



St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

**Year 11 and Year 12
Course Selection Handbook**

2024 - 2025



Contents

Introduction

Secondary Graduation	2
The WACE	4
Courses at St Mary MacKillop College	8
Selecting Courses for Senior School	9
University Entrance	10
Planning a Course	11
2024/2025 Course Offerings and Prerequisites	12
Selecting a Predesigned Vocational Pathway	14
Selecting a University Pathway	15
Selecting Further Study and Careers Pathway	16
Questions & Help	17

General & ATAR Courses of Study

Unit Descriptions

THE ARTS

Dance	20
Drama	21
Media Production & Analysis	22
Visual Arts	23

ENGLISH 25

Literature	26
------------	----

HUMANITIES & SOCIAL SCIENCES 27

Business Management & Enterprise	27
Geography	28
Accounting & Finance	29
History – Modern	30
Economics	31
Politics	32

LOTE 33

MATHEMATICS 34

RELIGIOUS EDUCATION 36

SCIENCE 37

General Human Biology	37
Psychology	37
ATAR Human Biology	38
Biology	39
Chemistry	40
Physics	41

PHYSICAL EDUCATION 42

TECHNOLOGY & ENTERPRISE 43

Materials Design & Technology - Wood	43
Design - Photography	43



UNIVERSITY PREPARATION 44

Certificate Courses of Study

Unit Descriptions

THE ARTS 46

Dance	46
Performance & Production	46
Music	47

TECHNOLOGIES 48

Hospitality	48
Community Services & Health Support Service	48
Manufacturing Industry Pathway (MIS)	49
Construction	49
Engineering	49
Furnishing	50

PHYSICAL EDUCATION 52

Outdoor Recreation	52
--------------------	----

VET (external) with Busselton TAFE

Unit Descriptions

Business	54
Information Technology	54
Education Support	54
Tourism	55
Horticulture	55
Preparation for Health & Nursing Studies	55

Introduction

Mapping out appropriate study directions after Year 10 is an important task for you and your parents.

You will be studying the six courses you choose in Senior School for the entire two years, and each of these will require dedicated effort in order to succeed. This book is designed to help you and your parents to decide which five courses, together with *Religion and Life*, will best suit your abilities, interests and aspirations.

It is important to seek advice before arriving at this decision. Discussions with your parents are vital, as your parents' support will be needed in helping you to make choices regarding your post-school destinations. The College assists further by organising careers classes and guidance.

This handbook is for parents, too

This book has been primarily addressed to students, but also written for parents.

We hope that you will read through the material together so that the suitable and appropriate decisions may be made as a family group.

What are my options after Year 10?

Full-time schooling or training is the intended and desirable pathway for all students, but it is acknowledged that this may not be appropriate or viable in all cases. A range of full-time options or combinations of options are provided which meet the current legislated requirements for students under the age of 18.

APPROVED OPTIONS

These are the options that students are able to access:

1. full-time in school
2. full-time home-based schooling
3. full-time enrolment in a training institution, eg TAFE or a private Registered Training Organisation (RTO)
4. an apprenticeship or traineeship
5. a gazetted course provided by a community-based provider
6. a combination program involving part-time school/training and/or part-time work
7. full-time employment

More detail is available at the following web address or from the College.

<http://www.det.wa.edu.au/participation>

Continuing study to Year 12 Graduation...

...provides a **broader** general education

...enables a person to develop **maturity** and knowledge of themselves before making a career choice

...leads to a wider range of more interesting and challenging career **prospects**

...is strongly preferred by **employers**

...is necessary or highly desirable for entry to **TAFE** courses

...is a compulsory requirement for **university** entrance

Your options for Year 11

Students commencing Year 11 are beginning a journey that will take them beyond school to work or to one of a range of post school tertiary destinations. The courses that students choose during Years 11 and 12 will help direct them toward one of these destinations, but more importantly, their commitment to these courses will be important in determining their success.

This booklet will provide information that should assist in the course selection process. There are also a number of other sources of information and people who can assist.

Students entering Year 11 in 2024 will be studying a range of courses which will enable them to enter all post-secondary destinations including university and TAFE studies.

Broadly, there are four options for Year 11 and 12 studies:

- **General courses;**
- **Vocational Education and Training (VET) Certificates;**
- **ATAR (Australian Tertiary Admission Rank) courses;** and
- **Endorsed programs**

It is also possible to 'mix and match' these options to provide the best platform to meet the requirements to achieve the Western Australian Certificate of Education (WACE) and prepare yourself for life beyond school.

Australian Tertiary Admission Rank (ATAR) Courses

These courses are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the School's Curriculum and Standards Authority (SCSA).

Each course has four units:

- Units 1 and 2 (Year 11 units), and
- Units 3 and 4 (Year 12 units)
Units 3 and 4 must be studied as a pair, as the ATAR examination covers both units.

If you intend to enrol in university study after school, you should study at least four ATAR courses at Year 12 in order to be eligible for an Australian Tertiary Admission Rank. The rank is used by universities around Australia as a selection device.

More information about the ATAR is available from the Tertiary Admissions Institutions Centre (TISC).
Website: www.tisc.edu.au

General and VET Certificate Courses

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally. VET Certificate students will sit an Externally Set Task (administered by the RTO) in Year 11 and 12.

It may be possible to enter some university undergraduate courses using General courses (or some mixture of General and ATAR courses) - you should discuss this with the university enrolment advisors. General courses also include:

- **Vocational Education and Training (VET) Certificate Courses** are recognised nationally across Australia, providing the opportunity to gain core skills for work and in some cases complete training in the industry through workplace learning. Undertaking a VET qualification means you can begin training for your career while still at school.
- **VET industry specific courses.** The industry specific courses use a training package in which competency electives may be prescribed, as well as workplace learning.
- **Foundation courses** (non-WACE) for students unable to demonstrate the minimum standards for literacy and/or numeracy, who are unlikely to do so by the end of Year 12;
- **Preliminary courses** (non-WACE) for students identified as having a learning difficulty and/or intellectual disability. They provide an option for students who cannot access the ATAR or General course content; are unable to progress directly to training from school, or who require modified and/or independent education plans.

Endorsed Programs

Endorsed programs address areas of learning that are not covered by other courses.

Examples include:

- Christian Service Learning
- Workplace Learning
- Cadetships (e.g. Air Force cadets)
- Performance in school productions, and
- Independently administered examinations in music, speech and drama.

These programs are delivered in a variety of settings by schools, community organisations, universities and training organisations, and can be used to separate candidates for application to university, further training or employment.



Western Australian Certificate of Education (WACE)

What is the WACE?

WACE stands for the Western Australian Certificate of Education. Achieving the WACE acknowledges that at the end of compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth. The **Schools Curriculum and Standards Authority, WA (SCSA)** determines the requirement of students and schools in WA.

What you need to do to achieve your WACE?

In order to achieve a WACE, you will need to follow or complete either an ATAR Pathway or General Pathway course. VET and endorsed programs can contribute up to 8 of the 20 unit requirements described in the summary table that follows:

	ATAR PATHWAY	GENERAL PATHWAY
Courses Studied	Mostly ATAR Courses A minimum of 4 ATAR courses must be completed. Other courses may be studied to give a total of 6 selections. All ATAR courses have external exams. 	Mostly General and Certificate Courses <i>(includes a mix of General, ATAR and Certificate courses)</i> All ATAR courses have external exams. There are no external exams for General courses. 
Destination	Students receive an ATAR allowing further studies at university.	Direct entry to workplace or further training or studies at TAFE. Students do not receive an ATAR but some universities may allow limited entry to nominated courses.
Graduation Requirement	Attain an ATAR Complete at least 20 units. Each course comprises of 2 units per year. (Students at MacKillop typically complete 24 units) Attain 14 'C' grades (minimum) (6 of these must be achieved in Year 12) Demonstrate Literacy & Numeracy* through either the NAPLAN or OLNA testing (see below). Study English in both Years 11 and 12. Study List A & B courses: Study at least one course from each of the Humanities (List A) and Quantitative Sciences (List B) - see over	Complete at least 20 units. Each course comprises of 2 units per year. (Students at MacKillop typically complete 24 units). Attain 14 'C' grades (minimum) (6 of these must be achieved in Year 12) Demonstrate Literacy & Numeracy* through either the NAPLAN or OLNA testing (see below). Study English in both Years 11 and 12. Study List A & B courses: Study at least one course from each of the Humanities (List A) and Quantitative Sciences (List B) - see over
	*Demonstrating Literacy and Numeracy Students can demonstrate achievement of the minimum literacy and numeracy requirements in one of two ways: Achieve a Band 8 or higher in Year 9 NAPLAN Reading, Writing and Numeracy tests, OR Through the Online Literacy Numeracy Assessment (OLNA). Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard.	



Courses at St Mary MacKillop College that satisfy List A and List B requirements

(Certificate Courses cannot be counted as List A or List B.)

List A (arts/languages/social science)		List B (mathematics/science/technology)	
BME	Business Management Enterprise	ACF	Accounting and Finance
DAN	Dance	BIO	Biology
DRA	Drama	CHE	Chemistry
ECO	Economics	DES	Design (Photography)
ENG	English	HBV	Human Biology
GEO	Geography	MDTW	Materials Design and Technology Wood
HIM	History – Modern	MAE	Mathematics Essential
ISL	Italian Second Language	MAA	Mathematics Applications
LIT	Literature	MAM	Mathematics Methods
MPA	Media Production and Analysis	MAS	Mathematics Specialist
PAL	Politics and Law	PES	Physical Education
REL	Religion and Life	PHY	Physics
VAR	Visual Art	PSY	Psychology

Year 11 & 12 assessment and marks

Each ATAR and General course has an assessment outline that specifies the types of assessments that can be applied in that course (e.g. classroom tests, in-class work, assignments, practical work and examinations). The marks you earn on these assessments determine the grade received for each unit pair completed. You will receive an A, B, C, D or E grade for each unit pair, except for preliminary units, which are not graded.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course you complete (except Preliminary courses). If you intend to study at a university after Year 12, you should be aware that marks around 60 (i.e. a mid C grade) represent the minimum entry standard. Higher marks are required to access more competitive university courses.

What if I need to change my enrolment?

The St Mary MacKillop College Assessment Policy (Years 11 & 12) found in your planner - in conjunction with SCSA Policy - covers the conditions under which a you may make changes to your program during the course of Year 11 or Year 12. Although changes are possible, transferring students must complete the education and assessment program of the unit they are transferring into. This could require significant extra work outside the classroom, and the completion of additional assessment tasks.

Your choices after Year 12

A small number of Year 10 students will have a good idea about the career path they wish to follow. These students should consult with school Careers Counsellors to determine the institution/s you can attend after Year 12, and the academic background required to access those institutions.

The majority of students, however, will not have made up their mind about a career path. If this applies to you, you should select courses in Year 11 and 12 that enable you to keep your options open.

All students have had the opportunity of completing twelve Career lessons over Years 9 & 10. They could revisit their *My Future* or *Careers Department* profiles to investigate further:-

<https://www.myfuture.edu.au> (Australia wide) OR <http://TheCareersDepartment.com>

To discover how to identify possible career goals students can visit the Careers CAVE on the College website

<http://stmarymackillopcollegecareers.com.au> OR <https://www.jobsandskills.wa.gov.au>

All students should be aware that some university studies specify preferred courses or prerequisites, and that some TAFE and other Registered Training Organisation courses are highly competitive, so completing certain courses in Year 11 and 12 can be an advantage.

What are my options after Year 12?

Students leaving school after Year 12 typically pursue one of three broad options: direct employment, university entry or registered training. Obviously, your options are influenced by the courses you have completed at school, and the results you have attained.

Employment after leaving school

Approximately 20 per cent of students seek employment immediately after Year 12. Entering the workforce is competitive, and employers may require evidence of successful completion of school courses. In addition, workplace experience is well-regarded, so you should consider some form of vocational education and work placement, including part-time employment.

University entry

About 40 per cent of Year 12 school leavers enter university direct from school. Universities offer a wide range of courses, some of which can only be studied at a university. Courses generally range in length between three and six years, with fees between \$7,000 and \$12,000 per annum. Salaries for university graduates are typically higher than for other options, but employment rates can vary depending on industry needs and economic circumstances at the time.

As mentioned above, if you intend to enrol in university study directly from school, you should study at least four ATAR courses in order to be eligible for an Australian Tertiary Admission Rank (ATAR), used by universities around Australia as a selection device.

A FAST GUIDE TO COURSE CHOICES

For TAFE entry:

- Select an English course;
- Select other courses to maximise your grades;
- Enrol in Workplace Learning and a VET in Schools program; and
- Complete a full VET Certificate II course.

Not sure? If you have no idea of your preferred career or post-Year 12 program, consider enrolling in Religion and Life, English, Mathematics and Science courses, as well as a VET course. This course of study keeps most of your options open.

For university entry, consider:

- Your career interest and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for your intended university course;
- Select English or Literature;
- Select four or five ATAR courses, bearing in mind unacceptable pairings; and
- Refer to past ATAR entry cut-offs to determine the required achievement standard.

TAFE and Registered Training Organisations

TAFE Colleges and other RTOs account for a further 40 per cent of school leavers. They offer a wide range of courses, typically of shorter duration than university courses. Certificate II courses can normally be completed in one year; Certificate III and Diploma courses over two years. Fees are payable, depending on the level of the qualification and its resources requirements. Employment rates for graduates vary depending on industry needs and economic circumstances at the time.

The criteria used to determine entry into TAFE are very different from those used for university entrance. The selection criteria are currently based on three main categories that add to a total of 100 points:

- 1. Qualification pathway** (up to 29 points) Points are awarded for complete or partially completed qualifications. More points are offered for completed qualifications, and for qualifications completed in the same area of study as that you are applying for.
- 2. Work experience / employment** (up to 29 points) You are allocated points for your employment or workplace experience. This may be for paid or unpaid work, or work experience / workplace learning. Documentary evidence is required.
- 3. Secondary education / skill development** (up to 42 points) This includes secondary education (current or past), or a portfolio demonstrating skill development. The portfolio may contain qualifications or tests that you completed in the past.

You can use the Training Admission skills calculator (<http://fulltimecourses.tafe.wa.edu.au>) to work out if you will satisfy entry requirements at the end of your Year 12 course.

Prerequisites: Higher level TAFE qualifications usually have prerequisite qualifications. For example, to undertake a Certificate III Sport & Recreation, an applicant would need to have completed a Certificate II in Sport & Recreation.

To maximise your entry prospects for TAFE studies, you should:

- check the selection criteria that applies to the course you wish to enter;
- ensure that the courses you choose at Year 11 and Year 12 satisfy the entry requirements for your proposed training course;
- undertake VET studies at school, particularly those which lead to a completed credential;
- undertake workplace learning;
- keep records of any part-time work undertaken; and
- get the best grades you can in school studies;
- keep records of your voluntary Christian Service Learning hours.

What about all three?

TAFE courses tend to be very flexible in terms of study structures, often enabling you to study part-time and work part-time.

In recent years, it has become easier to transfer between TAFE courses and some university courses. In general terms, transfers are possible after completion of Diploma level TAFE courses.

Further information about training can be found at <http://www.dtwd.wa.gov.au/training#choosing-a-training-course>

and

<http://fulltimecourses.tafe.wa.edu.au>



Course choices at St Mary MacKillop College

The College offers a wide range of courses. All courses offered to Year 11 and 12 students at the College are accredited or endorsed by the Schools Curriculum & Standards Authority. The Western Australian Certificate of Education (WACE) requires students to successfully complete 20 units. These units are usually completed in pairs so that students complete a minimum of 10 pairs of units, or 5 pairs of units in each year.

Achieving graduation from St Mary MacKillop College

- A pass in the Religion and Life Course (ATAR or General)
- Full completion and submission of ALL Course requirements - to an acceptable standard
- Full completion of Christian Service Learning Service Hours (Years 10-12)
- Maintain a high standard of attendance and
- Maintain the College's high standard of uniform/grooming.

Failure to meet the above criteria may render a student unable to achieve Graduation from the College.

Religion and Life is a compulsory course within all Catholic schools. Many of our students have used their Religion and Life mark as one of the four courses contributing to their Australian Tertiary Admissions Rank (ATAR).

Making realistic choices

One of the important considerations in choosing your courses for Year 11 and Year 12 is maximising your chance of entry to universities, TAFE or employment. It is, therefore, important for students to carefully consider their learning background and capacity to undertake their chosen units. Year 11 and 12 units vary considerably in content and skills, their level of complexity and the learning styles they suit.

In summary, students will study:

English or Literature

Religion and Life

Four other courses (List A and List B)

It is important that course selection reflects your aspirations for possible future careers. However, it is essential that choices are realistic, and in keeping with your academic ability and interest.

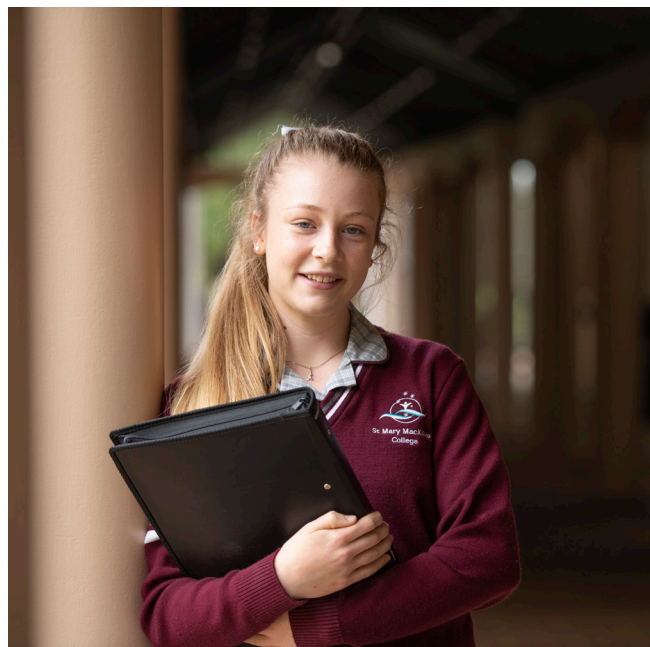
Satisfying course prerequisites

St Mary MacKillop College specifies minimum standards of achievement at Year 10 level for entry into Year 11 and 12 Courses. Teachers are aware from past student performance that the best indicator of future success in a course is past achievement in a related course (ie. one which develops relevant concepts and skills). Students must achieve the minimum standard (or prerequisite) for a course (see pages 16-17) in order to be considered for automatic enrolment.

If students do not meet the prerequisites by the end of Semester 1, the course counselling team may review their overall performance in order to determine if their results are a true reflection of their abilities. If they judge that the student is more capable than the results indicate, then they may recommend the student for certain courses. Unless students have either met the prerequisites or have been recommended for a course, they will not be able to select the course for next year.

Each student will, however, be given the opportunity to resubmit selections if they achieve course pre-requisites by the end of Semester 2. Of course, classes would have already be formed at this stage and there would have to be vacancies for enrolment to occur.

Parents and students are advised that available resources limit the number of classes timetabled, and that places will be allocated on the basis of students who have already met prerequisites. In such a case some students may not be able to undertake a course, even if special approval is given.



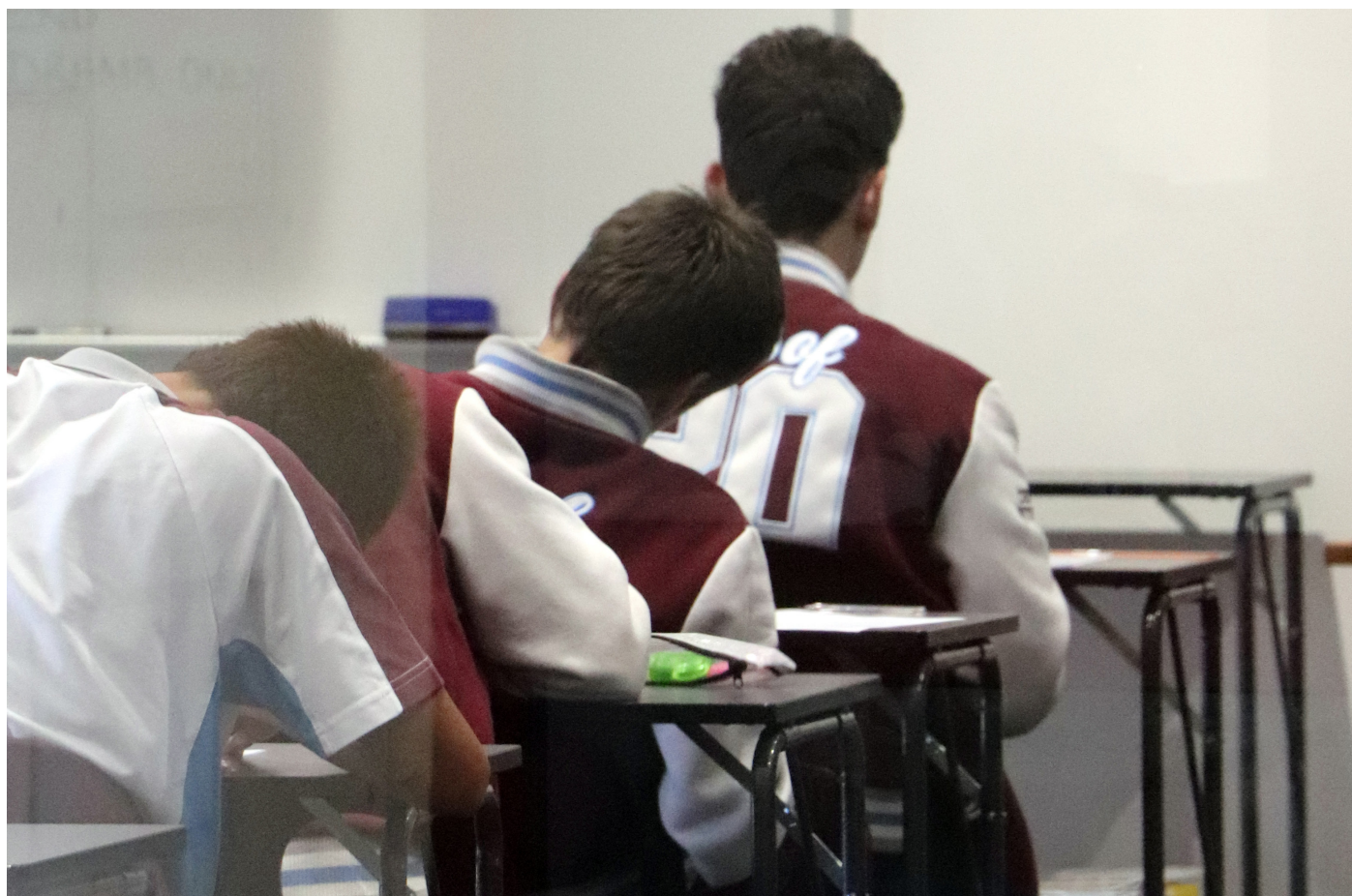
Selecting courses for Senior School study

Before selecting courses for study in Year 11 or Year 12, students must note the following:

1. **Some university courses require students to have completed prerequisite high school courses**, whilst other courses may be strongly recommended. Students should be aware of these requirements before making their choice for studies in Year 11. Visit individual university website, or the TISC website for the entry requirements of the courses you are interested in.
2. Students intending to study at a TAFE should be aware of the pathways they intend to follow and be guided by the choice of courses available. (Information is available from the Careers Adviser, TAFE counsellors or the Career Skills Information Centre.)
3. Students who contemplate staying until the end of Year 12 should have a clear idea of the courses they intend to take over the two-year period. In most learning areas e.g. Mathematics, Physics, Chemistry etc., it would not be recommended for students to study the Year 12 course without having studied the Year 11 course.
4. In developing the school timetable, the courses offered and the number of classes in a particular course are dependent upon the number of staff and rooms available at any one time, and student selections. **NOTE:** In any one year, not all of the courses described in this handbook may run. Some courses that are offered may not attract enough students to allow them to run in 2024. Students who do choose these courses will be counselled to assist them in selecting another course.
5. Students need to consider that they may not be permitted to study a course in Year 12 if their Year 11 achievement in that course was not satisfactory. Any student receiving an "E" grade in a course at the end of Year 11 will not be allowed to study the course in Year 12.
6. Students should note that all ATAR course units will require that students sit external (WACE) examinations in order to attain graduation (not just for tertiary entrance).

Note:

If students make inappropriate choices and then request to change courses, difficulties may arise as classes may be full or there may be no other suitable option available. It is important, therefore, that students and parents give the most serious consideration to the recommendations made by teachers regarding the most appropriate courses that students should study in Years 11 and 12.



Getting into university

In order to qualify for admission to a public university in 2026 (Year 12 in 2025) a student must fulfil the following criteria:

1. **Meet the WACE Secondary Graduation** requirements prescribed by the School Curriculum & Standards Authority (SCSA) - see page 4.
2. **Competence in English:** This is different to the WACE Language Competence standard. The normal requirement is for applicants to achieve a final scaled mark of at least 50% in the English Literature or English WACE exam.
3. **Preferred or pre-requisite subjects:** Universities may require students to study particular Year 12 courses and achieve a scaled score of 50. For example, Engineering has certain mathematics and science subject requirements. To find out more about these courses, consult the University handbooks or the TISC website.
4. **Obtain a sufficiently high Australian Tertiary Admissions Rank (ATAR)** for entry to a particular university course. This is usually the most difficult entrance requirement to meet. It is simply a tool used to rank students for the purpose of entrance to courses at public universities.

Please see Page 11 for details of entry to the University of Notre Dame Western Australia.

Unacceptable subject combinations in Year 12

The school curriculum counsellors will advise students and parents of any combinations selected that are unacceptable.

WACE courses studied on a private basis

Students wishing to sit WACE courses on a private basis must enrol with the Schools Curriculum & Standards Authority. Subject mark(s) for subjects undertaken on a private basis will be based on the WACE mark only (out of 100) and, may be used in the TEA for calculation of your ATAR (see below*).

WACE courses taken on a private basis may not be used to meet the WACE requirements.

A common example is the study of a foreign language that is not offered at a school the student attends.

Calculating the Australian Tertiary Admission Rank (ATAR)

Calculation of an ATAR allows for comparison of requirements for tertiary entrance between WA and other states in Australia.

The ATAR ranks students doing different courses on a scale of 0 to 100. Moderation, standardisation and scaling procedures in the subjects completed by students allow this ranking to be determined. The sole use of the ATAR is to allocate entry to limited places in courses at universities. Generally, students with a higher ATAR will gain admission to university ahead of those with a lower ATAR. An ATAR of 75.00 would indicate that a student has an overall rating equal to or better than 75% of the Year 12 school leaving age population in WA.

*An ATAR will be calculated using the Tertiary Entrance Aggregate (TEA). **The TEA is the total of the best four (4) Course of Study results.** The maximum ATAR is likely to be 99.95.

For courses which contribute to the TEA, the results are the 50:50 composite of the WACE results and school assessments. **All marks/assessments are scaled/moderated before they are used for university admission purposes.**

The Tertiary Entrance Aggregate, once determined, is then used to calculate an ATAR.

Planning a Course of Study

A Course of Study that a student completes is made up of the courses that they are enrolled in.

At St Mary MacKillop College students are required to enrol in six courses: Religion and Life plus five that they choose.

A number of factors should be taken into consideration when planning a course. These include the student's ability, interest and aspirations. If these correlate well, then it should be possible for the student to arrange a course that is both appropriate and interesting.

In choosing, select courses from a broad range rather than specialising too narrowly.

Course selection for Year 11

Experience indicates that those students who are successful in Years 11 and 12 have usually demonstrated their ability in Years 7-10. The College has developed a recommended prerequisite system to assist students in selecting courses in accordance with their ability.

The recommended prerequisites for each Year 11 Course can be found on pages 16-17, as well as above each unit description in a later section of this book.

Students opting for the more difficult courses will have to continue achieving high grades throughout Year 10 if they wish to remain enrolled in those courses for Year 11.

It is proposed that the courses listed on the selection form will be offered if sufficient students enrol in each course. A student's final choice may be restricted by:

1. A lack of ability to cope with the proposed course, or
2. Unavoidable clashes in timetabling.

STEP ONE:

Clarify your post-school intentions

- Do you have a clear idea of your aims for the future? (university, TAFE, traineeships, apprenticeship, employment)
- Are you aiming for WACE Secondary School Graduation, or for University Entrance?
- Do you have a clear idea of what you wish to study at Tertiary level if that is your aim?

Students with a clear intent to apply for **University Admission**: Having met the required pre-requisites, these students are advised to select five courses that will maximise their potential for gaining a sufficiently high ATAR.

STEP TWO:

Consider your demonstrated ability

Compare your post-school intentions with your abilities. Your reports, assessments and teachers' comments will help you to evaluate your current performance.

Students who wish to gain **University Admission** need to fulfil the requirements outlined on pages 11 to 16.

STEP THREE: Examine prerequisites and preferred courses

Check whether there are any specific high school courses required by post-school studies or in the area of intended employment.

STEP FOUR: Select your Year 11 Course of Study

Taking all of the above factors into account, select a Course of Study which will keep your career options as open as possible as well as satisfying your interests and abilities.



Course offerings 2023/2024 and Year 10 prerequisites 2023

LEARNING AREA	COURSES	YEAR 11 2024	YEAR 12 2025	YEAR 10 PREREQUISITES
ARTS	General	Dance (Units 1 & 2)	Dance (Units 3 & 4)	nil
		Drama (Units 1 & 2)	Drama (Units 3 & 4)	nil
		Media Production & Analysis (Units 1 & 2)	Media Production & Analysis (Units 3 & 4)	Media - C
		Visual Art (Units 1 & 2)	Visual Art (Units 3 & 4)	English - C Year 9 or 10 Art
	ATAR	Drama (Units 1 & 2)	Drama (Units 3 & 4)	Drama - C English - C
		Media Production & Analysis (Units 1 & 2)	Media Production & Analysis (Units 3 & 4)	Media - C English - C
		Visual Art (Units 1 & 2)	Visual Art (Units 3 & 4)	English (ext) C (core) B Visual Art - B
	Certificate	Certificate II Dance	Certificate III Dance	satisfactory ability
		Cert II Creative Industries	Cert II Creative Industries	
		Certificate II Music	Certificate III Music	Year 10 Music
ENGLISH	English - General	English General (Units 1 & 2)	English General (Units 3 & 4)	nil
	ATAR	English ATAR (Units 1 & 2)	English ATAR (Units 3 & 4)	English - B
		English Literature (Units 1 & 2)	English Literature (Units 3 & 4)	English - A or high B
HUMANITIES & SOCIAL SCIENCES	ATAR	Accounting & Finance (Units 1 & 2)	Accounting & Finance (Units 3 & 4)	HASS (ext) - B or (core) - B
		Geography (Units 1 & 2)	Geography (Units 3 & 4)	
		History (Units 1 & 2)	History (Units 3 & 4)	
		Economics (Units 1 & 2)	Economics (Units 3 & 4)	
		Politics & Law (Units 1 & 2)	Politics & Law (Units 3 & 4)	
	General	Geography (Units 1 & 2)	Geography (Units 1 & 4)	nil
		Business Management Enterprise (Units 1 & 2)	Business Management Enterprise (Units 3 & 4)	nil
LOTE	ATAR	Italian – 2nd Language (Units 1 & 2)	Italian – 2nd Language (Units 3 & 4)	Year 10 Italian - B
MATHEMATICS	General	Mathematics Essential (Units 1 & 2)	Mathematics Essential (Units 3 & 4)	nil
	ATAR	Mathematics Applications (Units 1 & 2)	Mathematics Applications (Units 3 & 4)	Maths (core) - A/B
		Mathematics Methods (Units 1 & 2)	Mathematics Methods (Units 3 & 4)	Maths (ext) - A/B
		Mathematics Specialist (Units 1 & 2)	Mathematics Specialist (Units 3 & 4)	Maths (ext) - A/B

- All ATAR courses have an external examination.

LEARNING AREA	COURSES	YEAR 11 2024	YEAR 12 2025	YEAR 10 PREREQUISITES
PHYSICAL EDUCATION	ATAR	Physical Education Studies (Units 1 & 2)	Physical Education Studies (Units 3 & 4)	English - B Science (core) - B Phys Ed - B
	Certificate	Certificate II Outdoor Recreation	Certificate II Sport & Recreation	nil
RELIGION & LIFE	General	Religion & Life (Units 1 & 2)	Religion & Life (Units 3 & 4)	nil
	ATAR	Religion & Life (Units 1 & 2)	Religion & Life (Units 3 & 4)	RE - A/B English - A/B HASS (ext) - A/B
SCIENCE	General	Human Biology (Units 1 & 2)	Human Biology (Units 3 & 4)	nil
	ATAR	Human Biology (Units 1 & 2)	Human Biology (Units 3 & 4)	Science (ext) - B or (core) high B
		Biology (Units 1 & 2)	Biology (Units 3 & 4)	Science (ext) - B or (core) high B
		Physics (Units 1 & 2)	Physics (Units 3 & 4)	Science (ext) - high B or (core) A
		Chemistry (Units 1 & 2)	Chemistry (Units 3 & 4)	Science (ext) - high B or (core) A
		Psychology (Units 1 & 2)	Psychology (Units 3 & 4)	Science (ext) - B or (core) high B
	General	*Materials Design & Technology – Wood (Units 1 & 2)	*Materials Design & Technology – Wood (Units 3 & 4)	nil
		Design – Photography (Units 1 & 2)	Design – Photography (Units 3 & 4)	nil
	Pre-Designed Pathway Manufacturing Industry Studies (MIS) Pathway	Certificate II Furniture Making Certificate II Construction Certificate II Engineering	Certificate II Furniture Making Certificate II Construction Certificate II Engineering	successful MIS Program interview
	Certificate	Certificate II Community/Health Services (Dual Cert.)	Certificate II Community/Health Services (Dual Cert.)	nil
		Certificate II Hospitality	Certificate II Hospitality	nil
OFF-CAMPUS VET through BUSSELTON TAFE	TAFE Certificate	Certificate III Business	Certificate IV options may be accessed in Year 12 (fees applicable)	Maths & English - C OLNA achieved OR Band 8 in NAPLAN Successful interview for students meeting requirements
		Certificate III Information Technology		
		Certificate III Education Support		
		Certificate III Tourism		
		Certificate III Horticulture		
		Certificate IV Prep. for Health & Nursing Ed.		

- Students wishing to gain an ATAR for 2025 University entry, will need to be enrolled in at least four (4), or preferably five (5), ATAR Course unit pairs.
- *Material Design Technology - Wood - availability of this course is subject to demand in other courses.

Selecting a predesigned industry pathway

Manufacturing Industry Studies (MIS)

To facilitate the best outcome for students interested in manufacturing trades and apprenticeships, the predesigned pathway can tailor general studies towards maximising industry skills.

By completing a predesigned pathway students will have the opportunity to gain accreditation to a pre-apprentice level in a range of trades. Students can also gain access to a range of TAFE courses and specialist training programs with potential university entry via portfolio admittance.



MANUFACTURING INDUSTRY STUDIES (MIS)

Year 11

Industry specific Certificate II Building & Construction (Carpentry/Joinery)
Certificate II Engineering
Certificate II Furniture Making
General Religion & Life (Units 1 & 2)
General English (Units 1 & 2)
General Maths (Units 1 & 2)



Year 12

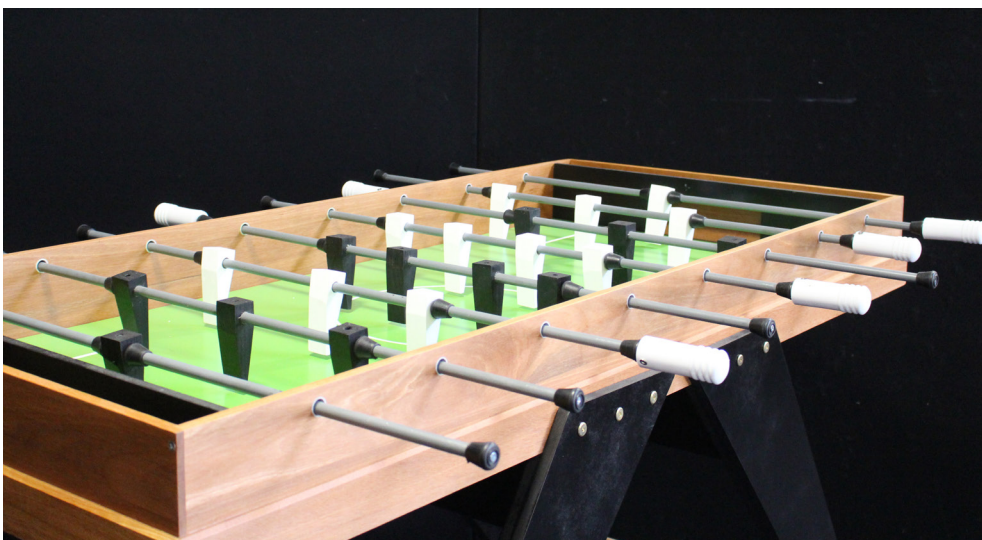
Industry specific Certificate II Building & Construction (Carpentry/Joinery)
Certificate II Engineering
Certificate II Furniture Making
General Religion & Life (Units 3 & 4)
General English (Units 3 & 4)
General Maths (Units 3 & 4)



Further Training and Occupations

Pre-apprenticeship level access to the following trade pathways:

Carpentry, Carpentry & Joinery, Cabinet Making, Fixing Carpenter, Plumber, Roof Plumbing, Bricklayer, Concreting, Electrician, Refrigeration & Air-conditioning, Automotive & Mechanical, Diesel Fitting, Diesel Mechanic, Fitting & Turning (Fabrication), Machining, Drafting, Tiling, Painter, etc.



PLEASE NOTE:

Certificate courses in Furniture Making, Engineering and Building & Construction are only available to students in the Manufacturing Industry Studies pathway.

Selecting a university pathway

DIRECT ENTRY WITH ATAR

Students choose six (6) courses

YOU MUST:

- Include ONE English Course (Grey)
- Include ONE Religion and Life Course (Blue)
- To obtain an ATAR for University entrance, ensure you are doing a MINIMUM of 4 **ATAR Courses** (BOLD)

Examples of University Pathways (ATAR)

PLEASE NOTE: The course combinations suggested below and over the page are simply examples of common subject selections. Students may select up to 6 courses to suit their desired future studies or career aspiration. University prerequisites should be consulted before finalising selections.

Example 1

General or ATAR Religion and Life
Literature
Chemistry
Physics
Mathematics Specialist
Mathematics Methods
ENGINEERING
Possible Destinations Engineering, Sciences, Teaching

Example 2

General or ATAR Religion and Life
English
Physical Education Studies
Human Biology
Mathematics Applications
<i>Plus another course to make up a total of six (6)</i>
SPORTS SCIENCE
Possible Destinations Occupational Therapy, Sports Sciences, Human Movement, Physical Education Studies, Teaching



TAFE OR ALTERNATIVE UNIVERSITY ENTRY

Students choose six (6) courses.

A range of course combinations are suggested below to suit various career aspirations.

Many include opportunities to complete Certificate courses in Business, Music, Hospitality, Community Services, Drama, Dance, Sports Coaching and Sport & Recreation. These nationally recognised certificates can lead to further study at a TAFE, alternative university entry or direct employment in the industry.

Courses which include completion of nationally recognised certificates have the final Year 12 certificate level indicated as asterisks – i.e. Certificate II (**) or Certificate III (***).

YOU MUST:

- Include ONE English Course (Grey)
- Include ONE Religion and Life Course (Blue)
- Alternative university entrance may be obtained with two (2) or three (3) **ATAR courses** (BOLD)

Example 3

General Religion and Life
General English
Certificate II Business
Accounting & Finance
Mathematics Applications
Economics
BUSINESS
Diploma Courses at TAFE Commerce, Accounting, Business, Teaching

Example 4

General Religion and Life
English
Certificate II Dance
Physical Education Studies
Mathematics Essential
Human Biology
SPORTS/RECREATION
Sport & Recreation Diploma at TAFE, Teaching, Occupational Therapy, Health Sciences, Social Work

Example 5

General Religion and Life
English
Certificate III Music
Visual Arts
Mathematics Essential
Drama
ARTS
Diploma Course at TAFE leading to WAAPA, or Media, Visual Arts, Film/TV/Media



Questions & help

Important documents that you can access online to find more detailed information.

WACE requirements; Year 11 and 12 courses; assessment information; ATAR, and more...	School Curriculum and Standards Authority (SCSA) https://www.scsa.wa.edu.au
Further information about training at TAFE	http://www.dtwd.wa.gov.au/training#choosing-a-training-course South Regional TAFE http://www.southregionaltafe.wa.edu.au/ South Metropolitan TAFE http://www.southmetrotafe.wa.edu.au/ Central Regional TAFE http://www.centralregionaltafe.wa.edu.au/courses North Metropolitan TAFE http://www.northmetrotafe.wa.edu.au/ North Regional TAFE http://www.northregionaltafe.wa.edu.au/

Acknowledgements

This document draws on material provided in the following documents:

- School Curriculum and Standards Authority, 2024. Year 10 Online Information Handbook
- School Curriculum and Standards Authority, WACE 2023 Manual.
Available online at <https://senior-secondary.scsa.wa.edu.au/further-resources>

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How can I obtain further information?

1. Mr Matthew Harslett VET Coordinator & Ms Maddison Hughes Careers Coordinator

Mr Harslett and Ms Hughes are available to discuss and assist students and parents with career pathway planning and specific subject selections. A monthly email is sent to all senior students that contains links and information regarding upcoming events, apprenticeship opportunities, career profiling and study websites. The information is current and very helpful for students and parents alike.

2. Head of Senior School

Mr Tony Papasergio, (Head of Senior School), is available to assist students and parents with course selection issues. To make an appointment contact Mr Papasergio by phoning the College on 9752 7400.

3. Course Heads of Learning Areas (HoLAs)

Questions relating to particular courses can be directed to the HoLAs (see the following page).
St Mary MacKillop College phone number: 9752 7400



General & ATAR Course Unit Descriptions



ARTS Mr John Grace

- Dance – General
- Drama – General
- Drama – ATAR
- Media Production & Analysis – General
- Media Production & Analysis – ATAR
- Visual Arts – General
- Visual Arts – ATAR

ENGLISH Mrs Katie O'Connell

- English - General
- English – ATAR
- English Literature – ATAR

HUMANITIES & SOCIAL SCIENCES

Mr Chris Heathcote

- Business Management & Enterprise – General
- Geography – General
- Geography – ATAR
- Accounting & Finance – ATAR
- Modern History – ATAR
- Economics – ATAR
- Politics & Law – ATAR

LOTE (Language Other Than English)

Ms Christina Guzzoni (2023)

- Italian

MATHEMATICS Mrs Lisa Byrne

- Mathematics Essential – General
- Mathematics Applications – ATAR
- Mathematics Methods – ATAR
- Mathematics Specialist – ATAR

RELIGIOUS EDUCATION Mr James Depiazzi

- Religion & Life – General
- Religion & Life – ATAR

SCIENCE Mr Mel De Francesco

- Human Biology – General
- Psychology – ATAR
- Human Biology – ATAR
- Biology – ATAR
- Chemistry – ATAR
- Physics – ATAR

PHYSICAL EDUCATION Mr Andrew Culnane

- Physical Education Studies – General
- Physical Education Studies – ATAR

TECHNOLOGIES Mr Steve Parry

- Materials Design & Technology Wood - General
- Design (Photography) - General

NON-ATAR University Preparation

- Curtin UniReady

ARTS

Dance

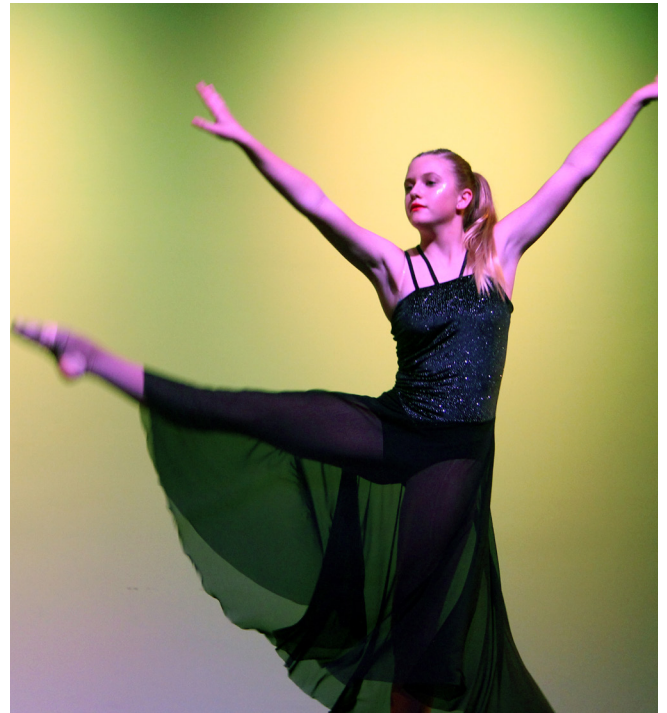
General Dance (Units 1 & 2)

Prerequisite: Nil

Students move into Dance Units 3 & 4 in Year 12.

General Dance Unit 1: Exploring the Components of Dance

The focus for this unit is exploring the elements of dance and processes of choreography, and to workshop structured choreographic tasks to produce dance works for performance. Students can build upon the understandings that they have already acquired, and will have the opportunity of dance-making, using exploration, improvisation, research, reflection and response. The use of designing concepts are introduced to the planning stage of dance creation. A range of dance genres enables students to place dance in its time and place and then begin to understand its contribution to culture.



General Dance Unit 2: Dance as Entertainment

In this unit, students explore the entertainment potential of dance and choreography. Within the broad focus of dance as entertainment, students can build upon the understandings that they have already acquired, and explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while learning genre-specific techniques. They explore and experiment with the elements of dance and choreography to solve choreographic tasks for performance. Students workshop design concepts in which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Drama

General Drama (Units 1 & 2)

Prerequisite: Nil

Students move into Drama Units 3 & 4 in Year 12.

General Drama Unit 1: Exploring Drama

Students are introduced to the skills, techniques and conventions of story and storytelling enactment, improvisation and play building, including the structure of 'process drama' moving from pretext to devising a drama work. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources, exploring drama conventions, techniques and technologies. Through small-scale drama performance projects, they develop their understanding and application of voice and movement skills and techniques and the way that stories and ideas are communicated in and through actors interacting in and with the performance space, using technologies such as sets, lighting and sound.



General Drama Unit 2: Drama Events

Students participate in a public performance for an audience as well as projects to devise a new work or stage a scripted drama. They extend their skills in improvisation and relate these to playwriting structures through a focus on characterisation, use of dialogue and creating drama narratives with dramatic tension. They further develop their voice and movement skills and techniques appropriate to the drama event, audience and performance space.

Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. They consider the relationship between drama events and their intended audience and explore how different performance spaces reflect their cultural value, investigating purpose-built and/or everyday locations used to stage drama.

ATAR Drama (Units 1 & 2)

Prerequisite: Year 10 Drama and English grade C and Head of Learning Area approval

This course is for students who are Tertiary bound. Students develop interpersonal skills, knowledge and a sense of identity and belonging through studying Drama. They build confidence, empathy, and understanding of their own society and culture, and that of others. Students also learn time management skills and are encouraged to show initiative and demonstrate leadership and interpersonal skills. Students move into Drama Units 3 & 4 in Year 12.



ATAR Drama Unit 1: Representational Drama

The focus for this unit involves the driving force of drama that arises from conflicting human desires, motivations and objectives and the dramatic tension they create. In this unit students extend their voice and movement skills and develop specific techniques to enable them to present characters that audiences believe. They also learn how to write and devise realistic dialogue that drives dramatic action.

This unit covers **representation** and/or **realistic** drama forms and styles, and students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other show followed.

Students consider audience/performance relationships in representational and/or realistic drama, and have the opportunity to research, workshop, interpret, perform and produce texts in the context of dramatic action. They analyse the way drama technologies have been developed to represent realistic sets, situations and characters in a variety of performance spaces.

ATAR Drama Unit 2: Presentational Drama

Students consider the dynamic role of drama in shaping cultural and personal identity, and have the opportunity to research, workshop, interpret and perform drama texts. They learn how drama is shaped by its historical and cultural context and how drama can provide a commentary or critique that may challenge conventional thinking about particular issues.

Students extend their knowledge of drama forms and styles that have been considered challenging, either because of the way that they challenged the conventions, dramatic structure and styles of performance, or because of the way they challenged notions of identity related to politics, nationalism, gender or class.

Students learn about the work of particular practitioners whose approaches to drama encompass the **presentational** or **non-realist** drama. They consider the ways that such drama can use a wide variety of different found and purpose-built performance spaces and how productions can be staged using minimal or symbolic sets and props.

Students choosing either General or ATAR Drama courses are eligible to participate in the bi-annual Arts Tours, dependent upon subject numbers.



Media Production & Analysis

General Media Production & Analysis (Units 1 & 2)

Prerequisite: Nil

Students move into Media Production & Analysis Units 3 & 4

Overview: The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

The Year 11 syllabus is divided into two units, each of one semester duration. The first unit of study is '**Mass Media**'. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

In Semester Two we move on to '**Influence**'. In this unit students will further their understanding of influential and journalistic media. Students will analyse, view, listen to and interact with a range of influential media genres including social media and the notion of influencers, journalism, and documentary. They undertake more extensive research into the representation and reporting of groups and issues within media work.

Students choosing either General or ATAR Media courses are eligible to participate in the biannual Arts Tours, dependent upon subject numbers.



ATAR Media Production & Analysis (Units 1 & 2)

Prerequisite: B grade in Intro to English (General) or C grade in English (ATAR)

Students move into Media Production & Analysis Units 3 & 4

Overview: The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.



The Year 11 Media syllabus is divided into two units, each of one semester duration. In the '**Popular culture**' unit (Semester 1) students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

In Semester 2 we move on to '**Journalism**'. In this unit students will further their understanding of journalistic media. Students will analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work.

Students choosing either General or ATAR Media courses are eligible to participate in the biannual Arts Tours, dependent upon subject numbers.

Visual Arts

General Visual Arts (Units 1 & 2)

Prerequisite: C grade or higher English, completion of Yr 9 or 10 Art
Students move into Visual Arts Units 3 & 4 in Year 12.

General Visual Arts Unit 1: Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided such as; painting, printmaking, mixed media, ceramics, sculpture, textiles, multimedia, and photography.



General Visual Arts Unit 2: Exploration

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements."



ARTS

ATAR Visual Arts (Units 1 & 2)

Prerequisite: Year 10 Visual Art - Grade B (Semester One or Two);
Year 10 Transition to English - Grade B and HOLA approval

Students move into Visual Arts (Unit 3 & 4) in Year 12

ATAR Visual Arts Unit 1: Differences

The focus for this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies such as: painting, printmaking, mixed media, ceramics, sculpture, textiles, multimedia, and photography to explore, create, and communicate ideas.

Students recognise that visual artworks are subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.



ATAR Visual Arts Unit 2: Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artworks. They develop a personal approach to the development of ideas, concepts making informed choices about the materials, skills, techniques and processes used to resolve and present their ideas and concepts.

Students develop understandings of the personal and or public functions of art in the expression of identity, such as spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative—telling personal stories, exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artworks stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, critically analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

Students choosing either General or ATAR Visual Art courses are eligible to participate in the biannual Arts Tours, dependent upon subject numbers.



General Courses

General English (Units 1 & 2)

Prerequisite: Nil

Students move into English General (Units 3 & 4) in Year 12

Overview: 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. English General is a non-ATAR course.

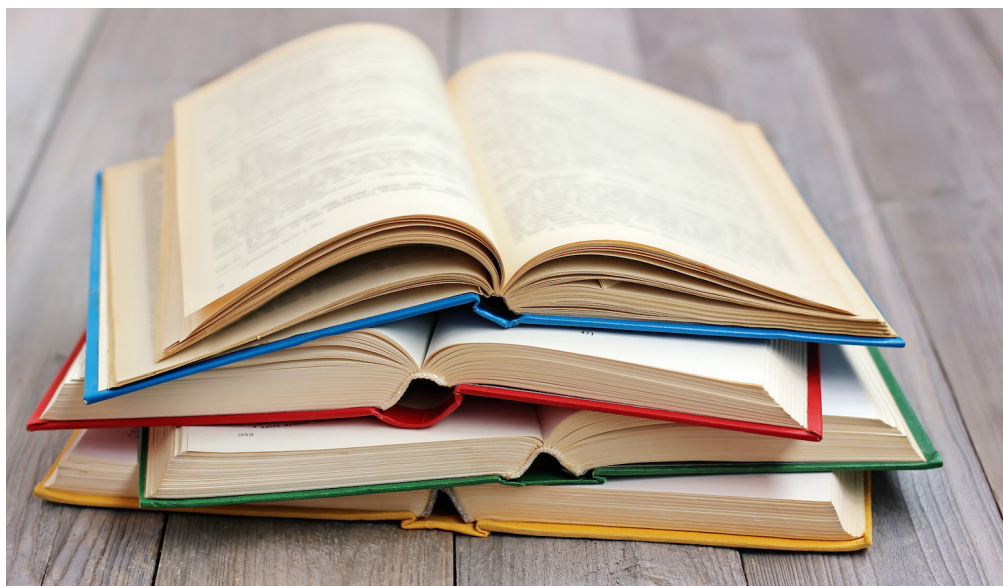
ATAR Courses

ATAR ENGLISH (Units 1 & 2)

Prerequisite: Successful completion of the OLNA, the attainment of a B grade or above in Year 10 English.

Students move into English ATAR (Units 3 & 4) in Year 12

Overview: 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.

It is an expectation of the ATAR English course that all students regularly read a wide range of texts above and beyond the compulsory texts listed in the Course Outline. It is also an expectation that students regularly practice their analytical and creative writing in their writing journal. By selecting the ATAR English course it is implied that students have an enjoyment of reading and writing and understand their fundamental importance in achieving success in this course.

ENGLISH

ATAR LITERATURE (Units 1 & 2)

Prerequisite: Successful completion of the OLNA, the attainment of a high B grade or above in Year 10 English.

Students move into Literature (Units 3 & 4) in Year 12

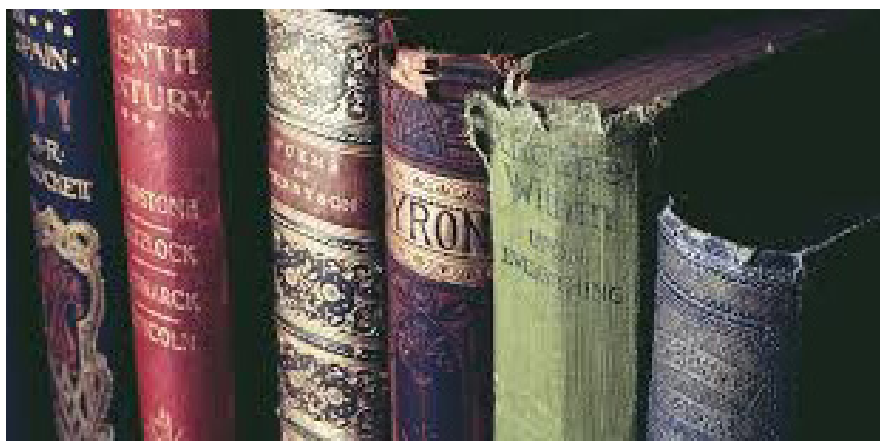
Overview: The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR 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. The text types studied include prose, poetry and drama. The Literature ATAR course does not focus on visual texts such as feature films, documentaries, television programs or images.

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.

Students with a strong desire to develop a deeper understanding of visual texts or with expectations to complete further study or gain employment in film, television, journalism or the media more generally may be better suited to the ATAR English course.

It is an expectation of the ATAR Literature course that all students regularly read a wide range of texts above and beyond the compulsory texts listed in the Course Outline. It is also an expectation that students regularly practice their analytical and creative writing in their writing journal. By selecting the ATAR Literature course it is implied that students have an enjoyment of reading and writing, and understand their fundamental importance in achieving success in this course.



General Courses

General Business Management & Enterprise (Units 1 & 2)

Prerequisite: Nil

Students move into a Certificate in Business Management & Enterprise (Units 2 & 4) in Year 12.

Overview: All individuals interact with businesses, either as operators or consumers. Students who study Business Management and Enterprise will be given the opportunity to develop the knowledge and skills required to operate successfully in a business environment. Classes incorporate the use of technology and include the study of marketing, management, finance, record keeping, human resources, and law.

Life Skills and Possible Career Pathways: The practical nature of the course will benefit students regardless of their career direction as the study of business applies to all workplaces. It is particularly useful for those students who already work, want to own their own business, or want a career in the areas of marketing, human resources or finance.



Business Management & Enterprise: Unit 1

The focus of this unit is on establishing a small business in Australia. Students analyse the types of business and business environment, finance and legal requirements for commencing business and factors that contribute to business success. The concept of entrepreneurship is explored as students generate ideas and proposals that may be suitable for small business ventures. These proposals are then developed into a simple business plan.

Business Management & Enterprise: Unit 2

This unit examines the practical operation of a small business including record keeping, marketing, teamwork, consumer decision making and workplace law. Legal aspects of running a business, including leave and pay entitlements, anti-discrimination, and workplace safety laws are investigated. Students are given the opportunity to operate their own small business at the College and experience the real-life challenges faced by small business owners.



General Geography (Units 1 & 2)

Prerequisite: Nil

Students move into Year 12 General Geography (Units 3 & 4).

Career Pathways: Do you like working outdoors and with people? Are you interested in the natural environment and how people use it? This course can lead to careers such as: travel consultant, tourism and hotels, working as a park ranger or with the fisheries department. Skills you learn will enable you to solve problems, communicate with others, complete investigations and report on your findings.

Unit 1: Geography of environments at risk

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

Unit 2: Geography of people and places

This unit explores the characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

HUMANITIES AND SOCIAL SCIENCES

ATAR Courses

ATAR Geography (Units 1 & 2)

Prerequisite: B grade (Extension) or B grade (Core) in Year 10 Humanities and Social Sciences

Students move into Geography (Units 3 & 4) in Year 12.

Overview : Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective analyse and provide explanations on human and physical phenomena and their complex interactions. Students will develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places. Regardless of your career direction, geography is a subject that is both interesting and relevant in understanding the world around you.

Life Skills and Possible Career Pathways: The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

Unit 1: Natural and Ecological Hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Students will study a natural and ecological hazard as part of this unit. They will investigate the nature and risks posed to the natural and human environments by bushfires and then a tropical disease such as Malaria. Students will also develop their skills in analysing how these hazards are managed by a variety of different stakeholders. This unit lends itself well to practical fieldwork and excursion work outside the classroom, fieldwork inquiry is a valuable skill that is developed in this unit.

Unit 2: Global Networks and Interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live. Students will study the geography of wine or a globalised company such as McDonalds, as well as the geography of music. Two very interesting and relevant topics that also bring in skills and content from history and economics.

Unit 3: Global Environmental Change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Students will investigate how biodiversity loss is caused and the current and projected impacts this will have on local and global scales. Students will explore biodiversity loss as a current topical issue using their skills and knowledge gained through the Geography.

Unit 4: Planning Sustainable Places

This unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects human wellbeing and the rate of the world population growth, it has also created a range of challenges for urban, rural and remote places, including Indigenous communities. The interconnected challenges faced in places, and other matters related to livability, are a focus of this unit.

Two indepth studies provide greater detail. The first study focuses on challenges in a regional urban centre such as Busselton in Western Australia. The second study focuses on challenges faced in a megacity. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.



HUMANITIES AND SOCIAL SCIENCES

ATAR ACCOUNTING & FINANCE (Units 1 & 2)

Prerequisite: B grade (Extension) or B grade (Core) in Year 10 Humanities and Social Sciences

Students move into Accounting and Finance (Units 3 & 4) in Year 12.

Overview: Accounting and Finance focuses on the recording, processing and analysis of financial information for a business. Every day people make numerous financial decisions, many of them with far-reaching consequences. To help make more informed decisions, an understanding of fundamental financial principles and an awareness of legal, social and ethical influences on these decisions, becomes invaluable.

Life Skills and Possible Career Pathways: Financial literacy provides students with the ability to make sound financial judgments. It gives them the problem-solving skills to operate at many levels of financial decision-making, from banking transactions to the management of personal investments and the financial planning and control of businesses.

Accounting and Finance provides an essential foundation for any student wishing to study Commerce or Business Management at a tertiary level. It provides useful skills for a number of career pathways including accountancy, business, economics, law, banking, engineering and academia.

Unit 1: Double Entry Accounting

Students examine fundamental accounting principles and use financial systems to manage information in both service and trading small businesses. They develop an understanding of the different types of business - sole traders, partnerships and companies, and learn how to record (ledgers and journals) financial information and prepare simple profit reports. Students also investigate legislation relating to the commencement of business, bankruptcy and GST. They learn essential concepts involved when borrowing or investing money.

Unit 2: Accrual Accounting

Students prepare more complex financial reports and analyse the reports to make decisions about profitability and liquidity. In order to do this, they develop an understanding of accrual accounting, ratio interpretation, depreciation and other balance day adjustments. Students also examine the role of the professional accounting bodies and electronic data processing. The course will introduce the fundamentals of accounting software, Quickbooks or MYOB.

Unit 3: Internal Management

Students focus on internal reporting and management for business. They prepare and interpret a variety of budgets and performance reports, and are introduced to capital budgeting techniques. Students also learn to critically analyse financial information using cost accounting and cost-volume-profit analysis. They explore the importance of short and long term planning for business and the appropriate management of different types of assets.

Unit 4: Companies

Students examine Australian companies and how they are regulated by legislation and government bodies. Students learn to prepare and interpret company financial reports as well as examine the differences that exist between public and private companies. They are introduced to corporate social disclosure issues, ethical behaviour within corporations and the impact of different sources of finance on profitability and learn to interpret financial data on the Australian Securities Exchange (ASX).



HUMANITIES AND SOCIAL SCIENCES

ATAR Modern History (Units 1 & 2)

Prerequisite: B grade (Extension) or an B grade (Core) in Year 10 Humanities and Social Sciences

Students move into Modern History Units 3 & 4 in Year 12.

Overview: Studying Modern History enables students to become critical thinkers and helps inform their judgments and actions in a rapidly changing world. Students are exposed to a variety of historical sources including artefacts, oral stories, film, diary extracts and other written accounts in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Life Skills and Possible Career Pathways: Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. Through study of societies, movements and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Unit 1: Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world and the ideas that underpinned them.

Students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit include: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

These issues will be studied through an exploration of the Age of Imperialism.

Unit 2: Movements for Change in the Twentieth Century

The focus for this unit is historical trends and movements. Students are encouraged to understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements.

The key conceptual understandings covered in this unit include: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

These issues will be studied through an exploration of the European Fascism, looking specifically at Nazi Germany and its impact on the world to 1945.

Unit 3: Modern Nations in the 20th Century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses and the different paths they have taken to fulfill their goals.

With a specific focus on one nation, students investigate the crises that challenged the stability of government, the path of development taken and the social, economic and political order that was either established or maintained. Students also examine various the ways in which the focus nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; historical cause and effect; continuity and change; significance; empathy; contestability; and the changing representations and interpretations of historical events.

These concepts and principles will be explored through a study of Russia and the Soviet Union between 1914 and 1945.

Unit 4: The Modern World Since 1945

This unit examines some significant and distinctive features of the modern world between 1945 and 2001. It aims to build students' understanding of the contemporary world.

These include a consideration of the various changes to the nature of the world order: shifting international tensions; alliances and power blocs; the emergence of Asia as a significant international political and economic force; and the nature of engagement by and with Australia. This unit also investigates the nature of various conflicts and regional and international attempts to create peace and security. Emphasis will be given to connecting these themes with significant contemporary events. The key conceptual understandings covered in this unit include: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

The European World after 1945 will provide the contextual focus of this unit.

HUMANITIES AND SOCIAL SCIENCES

ATAR Economics (Units 1 & 2)

Prerequisite: B grade (Extension) or a B grade (Core) in Year 10 HASS

Students move into Economics (Units 3 & 4) in Year 12.

Overview: The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia's role as an international citizen.



Life Skills and Possible Career Pathways: The study of Economics provides students with: a quality teaching and assessment program; a lifelong body of specific economic knowledge and life skills that may be applied on a daily basis and practical skills and understandings that will aid the transition to, and performance in, the workplace. Economic knowledge and the associated skills of critical inquiry are essential for people working in business, government, banking, law, science, academia, industry, tourism and the environment, international relations and trade, media and the arts. The Economics course also develops analytical/academic skills compatible with all other senior school subjects and offers an invaluable basis for further study at TAFE and University.

Unit 1: Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. The emphasis is on understanding the workings of real world markets that are relevant to students. Markets bring together buyers and sellers for the purpose of exchange. In allocating scarce resources, markets determine the value of goods and services, the incomes that individuals can earn from participating in the production process and the variety of goods and services that consumers can buy. However, there are many examples of market failure that occur 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. Where market failure does occur, there is a range of government policy options that can be applied to achieve desirable outcomes.

Unit 2: Macroeconomics

This unit provides a broad introduction to Macroeconomics and the government's role in the economy. It explores macroeconomic issues and problems such as economic growth, inflation and unemployment with an emphasis on the Australian economy. It is necessary to measure and monitor changes in these macroeconomic variables because they have an important effect on the wellbeing of society. It is important to understand the nature of the business cycle because changes in the levels of output, income, spending and employment have important implications for households, firms and the government. The government, through its spending and taxing powers, plays an important role in the economy. It can affect the allocation of resources and the level of economic activity by targeting important economic objectives.

Unit 3: Australia and the Global Economy

The unit explores the linkages between national economies and the concepts of globalisation, trade liberalisation and protection with a particular emphasis on the Australian economy. Students examine Australia's trade patterns, the exchange rate mechanism, foreign investment, the recording of international transactions and the impact of these transactions on the Australian economy. Students employ recent and contemporary economic data and economic models to examine the effects of changes in Australia's economic relationship with the rest of the world.

Unit 4: Economic Policies and Management

The unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of the operation of policies in Australia with the aid economic models along with recent and contemporary economic data. Students apply the language, theories and tools of Economics to develop a critical perspective on the role of these policies in the Australian economy.

HUMANITIES AND SOCIAL SCIENCES



ATAR Politics & Law (Units 1 & 2)

Prerequisite: B grade (Extension) or B grade (Core) in Year 10 Humanities and Social Sciences

Students move into Politics and Law (Units 3 & 4) in Year 12.

Overview : Politics and Law is a study of the processes of decision-making concerning society's collective future. It aims to develop knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the judicial, executive and legislative arms of government to demonstrate how society is governed and examines the philosophy and values on which society is governed.

Life Skills and Possible Career Pathways: The skills and values developed in the Politics and Law course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives and the future of their communities at the school, local, state, national and international levels. The study of Politics and Law can be a valuable background to careers such as law, political advocacy, public administration, community development, teaching, journalism, government and commerce.

Unit 1: Democracy and the Rule of Law

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes within Australia's political and legal system and the values and events that influenced them. The study of recent political and legal developments and contemporary issues is used to provide a framework for this unit. Contrasts are drawn with the functioning of non-democratic systems; and the processes adopted in a non-common law system.

Unit 2: Representation and Justice

In this unit students critically examine the principles underpinning Australia's system of representative democracy and justice. They examine also the concept of representation, electoral systems, electoral reform proposals and alternative electoral and voting systems. Students examine the impact of criminal and civil law processes on individuals and groups. Contemporary criminal and civil law issues, events, reform proposals and arguments for and against alternative legal systems are also examined.

Unit 3: Political and Legal Power

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

Unit 4: Accountability and Rights

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Political and legal developments and contemporary issues are investigated to provide a study framework for the unit.

Italian

ATAR Italian Second Language (Units 1 & 2)

Prerequisite: B Grade in Year 10 Italian.

Students move into Italian Units 3 and 4 in Year 12.

Overview: The ATAR Italian course is divided into separate four separate units of study. Units 1 and 2 are studied in Year 11, while Units 3 and 4 are studied in Year 12. The course aims to give students an understanding of the language and culture of Italian-speaking communities beyond that acquired to the Year 10 level. The study of Italian at the ATAR level allows students to further develop both their written and verbal expression, improve their articulation and general communication skills.

Life Skills and Possible Career Pathways: The study of a foreign language offers multiple career prospects and opportunities for personal development.

The ATAR Italian course connects the world of work, study, travel and Italian culture to equip students with some of the skills needed to participate within an increasingly globalised society. As Italian is the third

most spoken community-based language in Australia after English and Mandarin, knowledge of the Italian language is particularly advantageous. Related careers pathways include: translation and interpretation, law and diplomacy, education, journalism, tourism, childcare, music and the fine arts. Knowledge of the Italian language may also be advantageous to those studying medicine and the sciences.

The study of Italian also allows students to view the world from an alternative perspective and to appreciate the experience of one of Australia's largest migrant groups and the great impact that the Italian language and culture has had on many facets of Australian society.

Unit 1: *Rapporti* (Relationships)

Students further develop their communication skills in Italian and gain a broader insight into the language and culture with the study of three separate topics: *Rapporti in famiglia, tra gli amici e a scuola* (Family, friend & school relationships), *Le tradizioni, gli spettacoli e le feste* (Traditions, events & celebrations), and *Comunicare nel mondo moderno* (Communicating in a modern world).

Unit 2: *Andiamo!* (Travel – let's go!)

Students extend their communication skills to gain broader insights and understandings applicable to their home country as well as Italy through the study of four interrelated topics: *Le vacanze – racconti e progetti* (My holiday tales and plans), *Destinazione Italia* (Destination Italy), *Destinazione Australia* (Destination Australia), and *Viaggiare oggi* (Travel in a modern world).

Unit 3: *Grazie Italia* (Thank you Italy)

Students extend and refine their communication skills in Italian to gain a broader and deeper understanding of the language and culture through the study of three separate topics: *Cose italiane* (All things Italian), *La vita italiana* (Italian lifestyle), and *Il Made in Italy nel mondo* (Made in Italy around the world).

Unit 4: *Ieri, oggi e domani* (Yesterday, Today and Tomorrow)

Students study three separate topics: *Riflettiamo sulla vita e pensiamo al futuro* (Reflecting on my life and planning my future), *I problemi dei giovani oggi* (Youth issues), and *I problemi ambientali* (Environmental issues) to further extend and refine their communication skills to develop a broader and deeper understanding of the Italian language and culture.



MATHEMATICS

General Course

Mathematics Essential (Units 1 & 2)

Prerequisite: Nil

Students move into Mathematics Essential (Units 3 & 4) in Year 12

Overview: Mathematics Essential is a General course which 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.

General Mathematics Essential: Unit 1

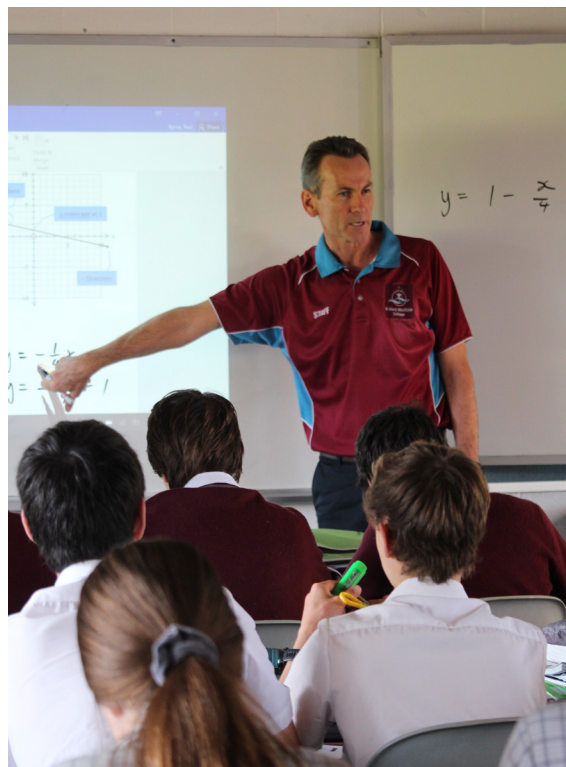
This unit includes the following four topics:

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

General Mathematics Essential: Unit 2

This unit includes the following four topics:

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



ATAR Courses

ATAR Mathematics Applications (Units 1 & 2)

Prerequisite: B grade in Year 10 Core Maths, or C grade in Core Maths with teacher approval

Students move into Mathematics Applications (Units 3 & 4) in Year 12

Overview: 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 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. This 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.

ATAR Mathematics Applications: Unit 1

This unit includes the following three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

ATAR Mathematics Applications: Unit 2

This unit includes the following three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

ATAR Mathematics Methods (Units 1 & 2)

Prerequisite: B grade in Year 10 Extension Maths

Students move into Mathematics Methods (Units 3 & 4) in Year 12

Overview: The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course 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. 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.

ATAR Mathematics Methods: Unit 1

This unit includes the following three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions

ATAR Mathematics Methods: Unit 2

This unit includes the following three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus



ATAR Mathematics Specialist (Units 1 & 2) to be studied concurrently with Mathematics Methods

Prerequisite: B grade in Year 10 Extension Maths

Students move into Mathematics Specialist (Units 3 & 4) in Year 12

Overview: Mathematics Specialist is an ATAR course which 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. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR 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. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

ATAR Mathematics Specialist: Unit 1

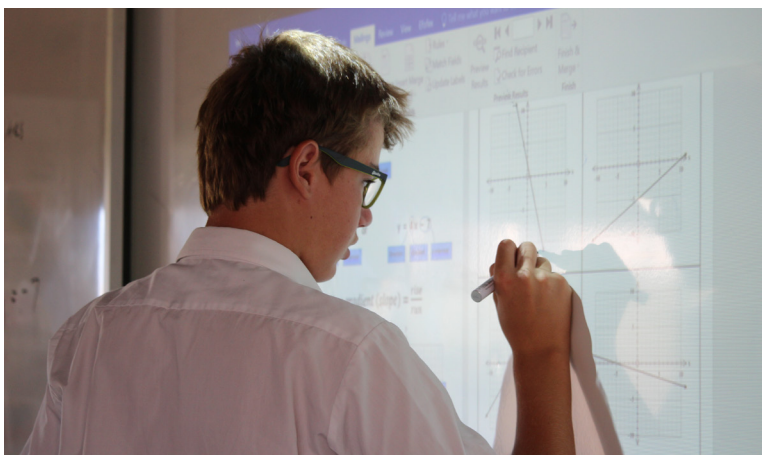
This unit includes the following three topics:

- Geometry
- Combinatorics
- Vectors in the plane

ATAR Mathematics Specialist: Unit 2

This unit includes the following three topics:

- Trigonometry
- Matrices
- Real and complex numbers



RELIGIOUS EDUCATION

General Course

General Religion & Life (Units 1 & 2)

Prerequisites: While there are no specific pre-requisites for these courses, satisfactory completion and understanding of the lower school Religious Education course would be an advantage.

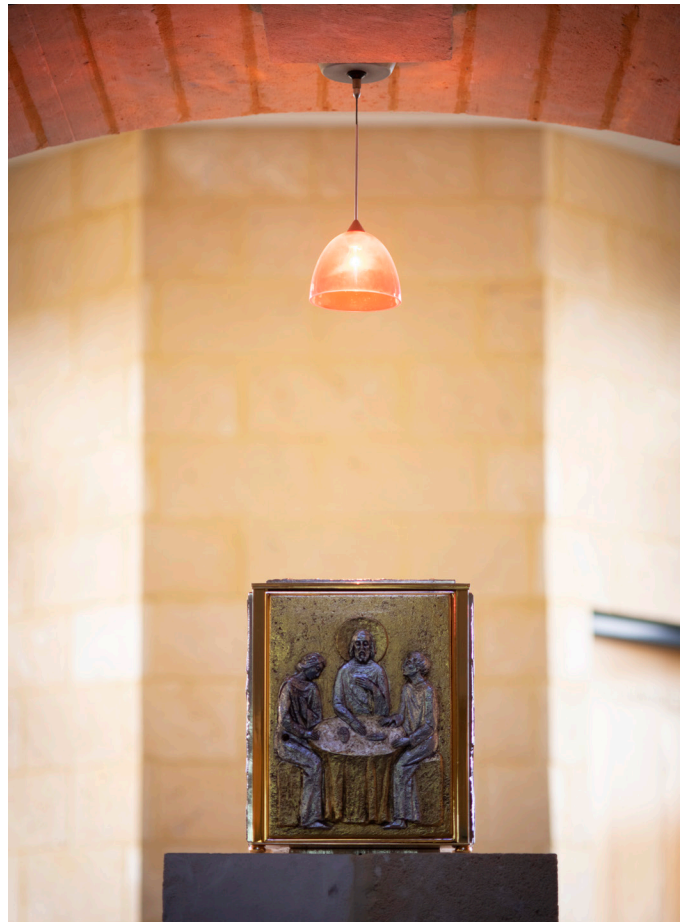
Students move into Religious Education General (Units 3 & 4) in Year 12

General REL Unit 1

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

General REL Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.



ATAR Course

ATAR Religion & Life (Units 1 & 2)

Prerequisites: Students selecting the ATAR units need to have 'A' or high 'B' Grades in English and Religious Education. These units lead on to the ATAR courses (Units 3 & 4) in Year 12 and require a high level of comprehension, analysis and written language skills for students to achieve success.

Students move into Religious Education ATAR (Units 3 & 4) in Year 12



ATAR Unit 1 (A1REL)

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

ATAR Unit 2 (A2REL)

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on, and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

General Course

General Human Biology (Units 1 & 2)

Prerequisite: Nil

Overview: The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.



ATAR Courses

ATAR Psychology (Units 1 & 2)

Prerequisite: B grade in Year 10 Science

Students move into ATAR Psychology Units 3 & 4 in Year 12

Overview: 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.

The study of psychology is highly relevant to further studies in the health professions; education, human resources, social sciences, sales, media and marketing and management.



ATAR Psychology Unit 1:

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

ATAR Psychology Unit 2:

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as deindividuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

SCIENCE

ATAR Human Biology (Units 1 & 2)

Prerequisite: Extension B grade or Core high B grade

Overview: How does the human body function? Why does it work this way? How do we reproduce? Why are we different from one-another, and why are we similar to our relatives? What effect will my choices have on my health? What are the risks/benefits of medical interventions? These are some of the questions that many young people ask and they are the sorts of questions that human biology tries to answer.

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, growth and development are studied to understand the sources of variation that make each of us unique and to appreciate our future as ageing 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 changes leading to natural selection and evolution of our species.



ATAR Unit 1: The Functioning Human Body

Overview: This unit allows students to look at 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. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Students will investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

ATAR Unit 2: Reproduction and Inheritance

This unit provides opportunities for students to explore, in more depth, the mechanisms of 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. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

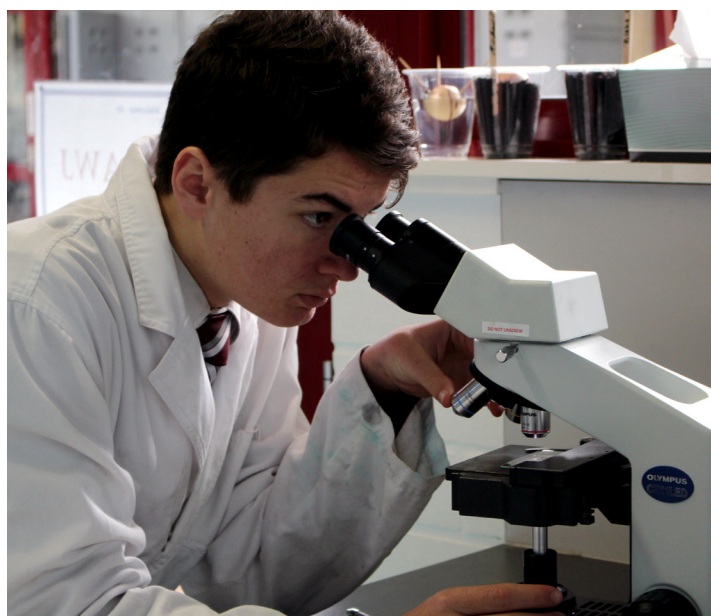
The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Students will learn how disruptions to the early development stages can be caused by genetic and environmental factors.

ATAR Biology (Units 1 & 2)

Prerequisite: Extension B grade or Core high B grade

Students move into Biology (Units 3 & 4) in Year 12.

Overview: Biology is a body of knowledge about living organisms and their interrelationships with each other and with the physical world. Through Biology we investigate and answer questions about the living world. It is closely connected with decisions individuals will be making about the future of the biosphere. Biology influences diverse aspects of our understanding of the world from submicroscopic entities such as genes and DNA to global theories such as evolution and the greenhouse effect. Biological knowledge is continually refined in the light of new evidence. Research in biology impacts on diverse industries such as: biotechnology, forestry, fishing, agriculture mining, and eco-tourism.



Biology gives students a unique appreciation of life and a better understanding of the living world around them. It encourages them to be analytical, to participate in problem solving and to systematically explore fascinating and intriguing aspects of living systems. This course highlights the complexity and changing nature of the living world, and focuses on contexts that are relevant, significant and valued to students such as: marine reefs, desert scrublands, urban ecology, aquaria and terraria, zoos, botanic gardens and diseases.

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 will develop an understanding of the processes involved in the movement of energy and matter in ecosystems. Students investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between 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, and provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.



Unit 2: From Single Cells to Multicellular Organisms

The focus for this unit is to 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 will explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They will develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

ATAR Chemistry (Units 1 & 2)

Prerequisite: Extension high B or Core A

Students move into Chemistry (Units 3 & 4) in Year 12.

Overview: Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. Chemical knowledge has enabled us to understand matter and devise processes for activities such as: cooking and preserving food; purifying air and water; recycling plastics; anaesthetising patients; creating and building computers; and communicating with others around the world about chemistry. It has also allowed people to design and produce materials for purposes that include: transport and fuels; cosmetic and beauty products; building products; medical treatments and pharmaceuticals; and cleaning agents. The significant achievements of chemistry stretch across every facet of our lives. However, some may come at a price if they are not used with the greatest of care. Chemical monitoring tells us that some materials, that may pose a threat to ourselves and other life forms, have entered the environment. Ongoing developments and improved understanding of chemistry can also be used to solve these problems.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Unit 1: Chemical Fundamentals: Structure, Properties and Reactions

In this unit students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They apply the mole concept as a means of quantifying matter in chemical reactions.

Unit 2: Molecular Interactions and Reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of catalysts. Students will develop an understanding of intermolecular forces and chemical reactions and apply the concept of rate of reaction. They will investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.



ATAR Physics (Units 1 & 2)

Prerequisite: Extension high B or Core A

Students move into Physics Units 3 & 4 in Year 12.

Overview: Physics is an experimental discipline involving the study of the properties of, and interrelationships between energy and matter. Physics helps us to construct models and explain physical phenomena. These, in turn, allow us to develop a deeper understanding of the world around us.

Like other sciences, physics is evolving. Learning Physics requires observation, investigation, data collection and data evaluation in order to construct and modify models of physical phenomena. This course mirrors scientific processes by encouraging students to refine and reconstruct the models of physical phenomena they already hold in ways that help them to build robust understandings of important concepts. This course also encourages the communication of those understandings to others.

Students construct models about how objects and systems interact with one another and how interactions can produce changes. The contextual approach of this course helps students to appreciate the relevance of physics to their everyday experiences and to gain insight into experiences that are far from the everyday. They learn by building on the knowledge, skills, understandings and values developed in a range of content areas and contexts.

Physics may be studied over two years and the specific course details are outlined below.

Unit 1: Thermal, Nuclear and Electrical Physics

This unit is divided into three topics: thermal energy, nuclear energy and electricity.

Students gain insight into temperature measurement, internal energy, conduction and convection and radiation to develop understandings about how energy is transferred by heat through different types of materials. They also examine the specific heat capacity and latent heat of substances.

In nuclear energy students learn about atomic structure and subatomic particles to understand and appreciate phenomena such as those that lead to the emission of nuclear radiation, and nuclear energy.

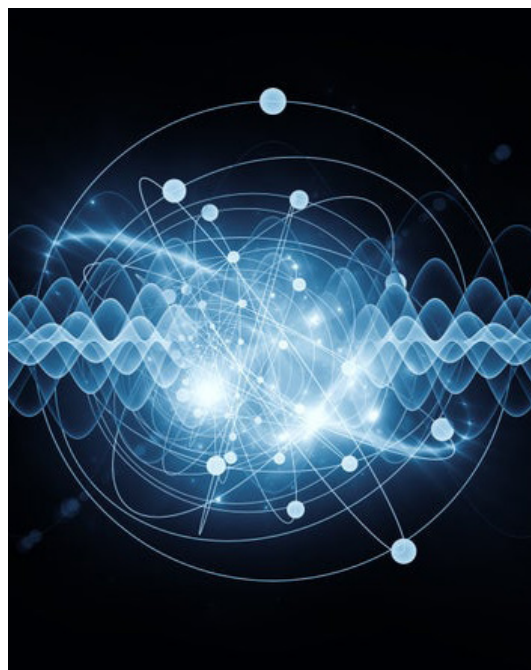
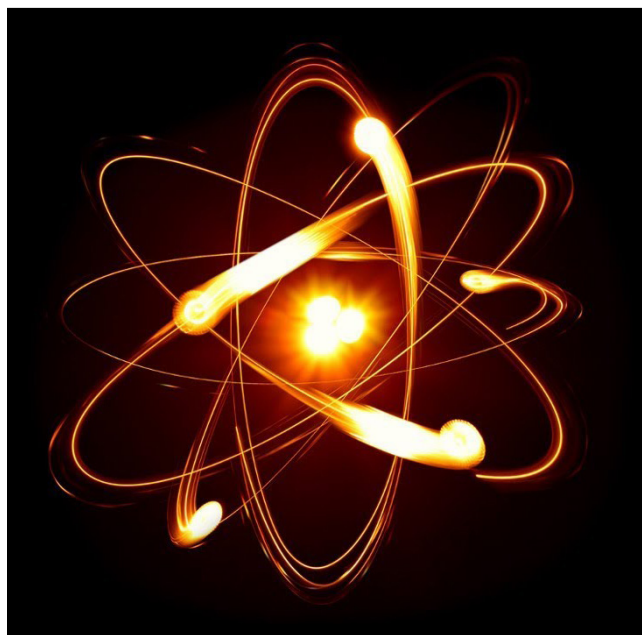
The electricity topic will allow students to apply the concepts of charge and energy transfer to situations involving both electrostatics and current electricity. They construct and study characteristics of electric circuits and learn how to work safely with electricity.

Unit 2: Linear Motion and Waves

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

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves. Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, and related areas of science and engineering, such as car and road safety.

Throughout the physics course students will be encouraged to develop their own investigations of real world problems, extending their communication skills by planning and conducting investigations. They learn that uncertainties are an integral part of the measurements made in their experiments, and engage with more abstract questions to select appropriate problem-solving strategies.



PHYSICAL EDUCATION



ATAR Course

ATAR Physical Education Studies (Units 1 & 2)

Prerequisites: B grade in English, Science and Physical Education in Year 10. Students should demonstrate a high degree of coordination and fitness for the practical component of the course.

Students move into Physical Education Studies (Units 3 & 4) in Year 12.

Overview: In the Physical Education Studies ATAR course (PES) students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

The focus is on exploring anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes to improve their own and others' performance in physical activity.

Students expand on this acquired understanding and identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. This course allows access to an examination for university selection and includes external exams in Year 12 in both theory and practical.

General Aims: Physical Education Studies is a challenging and interesting course which can be taken by all students who meet the prerequisites. The purpose of this course is a means of introducing a student into the profession of Physical Education, Health and Leisure Sciences.

The Course consists of six common units:

Developing physical skills strategies and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology and sports psychology.

Practical Units complement the knowledge gained with each theory unit. The selection of the units will depend on facilities available and class size. Previously students have completed volleyball and touch rugby units.

Assessment:

Theoretical Components:

Investigation Tasks	
Response Tasks	70%
Exams	

Practical Components:

Ongoing Practical Assessments	
Practical Performance Assessment	30%



Materials Design & Technology

SCSA General Courses have been designed for students who wish to study in the area of Technology but do not require a Certificate. Students will study the following outcomes in their chosen context; Technology process, Understanding the use of materials, Using technology skills and understanding materials, Society and the environment.

Materials Design & Technology: Wood (Units 1 & 2)

Materials Design and Technology is a General course designed for students who have had limited experience using materials and who will be introduced to the basic content and skills that will prepare them for further studies in Timber and Furniture construction.

Students will develop skills and knowledge to meet timber and furniture construction challenges by investigating, researching and presenting information; designing and making their products.

The major areas to be covered will include:

- Work centre safety
- Timber process
- Hand tools
- Machine operation
- Construction techniques
- Project design and planning

These areas will be covered in a range of activities and projects designed to be simple and becoming progressively more challenging.



Design: Photography (Units 1 & 2)

The Design General Course has been developed to allow students to explore Design through photographic techniques. Students will develop their skills and understanding of design elements, principles and processes and then apply these within a photographic context.

Major areas to be covered will include:

- Design elements and principles
- Design process (investigate the needs of clients and design solutions through a design brief)
- Digital Camera (use, care and operation)
- Digital editing/software (layering, filtering and altering photos)
- Photographic Techniques (landscape, portraiture, long exposure, freeze frame and motion blur)

Students will become competent in using the latest digital SLR cameras and the various lenses to develop creative and eye catching designs. Industry standard software will allow students to manipulate their images and communicate the Designed outcome for the target audience. Students will participate in a field excursion to use their photography skills in an environment that requires a high level of creativity and technical expertise. The opportunity to block mount and frame completed work will allow students to present their finished designs in an annual exhibition.



At the completion of this course students will have compiled a comprehensive Design portfolio containing a range of digital images and photographs displaying a large array of photographic methods.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.



Curtin UniReady Program

(Year 12 students only)

At the completion of Year 11, students may apply to be considered for a position in this university-enabling program for Year 12 in 2025.

The Curtin UniReady Program provides a pathway for non-ATAR (ie. General) students into selected degrees at Curtin University. St Mary MacKillop College and Curtin University have entered into a partnership that allows the College to deliver the UniReady Program to Year 12 students, which would normally be accessed by students only *after* they finish their Year 12 studies.

Eligible Year 12 students can select the UniReady Program as one of their school subjects, to be completed whilst still at school. Upon successful completion of the UniReady Program, students are awarded a notional ATAR of 70 which can then be used to satisfy the entry criteria for a range of degrees at Curtin and other universities.

The UniReady course offers four university-level units within an intensive program, so the workload is quite demanding. Students must be suited to a flexible, adult learning environment and also meet academic pre-requisites to be considered for entry into the Curtin UniReady Program. Places in the UniReady program are limited, and Personal Performance indicators will also be utilised when determining a final allocation of positions.

2023 - 2024

On-site Certificate Courses Unit Descriptions



Arts

DANCE

- Certificate II Dance

PERFORMANCE & PRODUCTION

- Certificate II Creative Industries

MUSIC

- Certificate II Music
- Certificate III Music

Physical Education

SPORT & RECREATION

- Certificate II Outdoor Recreation
& Certificate II Sport & Recreation

• Technology and Enterprise

COMMUNITY SERVICE

- Certificate II Community Services &
Certificate II Health Support Services

HOSPITALITY

- Certificate II Hospitality

MANUFACTURING INDUSTRY STUDIES PATHWAYS (MIS)

- Certificate II Construction Pathways (MIS)
- Certificate II Engineering Pathways (MIS)
- Certificate II Furniture Making Pathways (MIS)

ARTS - Certificate

Dance

Certificate II Dance (Year 11 and 12)

The aim of this qualification is to provide students with the technical skills, performance skills, knowledge, and attitudes, to begin the process of establishing a career in the entertainment industry. The training will introduce young dance performers to a variety of dance styles and techniques (contemporary, jazz and street), and is suited to all students interested in any form of movement and dance. The skills learnt can be applied to everyday fitness and coordination, to further training in dance and performance, and to a deeper appreciation of dance and the performing arts.

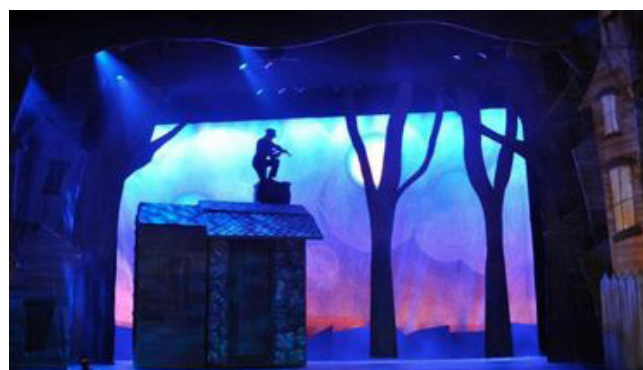
Course Structure: 10 units of competency
(6 Core Units and 4 Electives)

CORE UNITS

1. Develop basic dance techniques
2. Incorporate artistic expression into basic dance performances
3. Develop and apply creative arts industry knowledge
4. Prepare for live performances
5. Follow safe dance practices
6. Develop a basic level of physical fitness for dance performance

ELECTIVE UNITS (Choose 4 only)

1. Perform basic jazz dance techniques
2. Perform basic contemporary dance techniques
3. Perform basic street dance techniques
4. Participate in sustainable work practices
5. Develop audition techniques



Performance & Production

Certificate II Creative Industries (Year 11 & 12)

This qualification allows students to explore a variety of areas in the arts and creative industries field. Through this course, you will gain knowledge and skills in a wide range of interests including entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production.



Course Structure: 10 units of competency
(3 Core Units and 7 Electives)

CORE UNITS

1. Work effectively with others
2. Develop and apply creative arts industry knowledge
3. Apply work health and safety practices

ELECTIVE UNITS (Choose 7 only)

1. Develop and apply thinking and problem-solving skills
2. Deliver a service to customers
3. Plan and apply time management
5. Follow a design process
6. Undertake routine front of house duties
7. Develop basic lighting skills
8. Perform basic vision and sound editing
9. Develop basic prop construction skills
10. Develop basic staging skills
11. Use social media tools for collaboration and engagement



Music

Certificate II Music (Year 11 and/or Year 12)

Prerequisite: Nil

Overview: The Certificate II Music has three compulsory units and five electives which are chosen to enable specialisation in performance **or** sound production.

This is recommended for students who have a strong interest in performing music and wish to study an instrument, voice or sound engineering.

Performance students develop skills in instrument/voice and are involved in public performances. Sound students have the opportunity to mix and record sound both at school and in the wider community.

The course covers all aspects of contemporary performance music including marketing, equipment, recording and musical production.

Compulsory Units

- Contribute to health and safety of self and others
- Work effectively with others
- Develop and apply creative arts industry knowledge
- Plan and apply time management

Performance Elective Units

- Develop skills to play or sing music
- Perform simple musical parts in ensembles
- Perform simple musical pieces
- Perform simple repertoire in ensembles

Sound Elective Units

- Develop basic audio skills and knowledge
- Perform basic sound editing
- Assist with sound recordings
- Assist with bump in and bump out of shows



Certificate III Music (Year 11 and 12)

Prerequisite: Certificate II in Music (Performance)

Core units

- Plan a career in the creative arts industry
- Implement copyright arrangements
- Work effectively in the music industry

Performance units:

- Develop ensemble skills for playing or singing music
- Prepare for performances
- Contribute to backup accompaniment
- Make a music demo
- Develop technical skills in performance
- Perform music as part of a group
- Perform simple repertoire in ensembles



TECHNOLOGIES - Certificates

Certificate II Community Services & Certificate II Health Services (Dual Qualification)

Prerequisite: Nil

Overview: The community and health service industries are one of the fastest growing areas, so the demand for qualified professionals is high.

This dual qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs.

The qualification involves the study of a number of core and elective units with a focus on Occupational Health and Safety, communicating and working in health and community services and interacting and working with diverse groups of people. Students have the opportunity to complete a Senior First Aid Certificate, and theoretical components are enhanced by the completion of practical tasks and work placement in Regulated Childcare Centres, Aged Care and other health service organisations.

Students complete nationally accredited units of competency to acquire the skills and knowledge required for elective performance in a particular community services industry.

The completion of this dual course will enable students to pursue a number of pathways including Child Care worker, Teacher's Aide, Personal Care Assistant, Health Services assistant, Health Services administration, Care Service employee, Community Services Contact Officer, Care worker, Support Worker (Community Services), Customer Service staff, Reception staff.



Certificate II Hospitality

Prerequisite: Nil

Overview: The Hospitality Industry is one of the most interesting and challenging industries to work in and offers a wide range of job and career opportunities in Australia and overseas. The industry covers the following sectors: accommodation; food and beverage; bar and pub; nightclubs; catering; food trucks; casino gambling; events and meetings. The inter-related nature of hospitality means that many businesses operate across sectors within the industry, including complementary industries such as tourism and travel. Hospitality is in the business of helping people to feel welcome and relaxed, providing a range of experiences for them.

This course is designed to provide students with learning opportunities that enable them to acquire a range of technical, personal and interpersonal skills which are equally transferable to many service industries and careers. The course is delivered over two years, and lessons are structured through simulated workplace-based tasks and theory that will address specific hospitality environments and responsibilities expected.

Main topics covered:

- Participate in safe work practices
- Use hygienic practices for food safety
- Work effectively with others
- Show social and cultural sensitivity
- Source and use information on the hospitality industry
- Interact with customers
- Use hospitality skills effectively
- Produce appetisers and salads
- Prepare and serve espresso coffee
- Prepare and present sandwiches
- Prepare and serve non-alcoholic beverages
- Use software applications

On completion, students will be able to work in a range of areas such as a barista, waiter or waitress, performing basic cooking tasks in cafes, restaurants, hotels, as well as in accommodation areas, and catering facilities.

Students showing a strong aptitude in this subject area may have the opportunity to complete a traineeship and further units towards a Certificate III in Hospitality.



TECHNOLOGIES - Certificates

Pre-Designed Pathway

The Manufacturing Industry Studies (MIS) Pathways

Prerequisite: Successful MIS Program Interview

Overview: The Manufacturing Industry Studies (MIS) Pathway has been designed to give our students the best platform to gain employment or entry to further studies by providing the knowledge and skills in a variety of Trade areas.

The course combines Religion & Life (RE), English and Mathematics with Certificate II courses in Building & Construction, Engineering and Furnishing.

Students complete industry related competencies and gain valuable Work Placement hours through the endorsed VET Industry Specific component of the pathway.

More detail of the three pathway certificates follows:

Certificate II in Construction Pathways (MIS Pathway)

This qualification offers an awareness of the construction industry and the development of safe working practices. Students gain opportunities to access short-term and long-term employment opportunities. Students will develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in construction, as well as skills, knowledge and experiences that are transferable to other industry areas.

Successful completion of this certificate requires all students to complete the mandatory Workplace Learning. The

Construction Industry allows students to gain work experience in a variety of Trades including; Carpentry / Joinery / Cabinet Making / Plumbing / Roof Plumbing / Bricklaying / Plastering / Wall and Ceiling Fixing / Concreting / Painting / Electrical / Tiling.



Certificate II in Engineering Pathway (MIS Pathway)

The Certificate II in Engineering is the appropriate qualification for a person working in the metal industries e.g. sheet metal, mining, metal fabrication and mechanical industries, it is the first step towards an apprenticeship in the Engineering trades. This program provides students with the fundamental knowledge in areas of metal engineering and working effectively and safely in a workshop environment. Skills are developed to construct basic metal engineering products using a wide variety of skills including, metal lathe work, sheet metal work, welding techniques: oxy/acetylene Arc and MIG. All students complete appropriate WH&S units of competency, including knowing about the legislation, material safety management systems, hazardous substances and safe operating procedures in the workshops. This course provides a pathway to an apprenticeship in Metal and Engineering trades.

Certificate II in Furniture Making Pathway (MIS Pathway)

The Certificate is the first step towards an apprenticeship in Furnishing and Cabinet Making. This program provides students with the fundamental knowledge and skills in building furniture and working effectively and safely in a workshop environment. In completing this qualification, students will construct projects using softwood, hardwood and manufactured boards. Projects may include hall tables, outdoor chairs, chess boards, beside tables and a major project design of their choice. All students will complete appropriate OH&S units of competency, including knowing about the legislation, material safety management systems, hazardous substances and safe operating procedures in the workshops.

This course provides a pathway to an apprenticeship in Furniture or Cabinet Making and gain credit towards the Certificate II in Furniture Making.

While completing this Certificate students will also gain valuable Technical Drawing skills. Students will learn and apply techniques and processes, using a variety of methods to complete tasks.

The major areas to be covered will include:

- Freehand sketching
- Pictorial Drawing (isometric, oblique and perspective)
- Engineering Drawing (orthogonal)

This is a practical component used to develop an understanding of technical drawing as applied to the student's furnishing designs and projects.



PHYSICAL EDUCATION - Certificate



Certificate II Sport and Recreation (Year 11) & Certificate II in Outdoor Recreation (Year 12)

Prerequisite: Nil

A nationally recognised Certificate II in Sport and Recreation and Certificate II in Outdoor Recreation will be offered in Years 11 and 12. These courses are designed for students who enjoy participating in sport and have a particular interest or desire to work in the sporting industry. There are no prerequisites for these courses, however it is expected that students would display a keen interest in physical activity. Both courses have a theory and practical component of work which must be demonstrated to a satisfactory level.

Students who select these certificate courses will complete a variety of units of competencies which will develop their skills in sports such as volleyball, netball, touch rugby, golf, basketball, badminton, aquatics and tennis. Students will also learn to create and develop coaching sessions which can be used for junior coaching of community sporting teams. They will learn to work effectively in a variety of sporting and recreational environments. Students will also learn to manage first aid scenarios and will have the opportunity to gain a first aid certificate. Students who select these courses will have the knowledge and confidence to organise, coach and work in community sporting organisations.



2023 - 2024

Off-site VET Certificate Courses through Busselton TAFE



BUSINESS

- Certificate III Business

TECHNOLOGY

- Certificate III Information Technology

EDUCATION

- Certificate III Education Support

TOURISM

- Certificate III Tourism

HORTICULTURE

- Certificate III Horticulture

HEALTH

- Certificate IV Preparation for Health and Nursing Studies

VET through BUSSELTON TAFE

Students with a strong interest in the following industry areas are invited to apply for enrolment in these VET qualifications delivered through Busselton TAFE, as one of their subject selections at the College. Issued from South Regional TAFE under the Australian Qualification Framework, these qualifications are recognised and accepted anywhere in Australia.

The VET courses below are delivered over one year, so the workload is quite demanding. Students applying for these courses must be suited to a flexible, adult learning environment. At the time of publication, no fees were required by Busselton TAFE for the below qualifications. Delivery is in partnership with South Regional TAFE, and while every effort will be made to deliver the course as described, these can be subject to change or removal.

How do I apply?

Details on the application process will be available to all students, and can be obtained from the VET & Careers Office. Please note that many certificates have competitive entry and are subject to availability of places.

1. Make an appointment with the VET & Careers Office (via Direct Message).
2. An online application is made with the VET & Careers Office, via the SR TAFE Portal.
3. Short listed students will be interviewed at Busselton TAFE during Semester 2.
4. Students will be advised early in Term 4 on the outcome of their application.

Certificate III Business

If you're keen to secure a role in business administration but find that you're needing the latest skills and knowledge, the Certificate III in Business is a great starting point in helping you build confidence when undertaking routine and operational tasks.

This course is also a great stepping stone if you want to pursue an entry-level role that has a core focus in business administration. From learning how to effectively communicate with others to organising business meetings, this nationally-recognised qualification can give you a variety of business skills needed to meet a range of competencies in clerical and administrative work.



Certificate III Information Technology

This qualification will provide students with the practical skills and knowledge to operate the essential functions of software applications on the computer. This could include packages for word processing, spread sheets, database presentations, Internet, email and basic webpage construction. A pathway to further study in Information, Digital Media and Technology is possible.

Certificate III Education Support

This qualification will provide you with the practical skills and knowledge to assist the teaching staff in schools and provide care and supervision for children from Kindergarten to Year 10. You will learn how to implement planned education programs, assist students in their learning and development, contribute to the safety and health of students and support students with additional needs.

You will also learn how to work with children and young people at risk of harm, work effectively with culturally diverse students, families and co-workers and gain an introductory knowledge into working with children with special needs. As part of this qualification you will undertake a supervised work placement where you will be able to apply the skills and knowledge you have learned.

Certificate III Tourism

This qualification will provide you with well-developed tourism service, sales or operational skills. You'll be taught about using discretion, judgement and having a sound knowledge of industry operations. On completion you'll be able to work under limited supervision and may provide operational advice and support to team members.

This qualification gives you the opportunity to work in the varied tourism industry sectors and for diverse employers including tour operators, inbound tour operators, visitor information centres, at attractions, cultural and heritage sites and any small tourism businesses requiring multi-skilled employees.



Certificate III Horticulture

Are you looking for a career among the trees? When you complete the Certificate III in Horticulture you will be ready for a career working with plants as school or council gardener, groundskeeper, or self-employed landscaper. You will have the skills and knowledge to work effectively in the horticultural industry, implement propagation plans, control weeds, pests, and diseases, safely prepare, store, and apply chemicals, install irrigation, create plant displays, plant identification and nutrition, and workplace safety and health.



Certificate IV in Preparation for Health and Nursing Education

Prerequisite: English Core C Grade and Maths Core C Grade

This nationally recognised certificate allows non ATAR students to achieve the equivalent of a 70 ATAR, enabling them to apply via alternative pathway entry to university health and nursing degrees.

This course will provide the underpinning knowledge of each of the following:

- human anatomy & physiology
- medical terminology
- health mathematics
- Application of the fundamentals of physics and chemistry to nursing practice
- microbiology and health care
- Effective academic skills, including word-processed presentation of work.

N.B: The Certificate IV in conjunction with secondary graduation (achieved C grade or higher in literacy and numeracy) satisfies the minimum entry requirements to all WA tertiary institutions (excluding UWA).

For further information, please see either Mr Harslett VET Coordinator or Mr Papasergio Head of Senior School.





St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

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