understand that every student is different- with unique strengths, interests, and future goals, and we are proud to offer a wide range of learning pathways to support those aspirations.

## **PATHWAYS FOR EVERY STUDENT**

Whether your child is aiming to:

- go to university,
- start a TAFE course,
- undertake an apprenticeship,
- enter the workforce after school,

we have programs in place to support them in achieving success.

## **WHAT THIS BOOKLET OFFERS**

This booklet is designed to help students and families:

- understand the subject choices available in Year 11
- explore different post-school options
- connect career goals with course selections

We encourage you to read through the information together and use it as a guide during the decision-making process.

## **MAKING INFORMED CHOICES**

Choosing the right subjects is an important step. We recommend that students:

- select subjects that match their interests and strengths
- consider how their choices relate to future study or career goals
- keep in mind that enjoying a subject often leads to better results

## **SUPPORT AND GUIDANCE**

Students receive personalised counselling and planning support in Year 10 to help them make informed decisions about their senior school pathway. We encourage parents and carers to be actively involved- your support and input play a key role in helping your child feel confident and prepared.

Understanding the requirements for achieving the Western Australian Certificate of Education (WACE) is also an important part of the process. Our staff are here to guide students and families every step of the way.

We look forward to working with our new Year 11 students as they take this exciting next step towards their future.

# Senior School Introduction

## STAYING IN EDUCATION - A LEGAL REQUIREMENT

Under current Western Australian legislation, all young people must remain in education, training, or approved employment until the end of the year in which they would ordinarily complete Year 12. This ensures students are equipped with the skills and knowledge needed for a successful future.

## WHY STAYING AT SCHOOL MATTERS

Leaving school early can lead to:

- Fewer job opportunities
- Lower income levels
- Limited career progression

Completing Years 11 and 12 gives students:

- More career and study options
- Greater job security
- Stronger pathways into university, TAFE, apprenticeships or employment

## MAKING THE RIGHT CHOICES

The courses chosen for senior school will play a key role in shaping your child's future. This booklet provides:

- Detailed information on each subject offered
- Guidance to help match course choices with career and training goals

We strongly encourage you to [read through the information together and discuss](#) the options available.

## SUPPORT FOR STUDENTS AND FAMILIES

- All Year 10 students take part in a comprehensive counselling program to help them choose subjects that suit their interests and future plans.
- Parents and carers are encouraged to be actively involved in this process.

## PATHWAY OPTIONS TO CONSIDER

- Students aiming for university should read the section titled Requirements for University Entrance carefully.
- All students are encouraged to consider TAFE and other training providers as part of their future study and career planning.

Information on TAFE and vocational pathways is provided through the school's Career Development Program.

By working together, we can support your child to make confident, informed decisions as they move into their senior years at Margaret River Senior High School.

# WORKING TOWARDS THE WACE

## WHAT IS THE WACE?

The WACE is the official Western Australian Certificate of Education awarded by the School Curriculum and Standards Authority (SCSA) to students who successfully complete their senior secondary education in Western Australia. For most students entering Years 11 and 12, the key goal is to achieve the WACE. It shows that a student has met required standards across literacy, numeracy, and a balanced selection of courses - and is ready for life beyond school.

## WHY IS THE WACE IMPORTANT?

- Recognised by employers, TAFE, and universities
- Demonstrates successful completion of Years 11 and 12
- Opens the door to a wide range of career and study options
- Shows students can set goals, commit to learning, and achieve success

## TO ACHIEVE THE WACE, STUDENTS MUST:

1. **Meet literacy and numeracy standards**
  - Demonstrate a minimum standard of reading, writing, and numeracy
  - Usually achieved through NAPLAN or Online Literacy and Numeracy Assessment (OLNA)
2. **Complete a minimum number of course units being:**
  - At least 20 course units across Years 11 and 12
  - Including a minimum of 10 Year 12 units
3. **Achieve breadth and depth of study**
  - At least 4 Year 12 ATAR or General courses, or a combination with VET qualifications
  - Must include:
    - 2 Year 11 English units and 2 Year 12 English units
    - 1 List A course (e.g., Arts, Languages, Humanities/Social Sciences)
    - 1 List B course (e.g., Maths, Science, Technologies)
4. **Achieve a Minimum Achievement Standard**
  - A C grade or higher in at least 14 units, including 6 Year 12 units

## VET AND UNIT EQUIVALENCE

Students can also work toward the WACE by completing Vocational Education and Training (VET) programs. These can include:

- Certificate II or higher qualifications
- Workplace Learning, school-based traineeships, or pre-apprenticeship programs

VET courses count toward WACE through unit equivalence, meaning:

- 1 VET qualification or workplace learning program = a set number of WACE course units. This is course dependent, for example Certificate III in Business is equivalent to 6 WACE units.
- VET can be used in combination with ATAR or General courses to meet the WACE requirements

This pathway provides hands-on skills and industry experience, making it a valuable option for students aiming to enter trades, training, or the workforce after school.

## NEED HELP?

Course counselling and career planning support are available to help students and families select the right combination of subjects and qualifications to meet WACE requirements and future goals.

## ALTERNATIVE PATHWAYS: SBATS AND ENDORSED PROGRAMS

### SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBATS)

SBATs offer students in Years 10, 11, and 12 the opportunity to combine their secondary education with part-time, paid employment and vocational training. This pathway allows students to work towards a nationally recognised qualification while completing their WACE.

Key Features:

- **Paid Employment** - Students work part-time, typically a minimum of 7.5 hours per week, gaining real-world experience.
- **Vocational Training** - Training is undertaken with a Registered Training Organisation (RTO), leading to a Certificate II or higher qualification.
- **WACE Contribution**- SBATs contribute to WACE through unit equivalence, integrating seamlessly into the student's education program.
- **Career Pathways** - Ideal for students aiming for trades or specific industries, providing a head start in their chosen field.

For more information, visit the [Department of Education's SBATs page](#).

### ENDORSED PROGRAMS

Endorsed Programs are learning experiences that fall outside traditional school courses but are recognised by the School Curriculum and Standards Authority (SCSA) for their educational value. These programs can contribute to a student's WACE and are recorded on their WASSA. ([Senior Secondary SCSA](#))

Examples include:

- **Workplace Learning** - Structured work placements that develop employability skills.
- **Community Service** - Volunteering activities that foster civic responsibility.
- **Cadet Programs** - Participation in organisations like Emergency Services Cadets.
- **Instrumental Music** – Music students may choose to continue learning their instrument as an Endorsed Program in Upper School

### WACE CONTRIBUTION

- Students can count up to four unit equivalents from Endorsed Programs towards their WACE - two in Year 11 and two in Year 12.

For a comprehensive list and details, visit the [SCSA Endorsed Programs page](#).

Engaging in SBATs or Endorsed Programs provides students with practical skills and experiences that enhance their educational journey and prepare them for future employment or further study. We encourage parents and students to consider these valuable pathways when planning for Years 11 and 12.

## PATHWAYS TO UNIVERSITY

In Western Australia, students aiming for university admission have multiple pathways available to help them reach their goals. While the most common route is through achieving an Australian Tertiary Admission Rank (ATAR), there are also flexible options for those who may take a different approach to post-school learning.

### DIRECT UNIVERSITY ENTRY REQUIREMENTS

To gain direct entry into a university course in WA, students generally need to meet all of the following requirements:

- **Achieve the Western Australian Certificate of Education (WACE).**  
This confirms successful completion of secondary schooling, showing that a student has met the breadth, depth, and achievement standards required.
- **Complete at least four Year 12 ATAR courses** which include external examinations.
- **Demonstrate English language competence** as required by individual universities. This may include achieving a minimum standard in English ATAR or other recognised English qualifications.
- **Attain a competitive ATAR** (Australian Tertiary Admission Rank), which is used to rank students for university selection.
- **Meet any course-specific prerequisites**, such as particular subjects or additional assessments (e.g. folios or interviews).

### ALTERNATIVE UNIVERSITY ENTRY PATHWAYS

WA Universities also offer alternative entry options for students who do not meet the standard ATAR requirements. These pathways can include:

- **TAFE pathways** and recognised Certificate IV or Diploma-level qualifications
- **Portfolio entry** for creative and practical disciplines
- **University preparation courses** for mature-age or non-ATAR students
- **Interviews or written applications** demonstrating motivation and potential

Each university has its own set of entry options, so it's important to explore what's available.

### WA UNIVERSITY LINKS

- Curtin University: [futurestudents.curtin.edu.au/undergraduate](https://futurestudents.curtin.edu.au/undergraduate)
- Edith Cowan University: [ecu.edu.au/future-students/year-12s](https://ecu.edu.au/future-students/year-12s)
- Murdoch University: [murdoch.edu.au/Future-students](https://murdoch.edu.au/Future-students)
- The University of Western Australia (UWA): [studyat.uwa.edu.au](https://studyat.uwa.edu.au)
- Notre Dame University: [notredame.edu.au](https://notredame.edu.au)

### MORE INFORMATION

Visit the Tertiary Institutions Service Centre (TISC) website for up-to-date details on entry requirements, ATAR scaling, and university preferences - [www.tisc.edu.au](https://www.tisc.edu.au)

## PATHWAYS INTO TAFE

Many students choose to continue their education through a State Training Provider (TAFE). TAFE offers practical, hands-on learning that can lead directly into employment or further study. This includes:

- Vocational Education and Training (VET) courses
- Apprenticeships and traineeships
- Courses tailored for business and industry needs
- Workplace learning support

### UNDERSTANDING COMPETITIVE VS NON-COMPETITIVE COURSES

Some TAFE courses are competitive, which means there are more applicants than places. These courses have higher entry standards. Other courses are non-competitive, where there are generally enough places for all eligible applicants.

### WHAT ARE THE ENTRY REQUIREMENTS?

To apply for any TAFE course, your child must meet the entry requirements for that course. These typically include:

- A minimum 'C' grade in English and Maths
- Sometimes a lower-level certificate qualification (like a Certificate II)
- In some cases, an interview or portfolio

For competitive courses, selection criteria are also used to assess applicants. These may include:

- School achievement – especially in literacy and numeracy
- Previous study or qualifications – such as VET certificates
- Workplace learning or experience – either paid or unpaid
- Industry-relevant skills – such as from part-time jobs or school-based training

### SUPPORTING YOUR CHILD'S APPLICATION

Here's how you can help your child prepare:

- Encourage them to aim for at least a 'C' grade or better in their school courses
- Help them record their work experience – including dates, hours, and employer details
- Ensure they keep all school reports from Years 10, 11, and 12
- Remind them to speak with the school's VET Coordinator or Careers Team for guidance
- Be ready to help with interview preparation or gathering documents if needed

### WHAT WILL THEY NEED TO APPLY?

When it's time to apply, students will need:

- Their Student (SCSA) number (provided by their school)
- Copies of school reports (Semesters 1 & 2 for Years 10–12)
- Details of any work experience, including names of employers and hours worked
- To submit all required documents if applying for a competitive course

Applications usually open mid-year (June to August), and for competitive courses, early preparation is essential.

### MORE INFORMATION

To learn more or browse courses:

- WA Jobs & Skills: [www.jobsandskills.wa.gov.au](http://www.jobsandskills.wa.gov.au)
- South Regional TAFE (our local provider): [www.srtafe.wa.edu.au](http://www.srtafe.wa.edu.au)

## CHOOSING COURSES FOR SENIOR SCHOOL

At our school, we do everything we can to build a timetable that matches as many student course preferences as possible.

To get started, each student will need to select six (6) courses, listed in order of preference.

### WHAT IS COMPULSORY?

English is the only course that all students must study.

It is recommended that students who are not planning to study four or more ATAR courses, enrol in either Career and Employability or a Certificate course to support their vocational pathway.

Note: Workplace Learning will be automatically included when Career and Employability is selected.

### A MESSAGE FOR STUDENTS AND FAMILIES

Choosing your senior school courses is an important decision - and one that deserves careful thought and planning. Talk it through together and consider advice from:

- Your teachers
- The subject selection handbook
- Parents and family
- Older students with experience

Remember... this is your future. Seek advice, but the final decision is yours.

### SENIOR SCHOOL COURSE PLANNING CHECKLIST

Here are some key questions to consider with your child:

- What do I want to achieve from my senior years at school?
- Are there specific courses I need for my future study, training or job goals?
- What courses interest me, and help keep future options open?
- Do my course selections connect to a career or study pathway?
- Have I met the recommended achievement level for the courses I've chosen? (ATAR subjects may require approval from the Head of Learning Area.)
- Beyond the necessary courses, what subjects match my strengths and interests?
- Do I have the motivation and work habits to succeed in these subjects?

### OTHER IMPORTANT NOTES

- Students will study six courses in Year 11
- One of these must be an English course
- At least one course must be chosen from List B (practical/technical subjects)
- While we do our best to accommodate all preferences, course availability is not guaranteed.
- If changes are needed, students and families will be contacted to discuss options.

## COURSES ON OFFER

The following tables shows the different Year 11 & Year 12 Courses of Study on offer at Margaret River SHS in 2026.

	ENGLISH	Year 11	Year 12
LIST A	English GENERAL	GEENG	GTENG
	English ATAR	AEENG	ATENG
	Literature ATAR	AELIT	ATLIT
	HUMANITIES, SOCIAL SCIENCES AND LANGUAGES	Year 11	Year 12
LIST A	Humanities and Social Sciences in Action GENERAL	GEHAS	GTHAS
	Chinese: Second Language GENERAL	GECSL	
	French: Second Language GENERAL	GEFSL	
	Economics ATAR	A1ECO	ATECO
		A2ECO	
	Geography ATAR	A1GEO	ATGEO
		A2GEO	
Modern History ATAR	A1HIM	ATHIM	
	A2HIM		
	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
	SCIENCE	Year 11	Year 12
LIST B	Science in Practice GENERAL	GESIP	GTSIP
	Biology ATAR	A1BLY	ATBLY
		A2BLY	
	Chemistry ATAR	AECHE	ATCHE
	Human Biology ATAR	ATHBY	ATHBY
	Physics ATAR	AEPHY	ATPHY
Psychology ATAR	AEPSY	ATPSY	
	HEALTH & PHYSICAL EDUCATION	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
	TECHNOLOGIES	Year 11	Year 12
LIST B	Building & Construction GENERAL	G1BCN	GTBCN
		G2BCN	
	Design- Photography GENERAL	G1DESP	GTDESP
		G2DESP	
	Engineering Studies GENERAL	GEEST	GTEST
	Materials, Design & Technology GENERAL <i>Wood</i>	G1MDTW	GTMDTW
		G2MDTW	
	BSB30120 Cert III Business	UD041	UD041
	MEM20422 Cert II Engineering Pathways	UD016	UD016
	ICT20120 Cert II Digital Technologies	UD052	UD052
AHA20122 Cert II Agriculture	UD061	UD061	
Food Science and Technology GENERAL	GEFST	GTFST	
Materials Design and Technology GENERAL- <i>Textiles</i>	GEMDTT	GTMDTT	

THE ARTS (VISUAL & PERFORMING)		Year 11	Year 12
LIST A	Dance GENERAL	G1DAN	GTDAN
		G2DAN	
	Drama ATAR	A1DRA	ATDRA
		A2DRA	
	Drama GENERAL	G1DRA	GTDRA
G2DRA			
Music: ATAR	A1MUSC	ATMUSC	
	A2MUSC		
Music GENERAL	G1MUS G2MUS		
	SIT30522 Cert III Events	UD012	UD012
	CUA20720 Cert II Visual Arts	UD100	UD100
<b>CAREER &amp; ENTERPRISE</b>		<b>Year 11</b>	<b>Year 12</b>
LIST A	Careers and Employability GENERAL	G1CAE G2CAE	GTCAE
	Endorsed Programs Authority Developed Workplace Learning	ADWPL	ADWPL
<b>UNIREADY</b>		<b>Year 11</b>	<b>Year 12</b>
	UniReady	UNIRE	UNIRE



# Charges & Contributions

## VOLUNTARY CONTRIBUTIONS & COMPULSORY CHARGES

Voluntary Contributions and Compulsory Charges are used by our school to provide textbooks, materials, special equipment and consumable items for student use.

The Charges & Contributions booklet details all course costs, extra cost options and voluntary approved requests. We recommend you use it as a guide when doing your course selection.

The prices indicated are accurate at the time of printing. Next years Charges & Contributions information will be posted home on or before 1 December 2026. Current year course costs can be viewed on our website ([margaretrivershs.wa.edu.au](http://margaretrivershs.wa.edu.au)) using this link:

[View Charges & Contributions Booklet](#)

Payment of all Charges & Contributions is required by Friday 9th April 2027.

Families who cannot meet the full cost at the commencement of the year can arrange payment by instalments. Should you wish to discuss payment options please contact the Manager Corporate Services on 9757 070.



**FULL PAYMENT OF CHARGES  
MUST BE MADE BY  
FRIDAY 9 APRIL 2027**

# English



# English

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## ENGLISH GENERAL – YEAR 11

### 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 everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes

#### UNIT 2

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

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- 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

### RESOURCES

For course charges see code GEENG in the [Charges & Contributions Booklet](#)

## ENGLISH GENERAL – YEAR 12

### 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.

### 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

For course charges see code GTENG in the [Charges & Contributions Booklet](#)

## ENGLISH ATAR – YEAR 11

### 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, 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

For course charges see code AEENG in the [Charges & Contributions Booklet](#)

Plus textbooks

## ENGLISH ATAR – YEAR 12

### 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.

### RESOURCES

For course charges see code ATENG in the [Charges & Contributions Booklet](#)

Plus textbooks

# LITERATURE ATAR – YEAR 11

## 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.

### 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

For course charges see code AELIT in the [Charges & Contributions Booklet](#)  
Plus textbooks

# LITERATURE ATAR – YEAR 12

## 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

For course charges see code ATLIT in the [Charges & Contributions Booklet](#)  
Plus textbooks

# Humanities, Social Sciences and Languages



# Humanities, Social Sciences and Languages

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## CHINESE: SECOND LANGUAGE

### PREREQUISITE

No recommendation required – this is a General course, and any Year 11 student is welcome to enrol.

### DESCRIPTION

The Chinese: Second Language General course connects students with a language spoken by nearly a quarter of the world's population. Communities of Chinese speakers exist not only across mainland China, Hong Kong, and Taiwan, but also in almost every country, including well-established communities in South-East Asia, North America and Australia. It is an important language in international commerce, economics and trade, with particular influence in manufacturing, technology, global supply chains and financial services, making Chinese an important language for young Australians to learn during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

The course provides students with an understanding of the culture and language of Chinese-speaking communities. Through Chinese, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students explore the lives of teenagers and leisure pursuits, including sports, going out, socialising and technology as entertainment.

Students wishing to participate in the Taiwan Exchange Program in 2027 must select the Chinese: Second Language course.

### 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

This unit focuses on 青少年 (Teenagers). Through the three topics: My daily routine, Daily life of young people in a Chinese-speaking community, and Technology in daily life, students develop communication skills in Chinese and gain an insight into the language and culture.

#### UNIT 2

This unit focuses on 课余生活 (Things to do). Through the three topics: Having fun, Leisure in a Chinese-speaking community, and Technology and leisure, students develop communication skills in Chinese and gain an insight into the language and culture.

## FRENCH: SECOND LANGUAGE

### PREREQUISITE

No recommendation required – this is a General course, and any Year 11 student is welcome to enrol.

### DESCRIPTION

The French: Second Language General course connects students with a language that has over 300 million speakers globally. French is an official language in approximately 30 countries across all continents. In addition, French is crucial in fields such as diplomacy, international relations, business, and the arts. The language's influence extends across various international institutions, including the European Union, the International Olympic Committee, Médecins Sans Frontières and World Health Organisation (WHO), the Organisation for Economic Co-operation and Development (OECD) and the United Nations (UN).

The course provides students with an understanding of the culture and language of French-speaking communities. Through studying French, students explore their personal world and the perspectives of others, and the effect of change and current issues in the global community. Within these contexts, students reflect on various aspects of life such as lifestyles, interests, social activities and their travel tales and plans. They explore youth culture in francophone communities, Australia as a destination for francophone travellers and consider technologies in daily lives and when travelling.

### 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

This unit focuses on *Le monde des jeunes* (The world of youth). Through the three topics: My world, your world, Youth culture in a francophone country, and Communicating in a modern world, students develop communication skills in French and gain an insight into the language and culture.

#### UNIT 2

This unit focuses on *Voyages* (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students develop communication skills in French and gain an insight into the language and culture.

# HUMANITIES AND SOCIAL SCIENCES IN ACTION GENERAL - YEAR 11

## PREREQUISITE

No recommendation required – this is a General course, and any Year 11 student is welcome to enrol.

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. Students will be able to work with their teacher to select topics and case studies that are relevant and of interest to the class.

## DESCRIPTION

We're excited to be able to offer this new, contemporary, and dynamic course again in 2026.

The Humanities and Social Sciences in Action General course encourages students to become socially aware and active participants in society. They develop knowledge and understanding of contemporary and ongoing issues facing individuals, societies and governments today and into the future. The course provides students with the skills to make informed choices about important social issues. Students explore how change can be affected by the actions and perspectives of stakeholders, from individuals and groups to governments. Humanities and Social Sciences skills are used to research viewpoints around contemporary issues and develop possible solutions to help ensure a more sustainable future. The world is changing fast, and students need the skills to thrive beyond school—whether in further education, the workplace, or their community. Humanities and Social Sciences in Action is a dynamic course that equips students with essential, transferable skills such as critical thinking, problem-solving, and communication. Engaging with real-world issues and contemporary content, students will gain the knowledge and confidence to navigate the future with success.

## COURSE STRUCTURE

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

### UNIT 1 All Humans Have Rights

Students investigate human rights movements over the last 100 years and the change that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future. Students investigate human rights movements over the last 100 years and the change that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future. Topics that may be covered include; the fight for gender equality, the Conventions on the Rights of the Child and the people and organisations that have fought for rights through different social actions and movements.

### UNIT 2 A Sense of Community

Students examine the communities in which they live, play and work. They explore the benefits of being part of a community and the challenges communities can face to remain sustainable for the future. Students investigate the role they have in these communities and how they can become active and engaged members. Students will investigate real-world community initiatives and services that aim to improve society. They will explore the challenges these efforts face, how they are being addressed, and the impact they have on communities. By analysing real examples, students will consider how governments, organisations, and individuals can enhance these initiatives and apply them in different settings. This hands-on approach helps students understand how social change happens and how they can contribute to it.

## RESOURCES

For course charges see code GEHAS in the [Charges & Contributions Booklet](#)

# HUMANITIES AND SOCIAL SCIENCES IN ACTION GENERAL - YEAR 12

## PREREQUISITE

No recommendation required – this is a General course, and any Year 12 student is welcome to enrol. This is a new course being offered for the first time in 2026.

## DESCRIPTION

The Humanities and Social Sciences in Action General course encourages students to become socially aware and active participants in society. It provides students with the skills to make informed choices about important social issues. Students explore how change can be affected by the actions and perspectives of stakeholders, from individuals and groups to governments. The course explores issues from a local to a global level, enabling students to understand that change can be impactful on both a smaller and larger scale. In a rapidly changing world, students need the skills to succeed in further education, the workplace, and their communities. Humanities and Social Sciences in Action is an engaging course that helps students develop essential, transferable skills like critical thinking, problem-solving, and communication. By exploring real-world issues and contemporary topics, students will build the knowledge and confidence needed to shape their future.

Students will be able to work with their teacher to select topics and case studies that are relevant and of interest to the class.

## COURSE STRUCTURE

The Year 12 General Humanities and Social Sciences course is divided into two units, each of one semester duration and delivered as a pair.

### UNIT 3 People, plant, prosperity

In this unit, students dive into the relationship between people and the environment, discovering how resource use affects the world and what can be done to live more sustainably. They will explore real-world examples of individuals and organisations making a difference and consider how they, too, can contribute to positive change. Through engaging investigations of environmental issues, students will analyse the tough choices stakeholders face—balancing prosperity and sustainability against profit—helping them develop the skills to make informed, responsible decisions for the future. Students will investigate the sustainability of at least one industry and the ways they are trying to improve sustainability.

### UNIT 4 Disruptions

In this unit, students explore how disruptions—whether economic, environmental, political, social, demographic, or technological—can reshape the way people live and interact. With change comes the opportunity to innovate, and students will investigate how groundbreaking ideas and technologies can drive positive change in society. They will examine real-world innovators who create solutions that add value to communities and explore how innovative thinking can inspire action. Most importantly, students will reflect on their own potential to make an impact and contribute to a better future.

## RESOURCES

For course charges see code GTHAS in the [Charges & Contributions Booklet](#)

## ECONOMICS ATAR - YEAR 11

### 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

For course charges see code A1ECO and A2ECO in the [Charges & Contributions Booklet](#)

Plus textbook: Discovering Economics 8th edition, Parry, G & Kemp, S, Tactic Publications, South Perth, WA.

## ECONOMICS ATAR - YEAR 12

### 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

This 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

This 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

For course charges see code ATECO in the [Charges & Contributions Booklet](#)

Plus textbook: Investigating Macroeconomics 8<sup>th</sup> Edition, Parry, G, & Kemp, S, Tactic Publications, South Perth, WA.



## GEOGRAPHY ATAR - YEAR 11

### 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

For course charges see code A1GEO and A2GEO in the [Charges & Contributions Booklet](#)

Field Activity: \$30.00

Plus textbook: WA ATAR Geography: Units 1 & 2.

## GEOGRAPHY ATAR - YEAR 12

### 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

This unit helps students understand how human activity is transforming the Earth's surface, impacting climate and biodiversity on a global scale. This course explores real-world issues like land cover change and sustainability, giving students the chance to analyse and evaluate solutions to environmental challenges. Through hands-on learning, including spatial technologies and fieldwork, students develop valuable research and problem-solving skills. By studying Geography, students gain a deeper understanding of the world and how they can contribute to a more sustainable future.

### UNIT 4 Planning Sustainable Places

Urban places are constantly evolving, and the way we design and manage them impacts their sustainability and liveability. This course explores the challenges of urbanisation and how governments, planners, and communities work together to create vibrant and sustainable cities. Through real-world case studies—including Margaret River and a global megacity—students will analyse urban challenges and develop solutions. By studying Geography, students gain valuable skills to understand and shape the cities of the future.

### RESOURCES

For course charges see code A1GEO and A2GEO in the [Charges & Contributions Booklet](#)

Field Activity: \$30.00

Plus textbook: WA ATAR Geography: Units 3 & 4

# MODERN HISTORY ATAR - YEAR 11

## 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 Ku 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 20<sup>th</sup> 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 & Examinations.

## RESOURCES

For course charges see code A1HIM and A2HIM in the [Charges & Contributions Booklet](#)

Plus textbooks and excursion costs

## MODERN HISTORY ATAR - YEAR 12

### 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 & Examinations.

### RESOURCES

For course charges see code ATHIM in the [Charges & Contributions Booklet](#). Plus textbooks and excursion costs.

# Mathematics



# Mathematics

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## MATHEMATICS ESSENTIAL GENERAL - YEAR 11 AND YEAR 12

### 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

For course charges see code GEMAE (Year11) and GTMAE (Year 12) in the [Charges & Contributions Booklet](#)

## MATHEMATICS APPLICATIONS ATAR - YEAR 11 AND YEAR 12

### 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

For course charges see code AEMAA (Year11) and ATMAA (Year 12) in the [Charges & Contributions Booklet](#)  
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 AND YEAR 12

### 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

For course charges see code AEMAA (Year11) and ATMAA (Year 12) in the [Charges & Contributions Booklet](#)  
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 AND YEAR 12

### 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

For course charges see code AEMAA (Year11) and ATMAA (Year 12) in the [Charges & Contributions Booklet](#)  
Casio Classpad 400 calculator (can be ordered through the Maths Department)

# Science



# Science

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## SCIENCE IN PRACTICE GENERAL - YEAR 11

### 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

## SCIENCE IN PRACTICE GENERAL – YEAR 12

### 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

For course charges see code GTSIP in the [Charges & Contributions Booklet](#).



# BIOLOGY ATAR - YEAR 11

## 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

For course charges see code AEBLY in the [Charges & Contributions Booklet](#)

Plus textbooks

# BIOLOGY ATAR - YEAR 12

## 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 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

For course charges see code ATBLY in the [Charges & Contributions Booklet](#)

Plus textbooks



## CHEMISTRY ATAR - YEAR 11

### 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

For course charges see code AECHE in the [Charges & Contributions Booklet](#). Plus textbooks

## CHEMISTRY ATAR - YEAR 12

### 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

For course charges see code ATCHE in the [Charges & Contributions Booklet](#). Plus textbooks.

# HUMAN BIOLOGY ATAR - YEAR 11

## 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

For course charges see code AEHBY in the [Charges & Contributions Booklet](#)

Plus textbooks

# HUMAN BIOLOGY ATAR - YEAR 12

## 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

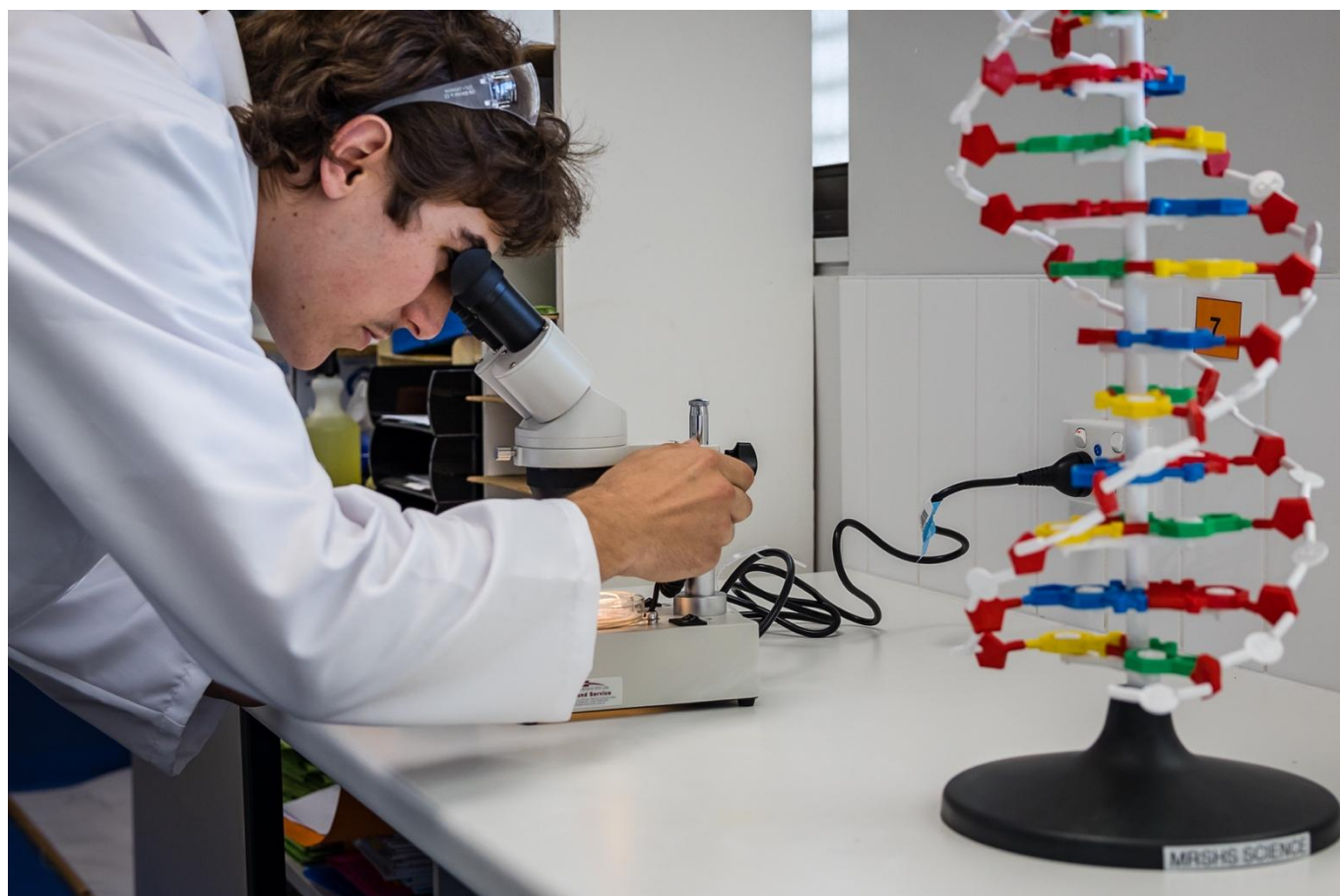
This unit explores the nervous and endocrine systems and the mechanisms that help maintain bodily functions within normal range to maintain homeostasis. Students outline the various divisions of the nervous system and various glands of the endocrine system to learn about how the human body communicates 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

For course charges see code ATHBY in the [Charges & Contributions Booklet](#)  
Plus textbooks



## PSYCHOLOGY ATAR - YEAR 11

### 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

For course charges see code AEPSY in the [Charges & Contributions Booklet](#)  
Plus textbooks

## PSYCHOLOGY ATAR - YEAR 12

### 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

For course charges see code ATPSY in the [Charges & Contributions Booklet](#)  
Plus textbooks

# PHYSICS ATAR - YEAR 11

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 Motion, Forces and Energy

Students describe, explain and predict linear motion and mechanical and thermal energy. Students develop an understanding of motion, forces, and mechanical and thermal energy, 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.

## UNIT 2 Waves, nuclear and electrical physics

Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. An understanding of waves, nuclear reactions and electricity is essential to appreciate how global energy needs are met. 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 common wave phenomena in various media. They apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. Students examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

## RESOURCES

For course charges see code AEPHY in the [Charges & Contributions Booklet](#)

Plus textbooks

# PHYSICS ATAR - YEAR 12

## 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 & Relativity

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. They examine the theory of special relativity and the consequences of general relativity.

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 circular motion, including on banked curves, and satellite motion.

### UNIT 4 Electromagnetism and Modern Physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter.

The development of quantum theory 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 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. They also investigate the production of electromagnetic waves.

## RESOURCES

For course charges see code ATPHY in the [Charges & Contributions Booklet](#)

Plus textbooks

# Health & Physical Education



# Health & Physical Education

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## OUTDOOR EDUCATION GENERAL - YEAR 11 AND YEAR 12

### 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

For course charges see code G1OED, G2OED, GTOED in the [Charges & Contributions Booklet](#)

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 AND YEAR 12

## 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.

## 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

For course charges see code A1PES, A2PES and ATPES in the [Charges & Contributions Booklet](#)  
Textbooks provided as part of course fees

# PHYSICAL EDUCATION STUDIES GENERAL - YEAR 11 AND YEAR 12

## 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

For course charges see code G1PES, G2PES and GTPES in the [Charges & Contributions Booklet](#)  
Textbooks provided as part of course fees

## SIS20122 CERTIFICATE II SPORT & RECREATION & SIS20321 CERTIFICATE II SPORT COACHING - YEAR 11 AND YEAR 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

For course charges see the [Charges & Contributions Booklet](#)

# Technologies



# Technologies

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## BUILDING & CONSTRUCTION GENERAL - YEAR 11 AND YEAR 12

### 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

This is a very practically oriented course that will develop a strong foundation in real world life skills along with a sound introduction into trades based skills and knowledge. Many students continue on to enrol in traineeship and apprenticeship programs.

Students are introduced to the considerations required in building design and planning while exploring the properties of common, natural or pre-made construction materials, their mechanical properties and use in construction. Basic plan drawing and reading is practised with application in building. The unit explores processes drawn from building projects such as a timber saw horse and a steel foldable camp barbeque. Students work with a variety of materials, but will primarily focus on the use of timbers (Carpentry) and steel (fabrication/welding) and develop a range of practical skills.

#### YEAR 11 UNIT 2

Students further explore properties of common natural and pre-made construction materials, their production, mechanical properties under direct loads (tension or compression) and use in construction. Basic plan reading is practised with application in building, as well as skills in areas of content, such as working with materials using both machinery and hand tools. The unit explores processes in contexts drawn from building projects of a more involved level of complexity, such as timber stud frame construction, and will be required to work collaboratively.

#### YEAR 12 UNITS 3&4

These units grow on the first years skills and knowledge while exploring a greater range of common construction materials (timber, metals, concrete, tiles, brickwork, block work, insulation, mortar and paint) their mechanical properties under loads, stresses and their use in construction. Students practice reading drawn/drafted information as applied to building. Documentation for small projects is developed, and may include time sheets, risk assessments, daily journals and planning procedures. The unit explores processes in contexts drawn from building, landscaping, earthwork (site preparation), with projects involving greater complexity and detail than in year 11. Projects may include the design and construction of an item of furniture with a carpentry focus, and a personal major metalwork project of the students own design and concept. The development of new skills in welding-oxy/acetylene, Mig and Arc; use of plasma cutter, sheet metal bending, forming and cutting will be incorporated into the task. To conclude, a smaller group task where a variety of all skills learnt can be incorporated into a suitable project to improve the school and its facilities.

### RESOURCES

For course charges see code G1BCN, G2BCN and GTBCN in the [Charges & Contributions Booklet](#)  
Additional cost \$40 White Card (valid for both years)

# DESIGN PHOTOGRAPHY GENERAL - YEAR 11 AND YEAR 12

## 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

For course charges see code G1DESP, G2DESP and GTDESP in the [Charges & Contributions Booklet](#)  
An 8GB thumb-drive is recommended

# ENGINEERING STUDIES GENERAL (MECHANICAL – SPECIALIST ENGINEERING FIELD)– YEAR 11 AND YEAR 12

## PREREQUISITES

Nil (Previous experience in Engineering or Design & Technology is an advantage, but not required. An interest in building, problem-solving and working with your hands is recommended).

## DESCRIPTION

Engineering Studies is a practical, hands-on course where students design, build and test real working systems. Using a structured engineering design process, students investigate problems, develop solutions and bring their ideas to life through prototyping and manufacturing.

Students work with a range of materials including timber, plastics and metals, using industry-style equipment such as 3D printers, laser cutters, CNC machines and workshop tools, to name just a few. Throughout the course, students develop an understanding of key concepts including forces, motion, energy transfer, materials and mechanical systems, applying these through real projects.

A strong focus is placed on mechanical engineering. Students design and build projects such as a ball launcher energy system and a desktop pinball machine, exploring how systems store, transfer and control energy.

Opportunities are also provided for more independent or major projects, allowing students to design and create a solution based on their own ideas and interests. Students use 3D modelling in Autodesk Fusion to design, test and refine components before manufacture.

This course prepares students for a future in an increasingly technological world by developing real-world skills in design, problem-solving and manufacturing. It builds a strong foundation for lifelong learning and supports pathways into apprenticeships, TAFE, university engineering and a wide range of technical careers.

## YEAR 11 UNIT 1 & 2

- Introduction to the engineering design process through practical projects
- Design and construction of mechanical systems
- Investigation of forces, motion and energy transfer
- Development of prototypes and working models
- Use of CAD software and workshop equipment to manufacture components
- Testing, evaluation and refinement of designs

## YEAR 12 UNIT 3 & 4

- Application of the engineering design process to more complex projects
- Design, build and evaluation of a major mechanical system
- Advanced problem-solving and project development
- Production of detailed drawings including 3D and orthographic
- Investigation of materials, constraints and system performance
- Evaluation of product performance and lifecycle considerations

## RESOURCES

For course charges see code GEST in the Charges & Contributions Booklet Personal computer capable of running CAD software and a free student account with Autodesk

# MATERIALS DESIGN AND TECHNOLOGY GENERAL WOOD - YEAR 11

## 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.

### UNIT 1

Students are introduced to the design process through a relatively, uncomplicated project e.g. Hall/Coffee table. These projects are 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 the suitability of the materials that they will be using. Students will develop materials manipulation skills, production management strategies and throughout the design brief, will realise their design ideas by producing their project.

### UNIT 2

Students manufacture a product 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 are 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 Decorative box or purpose-built container using fine furniture making skills and knowledge will be produced.

## RESOURCES

For course charges see code G1MDTW and G2MDTW in the [Charges & Contributions Booklet](#)



# MATERIALS DESIGN AND TECHNOLOGY GENERAL WOOD - YEAR 12

## 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.

## STRUCTURE OF THE SYLLABUS

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

### UNIT 3

Students will develop an understanding of the elements and fundamentals of design while also considering the human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects e.g. a James Krenov inspired cabinet, with specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn and develop manufacturing production skills and techniques appropriate to the wood context, gaining practice in the planning and managing processes throughout the production of design project. They learn about risk management and ongoing evaluation processes.

### UNIT 4

Students learn about the skills required 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 e.g. the use of wine barrel components, considering 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

For course charges see code GTMDTW in the [Charges & Contributions Booklet](#)

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

## BSB30120 CERTIFICATE III BUSINESS - 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 Business is a two-year course completed over Year 11 and 12, designed for students interested in business administration and office-based roles. The course covers 13 units, providing practical skills in workplace communication, customers service, document creation, business technology, and workplace health and safety.

This qualification is ideal for students looking to develop essential business skills that are highly valued in a range of industries. It can lead to entry-level administrative roles or further studies in business and management.

If you're interested in working in an office environment, gaining practical business skills, or pursuing a career in administration, this course could be a good fit for you.

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

For course charges see Certificate III in Business in the [Charges & Contributions Booklet](#)

## MEM20422 CERTIFICATE II ENGINEERING PATHWAYS (METAL FABRICATION AND MANUFACTURING) - YEAR 11/12

Delivered under auspice with a Registered Training Organisation (RTO).

This qualification is nationally recognised within the Australian Qualifications Framework (AQF). A Statement of Results is issued for any Units of Competency successfully completed.

### PREREQUISITE

There is no prerequisite for this course; however, previous Design & Technology or Engineering experience is an advantage. This is a highly practical, workshop-based subject suited to students who enjoy hands-on work.

### DESCRIPTION

Certificate II in Engineering Pathways is a practical, skills-based course focused on developing the metal fabrication and manufacturing skills used in real industry environments. It is ideal for students interested in trades, apprenticeships, or hands-on careers in engineering and manufacturing.

Students will gain experience using a wide range of tools, machines and processes commonly used in the industry. This includes hand tools, power tools, workshop machinery, and welding processes such as MIG and ARC. A strong emphasis is placed on safe work practices, accuracy, and developing confidence working in a workshop setting.

The course is made up of 12 Units of Competency, with students required to demonstrate their skills to an industry standard. Throughout the course, students will complete a range of practical projects to build and showcase their abilities, before applying their skills to a project of their own design.

This is a two-year course, and students are strongly encouraged to enrol in Year 11 and continue into Year 12 to achieve the full qualification.

This nationally recognised qualification provides a strong pathway into apprenticeships, traineeships, and further training within the metals and fabrication industry.

### CAREER OPPORTUNITIES

Certificate II in Engineering Pathways supports entry into a wide range of industries, including:

- Manufacturing
- Engineering and fabrication trades
- Mechanical and maintenance trades
- Mining and resources
- Rail and transport
- Marine and defence industries
- Electrical and electronic trades (pathway entry)
- Plant and machinery maintenance

### RESOURCES

For course charges see the [Charges & Contributions Booklet](#)

# ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES - 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

For course charges see the [Charges & Contributions Booklet](#)

## AHA20122 CERTIFICATE II AGRICULTURE - 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





## FOOD SCIENCE AND TECHNOLOGY GENERAL - YEAR 11

### 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

For course charges see code GEFST in the [Charges & Contributions Booklet](#)

# FOOD SCIENCE AND TECHNOLOGY GENERAL - YEAR 12

## 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

For course charges see code GTFST in the [Charges & Contributions Booklet](#)





## **MATERIALS DESIGN AND TECHNOLOGY TEXTILES GENERAL - YEAR 11**

### **PREREQUISITES**

No prerequisites necessary although studying lower school textiles courses will be an advantage.

### **DESCRIPTION**

The Materials Design and Technology Textiles – General 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 year long 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).

### **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)

### **RESOURCES**

For course charges see code GEMDTT in the [Charges & Contributions Booklet](#)

# MATERIALS DESIGN AND TECHNOLOGY TEXTILES GENERAL - YEAR 12

## PREREQUISITES

No prerequisites necessary although sewing units completed in either Year 9, 10, or Year 11 MDT Textiles will be an advantage. An interest in design and working with textiles is desirable.

## DESCRIPTION

The General Materials Design and Technology Textiles course is a practical design course which will cater for students interested in apparel, furnishings, costume, fashion and textile arts. The course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

Working with textiles, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with textiles, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. The ability to use practical skills to create items can be beneficial for mental health and can allow those on a large study load a creative outlet.

## SYLLABUS

This year long course consists of UNIT 3 and UNIT 4 which will be delivered concurrently. The notional time for the pair of units is 110 class contact hours.

The Year 12 Materials Design and Technology Textiles course extends from the Year 11 course is composed of both theoretical and practical aspects. Students will develop creative thinking strategies to design and then produce a collection of quality textile garments, accessories and/or art. They will develop skills and techniques to effectively communicate creative ideas, including artistic and technical drawings.

Students learn about the classification, nature and performance of a variety of textile materials and make appropriate materials selections for their client's design needs. Students learn about manufacturing and production skills and techniques, including embellishment techniques and the use of specialised sewing equipment. They 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 in the Textiles context.

## CAREER POSSIBILITIES

The Materials Design and Technology General course connects to the world of work, further vocational education and training within the textiles, clothing, manufacturing and design environments.

## RESOURCES

For course charges see code GTMDTT in the [Charges & Contributions Booklet](#)

# The Arts



# The Arts - Visual & Performing

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## DANCE GENERAL - YEAR 11

### PREREQUISITE

Nil

### DESCRIPTION

Dance General offers students an exciting and creative learning program for students completing any Upper School pathway. Whether you've danced for years or are just starting out, this course helps you build confidence, express yourself through movement and work as part of a team. You'll learn safe dance practices to take care of your body and explore how to create your own choreography with meaning. Performing for an audience gives you the chance to develop stage presence and learn about the behind-the-scenes aspects of production and design. It's a hands-on course that encourages creativity, self-expression, and personal growth

#### Unit 1 – Exploring the components of dance

In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

#### Unit 2 – Dance as entertainment

In this unit, students explore the entertainment potential of dance and choreography.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned

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

- Creativity: This course nurtures students' creativity by allowing them to 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 will work to improve strength, flexibility, coordination, and endurance. These physical skills can benefit students in other physical activities and enhance their overall well-being.
- Collaboration and Teamwork: Students will have many opportunities to work with others in this course, teaching them how to communicate effectively and synchronise movements. These teamwork skills are valuable in group projects, professional environments, and social interactions.
- Resilience and adaptability: Students will adapt to different styles, music genres, or choreographic changes, teaching students 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

Dance skills are transferable to other 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

For course charges see code G1DAN and G2DAN in the [Charges & Contributions Booklet](#)

# DANCE GENERAL - YEAR 12

## PREREQUISITE

Nil

## DESCRIPTION

Through the course, students learn to use the body as a medium for artistic expression. They explore safe dance practices to enhance their well-being and prolong their dance involvement. Continuous immersion in various creative processes assists students in choreographing dance with intent. Performing dance to an audience enables students to understand and undertake various production and design concepts, skills and roles. This course accommodates both experienced dancers and those that are at the beginning of their dance journey.

### Unit 3 – Popular Culture

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

### Unit 4 – Australian Dance

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

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

- **Creativity:** This course nurtures students' creativity by allowing them to 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 will work to improve strength, flexibility, coordination, and endurance. These physical skills can benefit students in other physical activities and enhance their overall well-being.
- **Collaboration and Teamwork:** Students will have many opportunities to work with others in this course, teaching them how to communicate effectively and synchronise movements. These teamwork skills are valuable in group projects, professional environments, and social interactions.
- **Resilience and adaptability:** Students will adapt to different styles, music genres, or choreographic changes, teaching students 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

Dance skills are transferable to other 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

For course charges see code GTDAN in the [Charges & Contributions Booklet](#)

## DRAMA ATAR - YEAR 11

### PREREQUISITE

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

### 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

For course charges see code A1DRA, A2DRA in the [Charges & Contributions Booklet](#)  
Plus textbooks and excursion/incursion costs.

## DRAMA ATAR - YEAR 12

### 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**

For course charges see code ATDRA in the [Charges & Contributions Booklet](#)  
Plus textbooks and excursion/incursion costs.

## **DRAMA GENERAL - YEAR 11**

### **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 place 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**

For course charges see code G1DRA and G2DRA in the [Charges & Contributions Booklet](#)  
Plus textbooks and excursion/incursion costs.

# DRAMA GENERAL - YEAR 12

## 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

For course charges see code GTDRA in the [Charges & Contributions Booklet](#)  
Plus textbooks and excursion/incursion costs.

# MUSIC ATAR - YEAR 11

## RECOMMENDED BACKGROUND

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

For course charges see code A1MUSC and A2MUSC in the [Charges & Contributions Booklet](#)  
Plus textbooks, own instrument and additional sheet music.



## MUSIC ATAR - YEAR 12

### 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

For course charges see code ATMUSC in the [Charges & Contributions Booklet](#)  
Plus textbooks, own instrument and additional sheet music.

# MUSIC GENERAL - YEAR 11

## RECOMMENDED BACKGROUND

Successful Completion of Year 10 Music and/or Classroom teacher/Head of Learning Area recommendation.

## DESCRIPTION

Music GENERAL may be selected by Music students who wish to continue studying Music in Upper School without completing ATAR examinations in this subject. This course will encourage students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a contemporary context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. Students will be encouraged to explore a range of contexts from Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Music and Music Technology.

The practical component consists of three different options. Students can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project.

IN 2027 the MRSHS Music GENERAL course will be taught concurrently with the Year 11 Music ATAR course. Both courses provide 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 and UNIT 2: Selected 'framework' is Contemporary Music

In these units, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in a contemporary context. They develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

## 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

For course charges see code G1MUS and G2MUS in the Charges & Contributions Booklet  
Plus textbooks, own instrument and additional sheet music.

# SIT30522 CERTIFICATE III EVENTS – 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

For course charges see the [Charges & Contributions Booklet](#)

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 - 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:

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

For course charges see the [Charges & Contributions Booklet](#)

# Careers & Enterprise



# Careers

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## CAREERS AND EMPLOYABILITY GENERAL - YEAR 11 AND YEAR 12

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 Employability program, a must for all students undertaking fewer than 4 ATAR courses. Immerse yourself in a learning journey that goes beyond the classroom. Our program incorporates 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 development concepts.
- Delve into captivating investigations of career and employment 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 entering and 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:

1. Master the art of learning to learn effectively.

2. Hone essential work skills that set you apart from the crowd.
3. Cultivate entrepreneurial behaviours that drive innovation and success.
4. Navigate the intricacies of career development and management.
5. Gain a comprehensive understanding of the nature of work.
6. 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 Employability Program. Unleash your potential and stay one step ahead in today's dynamic world.

#### RESOURCES

For course charges see the [Charges & Contributions Booklet](#)

## BUSINESS MANAGEMENT AND ENTERPRISE

### YEAR 11 AND YEAR 12

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

Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions.

The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

#### RESOURCES

For course charges see the [Charges & Contributions Booklet](#)

## VOCATIONAL EDUCATION AND TRAINING (VET)

### 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.

<b>Business</b> BSB30120 Certificate III Business (See page 53)	UD041
<b>Engineering</b> MEM20422 Certificate II Engineering Pathways (See page 54)	UD016
<b>Agriculture</b> AHC20122 Certificate II Agriculture (See page 56)	UD061
<b>Sport &amp; Recreation</b> SIS20122 Certificate II Sports Coaching Yr 11 (See page 46) SIS20321 Certificate II Sports & Recreation 11 (See page 46)	UD092 UD091
<b>Visual Art</b> CUA20720 Certificate II Visual Arts & Contemporary Craft (See page 74)	UD021
<b>Performing Arts</b> SIT30522 Certificate III Events Management (See page 73)	UD012

**Cost:** 50% deposit is required by 5 Dec 2026 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 27 Feb 2027.
- If a student is withdrawn after 27 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 auspicating RTO, may be applied.
- Any withdrawal after last day of term one (9 April 2027) will incur the full course fee.

### **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 OFF SITE AT MARGARET RIVER, BUSSELTON OR BUNBURY SOUTH REGIONAL TAFE

Available to a limited number of students each year and you are competing with students from the whole Southwest region. Students will receive EOI form and full 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 (TBA)
- Cert II Conservation and Ecosystem Management
- Cert IV Preparation for & Nursing
- Cert II Retail Cosmetics
- Cert II Salon Assistant
- Cert II Retail Services
- Cert III Accounts Administration
- Cert II Financial Services
- Cert II Civil Construction

## **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	<b>CERT II Automotive</b> LIGHT	4 Terms in Year 11
PRE APP	<b>CERT II Automotive</b> HEAVY	
PRE APP	<b>CERT II Building and Construction</b> BRICK AND BLOCK	3 Terms
PRE APP	<b>CERT II Building and Construction</b> CARPENTRY	3 Terms
PRE APP	<b>CERT II Building and Construction</b> PAINT AND DECORATING	3 Terms
Career Start	<b>CERT II Electrotechnology, (Margaret River Campus) Y</b>	TBA
PRE APP	<b>CERT II Kitchen Operations</b> COMMERCIAL/PATISSERIE	3 Terms

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

### 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)

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                 | • Tourism                        |
| • Automotive                  | • Engineering                    |
| • Construction                | • Animal Studies                 |
| • Retail                      | • Kitchen Operations             |
| • Business and Administration | • Conservation & Land Management |
| • Financial Services          | • Salon Assistant                |

### 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**

## 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

For course charges see the [Charges & Contributions Booklet](#)

# UniReady



# UniReady

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## Pre-Requisite:

Students wishing to enrol in UniReady are recommended to have achieved a B grade in English and at least a C grade in all other MESH subjects.

Students wishing to complete UniReady in senior school must complete an application process.

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](http://curtin.edu.au/uniready).

Please note: students completing Uniready here at Margaret River SHS 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.

*\*From 2027, SCSA requires students to complete at least one Year 12 ATAR course in addition to any university enabling program.*

## Units delivered at Margaret River SHS

Fundamentals of Academic Writing

Foundations of Communication

Introduction to Humanities

Introduction to Commerce



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