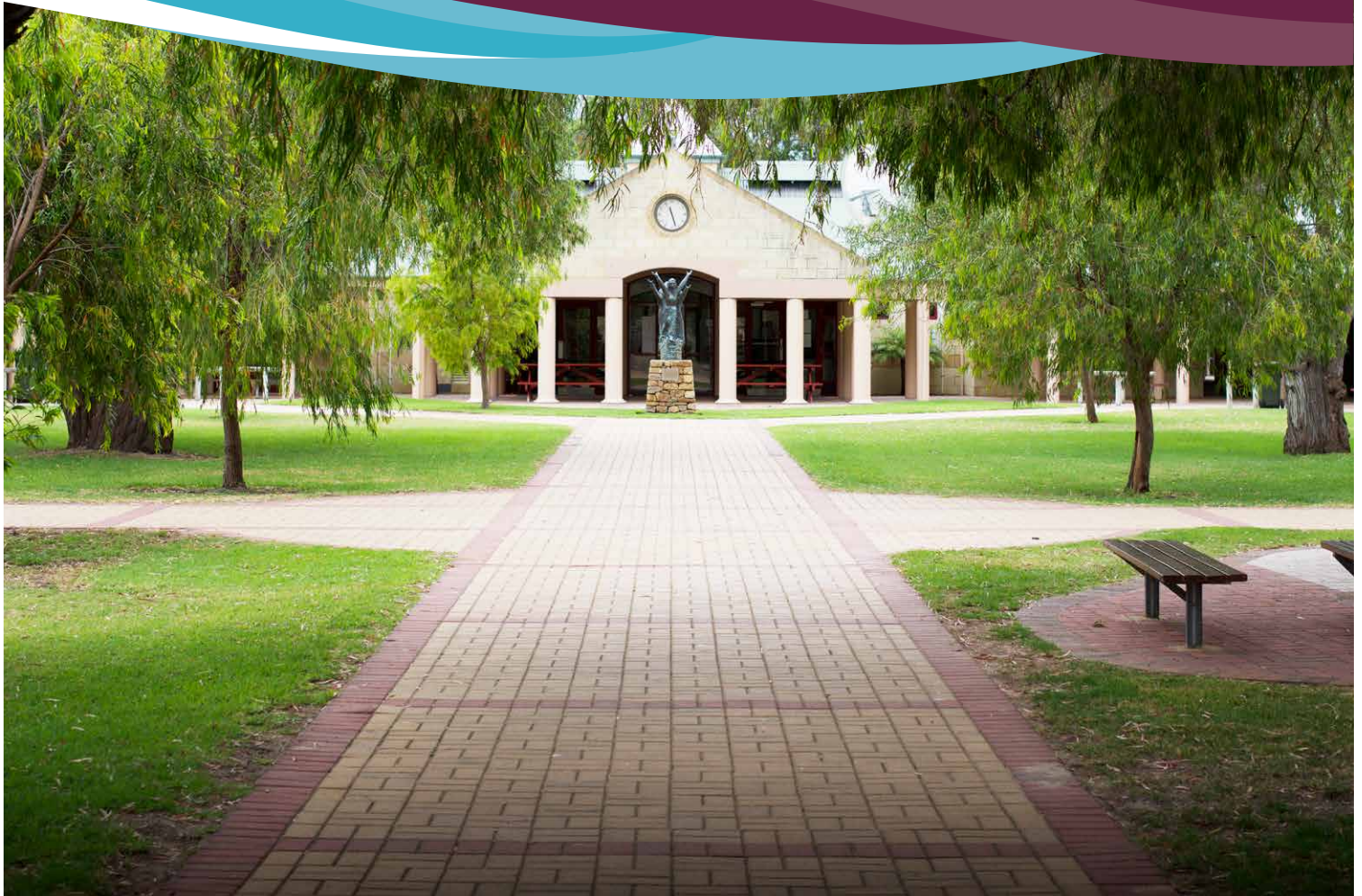




St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

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

2027 - 2028



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Introduction

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

This Handbook contains information on all courses planned for Year 11 and is one of a range of supports offered by the College to assist you to plan for the future. Whilst an outline of the content for each course is included, the handbook also contains information relating to the Western Australian Certificate of Education (WACE), as well as entry requirements for university and Registered Training Organisations (e.g. TAFE).

A clear understanding of the information provided here will assist you and your parents in the subject selection process. Students will be studying six courses across Year 11 and Year 12. Each of these will require dedicated effort in order to succeed. Use the information here to help you decide which four courses, together with an English and Religion and Life course, will best suit your abilities, interests and aspirations.

The School Curriculum and Standards Authority (SCSA) is responsible for the Year 11 and Year 12 Curriculum across Western Australia. Students are required to meet certain standards to achieve the WACE at the completion of Year 12. These requirements are outlined in this Handbook.

Combined Responsibility

It is important that students seek advice before arriving at a course selection 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 by providing subject recommendations, subject selection counselling meetings and continued access to careers counselling staff.

Importance of Year 11 and 12

Data analysis informs us that there is a strong correlation between results achieved in Year 11 and final performance in Year 12. The establishment of good study routines and clear goals is vital in Year 11. During Year 11, students need to be aware of the grades they require to achieve WACE, and be informed about the scores and pre-requisites that are required for entry into university or Registered Training Organisations (e.g. TAFE). At the end of Year 11, a student's final grade and marks need to be within reach of these entry requirements. If this is not the case, students will have difficulty achieving their goal, as courses are more difficult in Year 12.

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 choices after Year 12

A small number of Year 10 students may 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.

The College website and SEQTA Portal - Senior School Information Page, contains valuable information about the choices available during and after Year 12 for students.

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.

If you intend to enrol in University study directly from school there are several options for you to do this. The most common option is studying 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. Alternative entry methods are also available including through our enabling program offered through Curtin UniReady, through completion of a Certificate IV course or through a Portfolio Entry. For CEWA students last year applying for university admission, approximately 4 in 6 students did this through the traditional ATAR pathway, approximately 1 in 6 students did this through an enabling course (such as Curtin UniReady) and approximately 1 in 6 students did this through either a Certificate IV, Portfolio Entry or other entry methods.

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, III or IV 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 interests and aspirations;
- Your Year 10 achievement profile;
- Any required prerequisites for your intended university course;
- Selecting English or Literature;
- Selecting four or five ATAR courses, bearing in mind the requirement for at least one List A and one List B course; and
- Referring to past ATAR entry cut-offs to determine the required achievement standard.

Western Australian Certificate of Education (WACE)

What is the WACE?

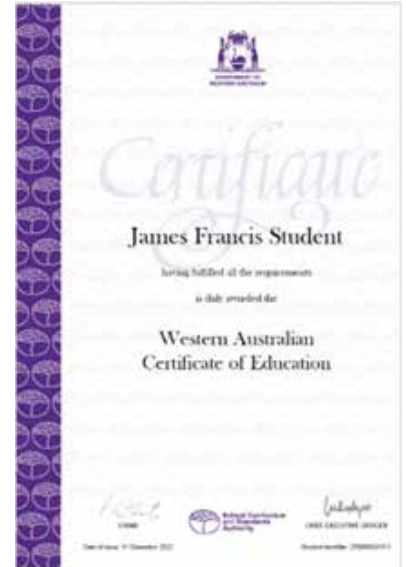
WACE stands for the Western Australian Certificate of Education. Achieving the WACE acknowledges that at the end of compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth. The Schools Curriculum and Standards Authority, WA (SCSA)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

Western Australian Certificate of Education

A student who meets the requirements will be issued with the Western Australian Certificate of Education (WACE). In mid-January, students who have completed the necessary requirements will be able to download digital copies of their WACE. Note: SCSA no longer provide paper copies of the WACE. A sample certificate is shown at right.

Students will generally take two years to achieve the requirements of the WACE- Years 11 and 12; however, these requirements may be met over a lifetime.

The WACE is recognised nationally in the Australian Qualifications Framework and by universities and other tertiary institutions, industry and training providers.



What you need to do to achieve your WACE?

To qualify for a WACE, senior secondary students must successfully meet **three key requirements: (1)** study courses that meet minimum **breadth and depth** standards, **(2)** meet the minimum **achievement standard**, and **(3)** achieve the minimum **literacy and numeracy standard**.

1. Breadth and Depth

To meet the breadth and depth standard, students must:

- Complete at least 20 units. Each course comprises of 2 units per year. (Students at MacKillop typically complete 24 units)
- Demonstrate Literacy & Numeracy via NAPLAN or OLN testing (see over*).
- Study English in both Years 11 and 12.

- Study List A & List B courses: Study at least one course from each of the Humanities (List A) and Quantitative Sciences (List B) - see below.

NOTE: Because all Year 11 and 12 students at MacKillop are required to study **Religion and Life** and one English course, they meet the WACE Breadth of Study requirement so long as they select at least one List B subject.

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

(NOTE: 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
ECO	Economics	BIO	Biology
ENG	English	CHE	Chemistry
ENG	English Foundation	DES	Design (Photography)
LIT	English Literature	FST	Food Science and Technology
GEO	Geography	HBY	Human Biology
HIM	History – Modern	MDTW	Materials Design and Technology Wood
ISL	Italian	MAE	Mathematics Essential
MPA	Media Production and Analysis	MAT	Mathematics Foundation
REL	Religion and Life	MAA	Mathematics Applications
VAR	Visual Art	MAM	Mathematics Methods
		MAS	Mathematics Specialist
		PES	Physical Education
		PHY	Physics
		PSY	Psychology

2. Achievement Standard

Students must achieve a minimum of 14 'C' grades (or the equivalent) in Year 11 and Year 12 units. Six (6) of these must be achieved in Year 12 units.

3. Literacy and Numeracy Standard

There are two parts to achieving the WACE literacy and numeracy requirements. Firstly, as detailed above, students are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

*** Students can demonstrate achievement of the minimum literacy and numeracy requirements in one of two ways:**

Achieve the minimum required scores in Year 9 NAPLAN Reading (572), Writing (594) and Numeracy (570) 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 via OLNA.

Year 11 & 12 assessments 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 you need to change your 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 you may make changes to your program during 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.

Pathway options to achieving WACE

To achieve WACE, students can follow or complete either an ATAR pathway, UniReady pathway, a VET/General course pathway, a School-Based Traineeship pathway, or a Manufacturing Industry Studies pathway.

	ATAR Pathway	UNIREADY Pathway	VET/General Pathway	School-Based Traineeship (SBT) Pathway	Manufacturing Industry Studies Pathway
Courses Studied	<p>Mostly ATAR Courses A minimum of 4 ATAR courses must be completed. Other courses may be studied to give a total of 6 selections in Year 11. All ATAR courses have external exams.</p>	<p>Mix of ATAR, General and Certificate Courses At least one ATAR course must be studied in Years 11 & 12. Year 12 students enrol in Curtin UniReady, plus continue up to 5 other course selections. All ATAR courses have external exams.</p>	<p>Mostly General and Certificate Courses (can include a mix of General, ATAR and Certificate courses) Students select from General and ATAR courses, plus one or more Certificate courses. All ATAR courses have external exams.</p>	<p>Mix of General and Certificate courses (5 in total) combined with one day per week workplace traineeship with a nominated employer. Typically, an 18-month program. Students are paid for their work during the traineeship.</p>	<p>Mostly General courses PLUS 3 Certificate II courses</p> <ul style="list-style-type: none"> • Construction • Furniture Making • Engineering <p>General courses recommended are English, Mathematics (General or ATAR), and Religion & Life.</p>
Destination	Students receive an ATAR enabling further studies at University.	Direct entry to workplace, further training, or TAFE. Students do not receive an ATAR, but some universities may allow limited entry to nominated courses.	Direct entry to workplace, studies at TAFE, or further training with the employer leading to an apprenticeship.	Provides pre-apprenticeship level access to a multitude of trade pathways (see page 14).	

Getting into University

In order to qualify for admission to a public university in 2029 (Year 12 in 2028) 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. Students who complete Curtin UniReady will also be deemed to have met the Competence in English requirement. Some Universities will also allow OLNAs combined with a suitable General English score - please discuss this with our VET and Careers Coordinators.
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 simply a tool used to rank students for the purpose of entrance to courses at universities, and is usually the most difficult entrance requirement to meet.

Are there unacceptable subject combinations?

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

Can you study additional WACE courses on a private basis?

Students wishing to sit WACE exams for courses outside their school enrolment must enrol with the Schools Curriculum & Standards Authority. A common example is the study of a foreign language that is not offered at a school the student attends. WACE courses taken on a private basis may not be used to meet the WACE requirements.

Subject mark(s) for subjects undertaken on a private basis will be based on the WACE exam mark only (out of 100) and, may be used in the TEA for calculation of your ATAR (see below*).

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.

What is the TEA?

*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 your Course of Study

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

At St Mary MacKillop College students are required to enrol in six courses: Religion & Life, plus an English course of study, plus four that they choose.

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

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

How do you choose a Year 11 Course of Study?

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

The recommendations for each Year 11 course can be found on pages 12-13, as well as above each unit description in a later section of this book.

Students opting for the more difficult courses are encouraged to continue achieving high grades throughout Year 10 to build their confidence of success in 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 then 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 page 6.

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.

Types of Courses 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.

Students entering Year 11 in 2027 will be studying a range of courses which will enable them to enter one or more post-secondary destinations including university and TAFE studies.

Broadly, there are four types of courses for Year 11 and 12 studies, described below. It is also possible to 'mix and match' these options to provide the best platform which will 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 consists of 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 in Years 11 and 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 courses

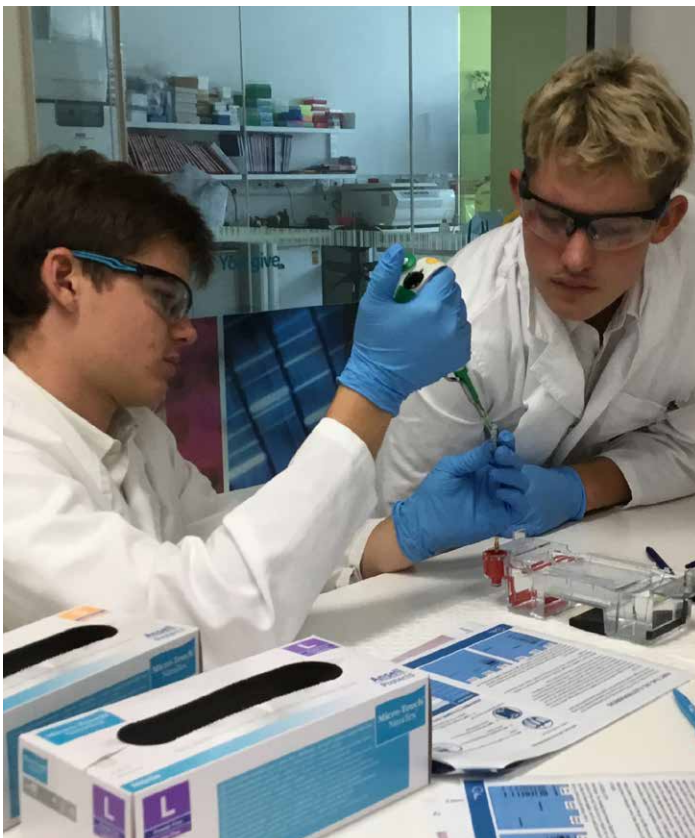
General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, however, students will sit an Externally Set Task (administered by SCSA) in Year 12.

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

Other courses

Foundation courses are intended for students who need additional assistance in demonstrating the minimum standard of literacy and numeracy. The College ultimately determines whether these courses are offered from year to year.

Preliminary courses are intended for students who require modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE. These courses are only offered on a needs basis. The College ultimately determines whether these courses are offered from year to year.





VET and Certificate courses

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 pathways - St Mary MacKillop College offers VET pathways that cater for varying student aspirations and academic abilities. There are many benefits to undertaking a VET course whilst at school, including:

- gaining a nationally recognised qualification
- gaining an apprenticeship or traineeship
- developing relevant industry knowledge and experience
- networking and establishing links with employers
- achieving points towards WACE graduation
- providing a pathway to employment or further study (including alternate entry to university)

Certificate courses - Certificate qualifications will place students in good stead to embark on their chosen career paths. Qualifications range across FOUR levels of Certificates (Certificate I, II, III and IV). St Mary MacKillop College delivers sixteen Certificate courses on-campus, all of which are free of charge. Our Certificate courses are delivered by IVET, Cartec, COSAMP and AIET as our preferred Registered Training Organisations.

Students are also able to enrol in over 20 Certificate courses at our partner Registered Training Organisations including Busselton TAFE.

Completion of a Certificate course counts towards WACE graduation.

VET industry specific courses - These are for students aiming to enter further training or the workforce straight from school. These courses include a full AQF qualification, mandatory workplace learning and contribute towards WACE graduation.

Endorsed programs

Endorsed programs address areas of learning that are not covered by other courses. Students have the opportunity to participate in programs delivered in a variety of settings by the school as well as workplaces, universities and community organisations. These programs count towards WACE graduation, and can be used to separate candidates for application to university, further training or employment.

St Mary MacKillop College will enrol and result any SCSA certified endorsed program that students elect to do outside of the College. Some of the types of programs which our students regularly engage in include:

- **Curtin UniReady** (see page 36)
- **Workplace Learning ADWPL**
- **WA Recreational Skipper's Ticket**
- **Performance in music ensembles and school productions**
- **Independently administered examinations in music, speech and drama**
- **Community Service (Christian Service Learning)**
- **'Keys for Life' Pre-Driver Education course**
- **Elite Sports Performances**
- **Off Campus Enrichment programs**
- **Defence Force Cadets**

For more information about endorsed programs, please visit the SCSA website or speak with the VET department.



Advice on choosing courses at St Mary MacKillop College

The College offers a wide range of courses to Year 11 and 12 students at the College, and all are accredited or endorsed by the Schools Curriculum & Standards Authority. The Western Australian Certificate of Education (WACE) requires students to successfully complete 20 units (see page 4). 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 (4) other courses across ATAR, General, VET and Endorsed Programs - with at least one course from List B

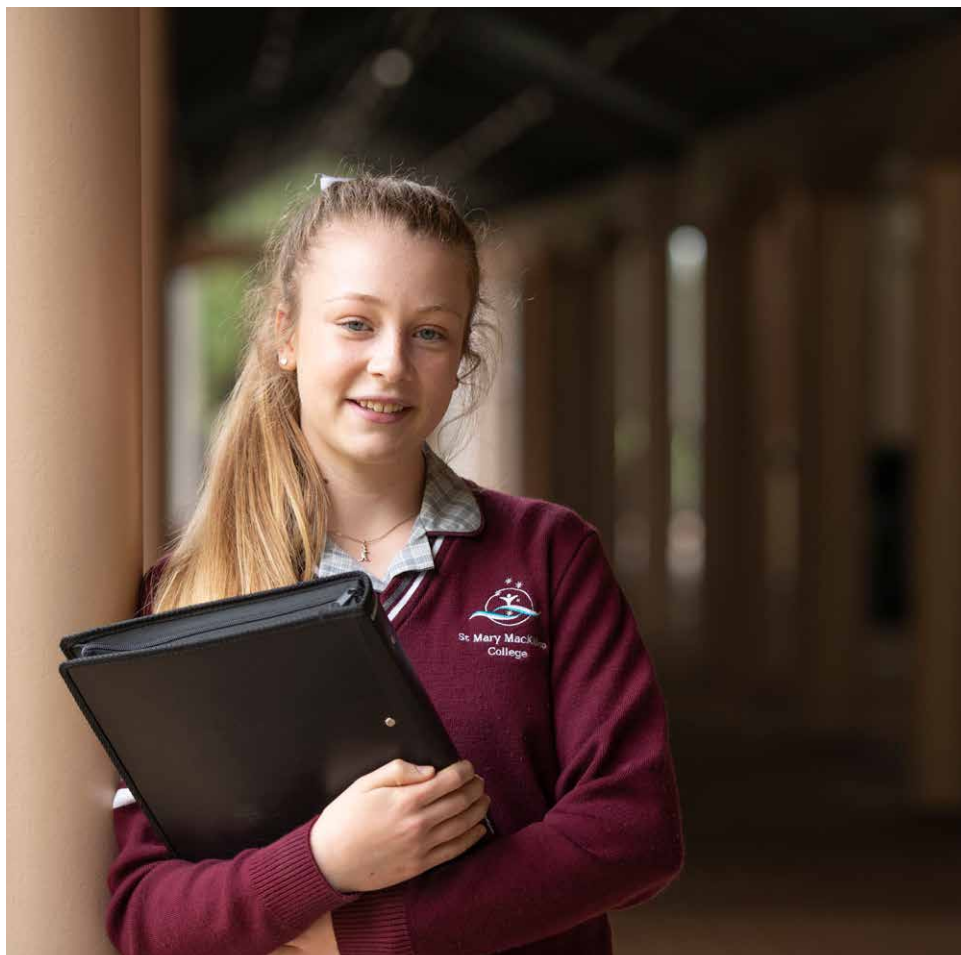
It is important that course selection reflects your aspirations for possible future careers. However, it is essential that choices are realistic, and in keeping with your academic ability and interest.

Course recommendations in Year 10

Teachers and Heads of Learning Area have provided guidance on the standard of achievement at Year 10 level that would indicate a higher probability of success in Year 11 and 12.

These recommendations are made with the students best interests at heart and to ensure that they are selecting subjects that best meet their academic abilities.

While ultimately parents and students have the option to select outside of these recommendations, the professional judgment of teachers and Heads of Learning Area should be given strong consideration.



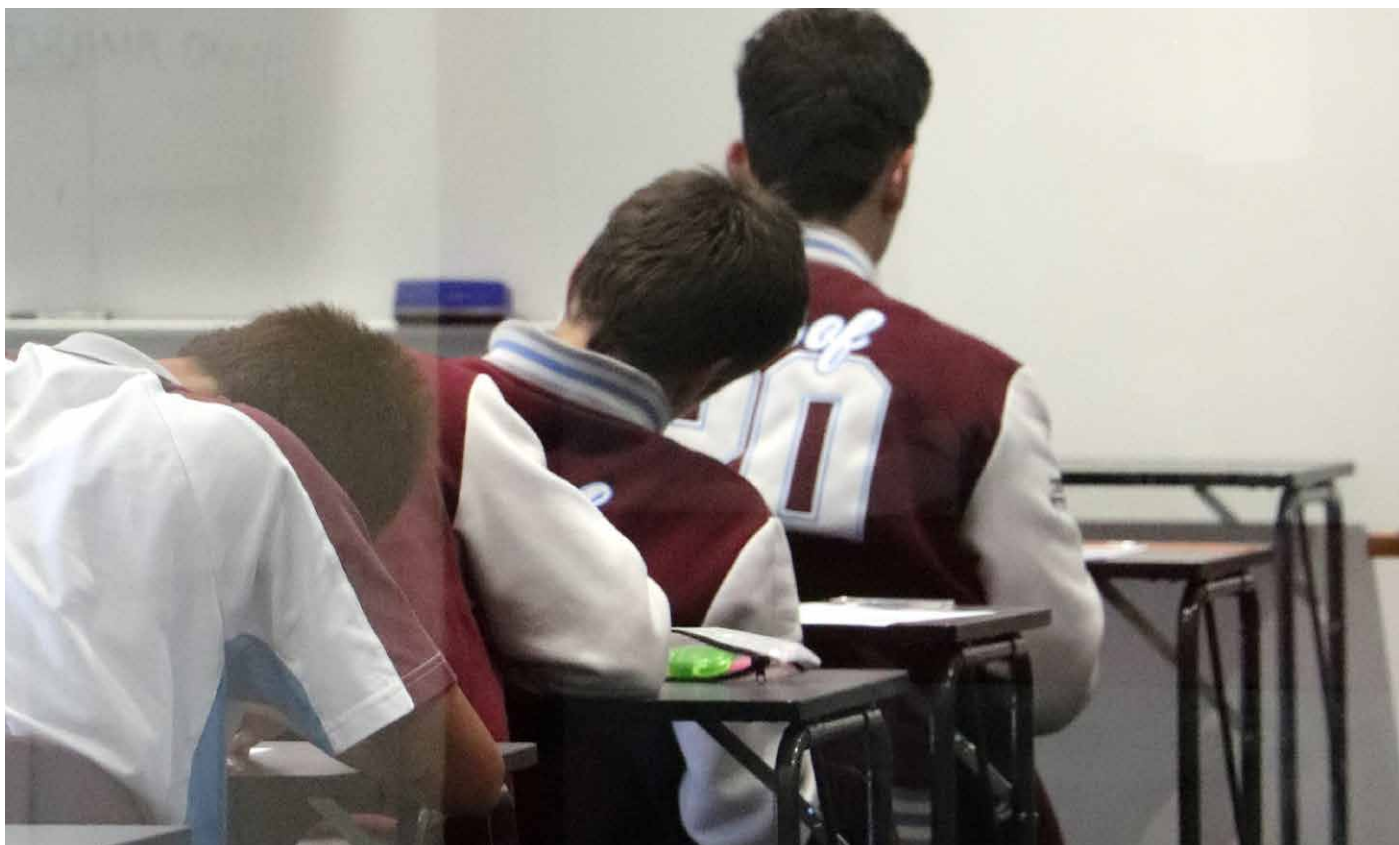
Points to keep in mind when selecting courses

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 Coordinator, 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.
- 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 2027. Students who do choose these courses will be counselled to assist them in selecting another course.
- Consider that **a student 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 a "D" or "E" grade in a course at the end of Year 11 will need to meet with the VET and Careers Coordinators to determine whether this course can continue to be studied in Year 12.
- 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).

Consider course recommendations from teachers

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.



Course offerings 2027/2028 with Year 10 recommendations

LEARNING AREA	COURSES	YEAR 11 2027	YEAR 12 2028	RECOMMENDATIONS YEAR 10 2026
ARTS	ATAR	Media Production & Analysis (Units 1 & 2)	Media Production & Analysis (Units 3 & 4)	Media & 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 II Dance*	satisfactory ability
		Certificate II Creative Industries - Film	*Certificate II Creative Industries - Film	
		Certificate II Music	Certificate III Music	nil
		Certificate III Music	Certificate III Music	Certificate II Music
	Certificate II Visual Art	Certificate II Visual Art	nil	
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 - B
HUMANITIES & SOCIAL SCIENCES	ATAR	Accounting & Finance (Units 1 & 2)	Accounting & Finance Units 3 & 4)	HASS (ext) - C 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)	
	Certificate	Certificate I Workplace Skills	Certificate I Workplace Skills	nil
		Certificate II Financial Services	Certificate II Financial Services	
General	Business Management Enterprise (Units 1 & 2)	Business Management Enterprise (Units 3 & 4)	nil	
LOTE	ATAR	Italian (Units 1 & 2)	Italian (Units 3 & 4)	Yr10 Italian - high C
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; Maths (ext) all grades
		Mathematics Methods (Units 1 & 2)	Mathematics Methods (Units 3 & 4)	Maths (ext) - A/B
		Mathematics Specialist (Units 1 & 2)	Mathematics Specialist (Units 3 & 4)	
PHYSICAL EDUCATION	ATAR	Physical Education Studies (Units 1 & 2)	Physical Education Studies (Units 3 & 4)	English, Science (core) & Phys Ed - B
	General	Physical Education Studies (Units 1 & 2)	Physical Education Studies (Units 3 & 4)	Phys Ed - B; Phys Rec - C
	Certificate	Certificate II Sport & Recreation	Certificate II Sport & Recreation	nil
			Certificate III Sports, Aquatics & Recreation	English & Science (core) - C; Phys Ed - B
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 & English - A/B HASS (ext) - B/C

LEARNING AREA	COURSES	YEAR 11 2027	YEAR 12 2028	RECOMMENDATIONS YEAR 10 2026
SCIENCE	General	Human Biology (Units 1 & 2)	Human Biology (Units 3 & 4)	nil
		Psychology (Units 1 & 2)	Psychology (Units 3 & 4)	English & Science - C
	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)	
		Psychology (Units 1 & 2)	Psychology (Units 3 & 4)	Science - core high B; ext B; English - high C
		Physics (Units 1 & 2)	Physics (Units 3 & 4)	Science (ext) - high B or (core) A
	Chemistry (Units 1 & 2)	Chemistry (Units 3 & 4)		
TECHNOLOGIES	General	*Materials Design & Technology – Wood (Units 1 & 2)	*Materials Design & Technology – Wood (Units 3 & 4)	nil
		Food Science & Technology (Units 1 & 2)	Food Science & Technology (Units 3 & 4)	nil
		Design – Photography (Units 1 & 2)	Design – Photography (Units 3 & 4)	nil
	ATAR	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 Furniture Making	successful MIS Program interview
		Certificate II Construction	Certificate II Construction	
		Certificate II Engineering	Certificate II Engineering	
	Certificate	Certificate II Community/Health Services (Dual Cert.)	Certificate II Community/Health Services (Dual Cert.)	nil
		Certificate I Hospitality	Certificate I Hospitality	
Certificate II Hospitality		Certificate II Hospitality		
Certificate II Engineering		Certificate II Engineering		
PRE-DESIGNED PATHWAY:	UNI-READY	not offered in Year 11	Curtin UniReady	See details p.36
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 Minimum Literacy and Numeracy achieved in NAPLAN or OLNA Successful interview for students meeting requirements
		Certificate III Information Technology		
		Certificate III Aviation - Remote Pilot		
		Certificate III Education Support		
		Certificate III Horticulture		
		Certificate IV Prep. for Health & Nursing Ed.		

- All ATAR courses have an external examination.
- Students wishing to gain an ATAR for 2029 University entry, will need to be enrolled in at least four (4), or preferably five (5), ATAR Course unit pairs.
- *Certificate II Dance: course may be altered to a School Production Endorsed Program, depending on student interest. Students who have selected this course will be consulted once numbers are confirmed.
- *Certificate II Creative Industries - Film: Opportunity for Certificate III in Screen and Media may be offered to students demonstrating strong work ethic and high standard of production skills.
- *General Material Design Technology - Wood: availability of this course is subject to demand in other courses.

Course of Study examples

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)
English - General or ATAR (Units 1 & 2)
Maths - General or ATAR (Units 1 & 2)



Year 12

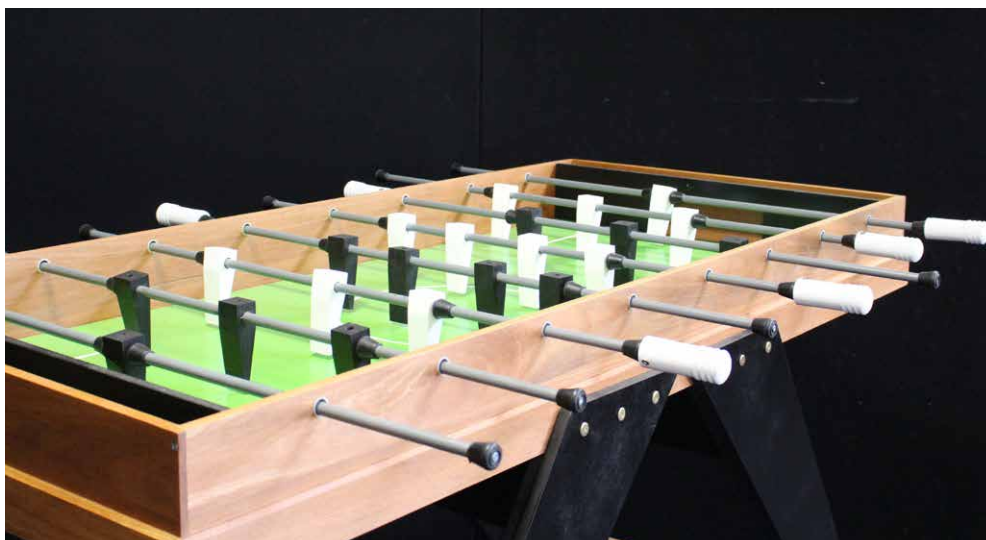
Industry specific Certificate II Building & Construction (Carpentry/Joinery)
Certificate II Engineering
Certificate II Furniture Making
General Religion & Life (Units 3 & 4)
English - General or ATAR (Units 3 & 4)
Maths - General or ATAR (Units 3 & 4)



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

Year 11 students choose six (6) courses.

YOU MUST:

- Include **ONE English Course**
- Include **ONE Religion and Life Course**
- 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

DIRECT ENTRY WITH UNIREADY

The UniReady Enabling Program is an option for Year 12 students wanting an alternate pathway to university entry without having to pursue a full ATAR program. This pathway provides a notional ATAR of 70, which is recognised for entry into a wide range of university courses. UniReady is only available for study in Year 12.

Year 11 students choose six (6) courses.

YOU MUST:

- Include **ONE English Course**
- Include **ONE Religion and Life Course**
- Include a minimum of **ONE ATAR Course**

Students then choose a selection of other General or Certificate courses to give a total of 6 courses.

Examples of Year 11 and 12 courses for UniReady pathway

Example 3

YEAR 11	YEAR 12
General Religion & Life	General Religion & Life
General English	General English
ATAR Maths Applications	ATAR Maths Applications
General Business Mngmnt. & Enterprise	General Business Mngmnt. & Enterprise
Cert II Financial Services	UNIREADY
Certificate II Sport & Recreation	Certificate II Sport, Aquatics & Recreation



BUSINESS
Commerce, Accounting, Business, Teaching

Example 4

YEAR 11	YEAR 12
General Religion & Life	General Religion & Life
ATAR English	ATAR English
General Maths Essentials	General Maths Essentials
ATAR Physical Education Studies	ATAR Physical Education Studies
General Human Biology	General Human Biology
Certificate II Sport & Recreation	UNIREADY



SPORTS/RECREATION
Teaching, Health/ Bio-Medical Sciences, Social Work

Selecting a VET / General pathway

TAFE OR ALTERNATIVE UNIVERSITY ENTRY

This pathway is suitable for students intending to move from school directly into the workforce, or into further studies at TAFE, or accessing university entry via the alternate Certificate IV pathway.

Year 11 students choose six (6) courses.

YOU MUST:

- Include **ONE English Course**
- Include **ONE Religion and Life Course**
- Alternate university entrance may be obtained via completion of a **Certificate IV** qualification

Examples of TAFE or alternative university entry pathways (without an ATAR or UniReady)

Example 5

General Religion and Life
General English
General Maths Essentials
Cert II Community/Health
Certificate III Early Childhood Education & Care*
STUDY**



EDUCATION/HEALTH CARE
Diploma Courses at TAFE, Employment in Education or Care Services

Example 6

General Religion and Life
General English
General Maths Essentials
General Human Biology
Certificate IV Preparation for Health & Nursing*
STUDY**



NURSING / ALLIED HEALTH
Diploma Course at TAFE, Nursing, Health Sciences

Example 7

General Religion and Life
General English
ATAR Maths Applications
ATAR Psychology
Certificate II Visual Arts
Certificate III Music



ARTS
Diploma Course at TAFE leading to WAAPA, or Media, Visual Arts, Film/TV/Media

* Certificate courses studied externally at TAFE one or two days per week.

**Study line in student's timetable to allow time to catch-up on course work missed while at TAFE one or two days per week.



Selecting a School-Based Traineeship (SBT) pathway

AIMING FOR DIRECT EMPLOYMENT OR AN APPRENTICESHIP

This pathway is for students wishing to combine an ongoing traineeship one day per week, while still attending the College for the remaining four days per week.

The SBT is typically an 18-month program aligned with Certificate II qualifications.

Students are paid while completing the SBT and the course fees are also covered.

Year 11 students choose five (5) courses.

YOU MUST:

- Include **ONE English Course**
- Include **ONE Religion and Life Course**
- The sixth course is replaced by a Study line in student's timetable to allow catch-up of course work missed while out of school for one day per week for **Traineeship**.

Examples of SBT pathways

Example 8

General Religion and Life
General English
General Maths Essentials
General Design & Technology - Wood
Certificate II Engineering
STUDY*

TRAINEESHIP combined with Certificate II Light Auto Tech**

TRADES

Apprenticeship / Employment in a Trade pathway

Example 9

General Religion and Life
General English
General Maths Essentials
General Human Biology
General Business Management & Enterprise
STUDY*

TRAINEESHIP combined with Certificate II Workplace Skills**

RETAIL / REAL ESTATE / BUSINESS ADMIN / SALES

Employment, Internship in Retail, Real Estate, Business Services

* Study line in student's timetable to allow time to catch-up on course work missed while at work placement/traineeship one day per week.

**Traineeship, organised through a suitable employer. Student attends traineeship placement one day per week, for which they will get paid. Student completes additional Certificate II course as part of this placement.



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, 2025. Year 10 Online Information Handbook
- School Curriculum and Standards Authority, WACE 2026 Manual.
Available online at <https://senior-secondary.scsa.wa.edu.au/further-resources>

These sources are used with permission.

How can I obtain further information?

1. Mr Matthew Harslett VET Coordinator & Mr Coby Henderson Careers Coordinator

Mr Harslett and Mr Henderson are available to discuss and assist students and parents with career pathway planning and specific subject selections. Regular communication is sent via Direct Messages 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 Secondary

Mr Murray Hegney, (Head of Secondary), is available to assist students and parents with course selection issues. To make an appointment contact Mr Hegney 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



2027 - 2028

General & ATAR Course Unit Descriptions



ARTS Mr John Grace

- Media Production & Analysis – ATAR
- Visual Arts – ATAR

ENGLISH Mrs Hayley Wills

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

HUMANITIES & SOCIAL SCIENCES

Mr Chris Heathcote

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

LOTE (Language Other Than English)

Miss Lauren Mirco

- Italian – ATAR

MATHEMATICS Mr Matthew Connaughton

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

RELIGIOUS EDUCATION Mrs Michelle Barrow

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

SCIENCE Mr Mel De Francesco

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

PHYSICAL EDUCATION Mr Miles Armstrong

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

TECHNOLOGIES Mr Cameron Embry

- Materials Design & Technology (Wood) - General
- Food Science & Technology - General
- Design (Photography) - General
- Design (Photography) - ATAR

UNIREADY PATHWAY

- Curtin UniReady Program

ATAR Arts Courses

ATAR MEDIA PRODUCTION & ANALYSIS (Units 1/2 in Year 11, 3/4 in Year 12)

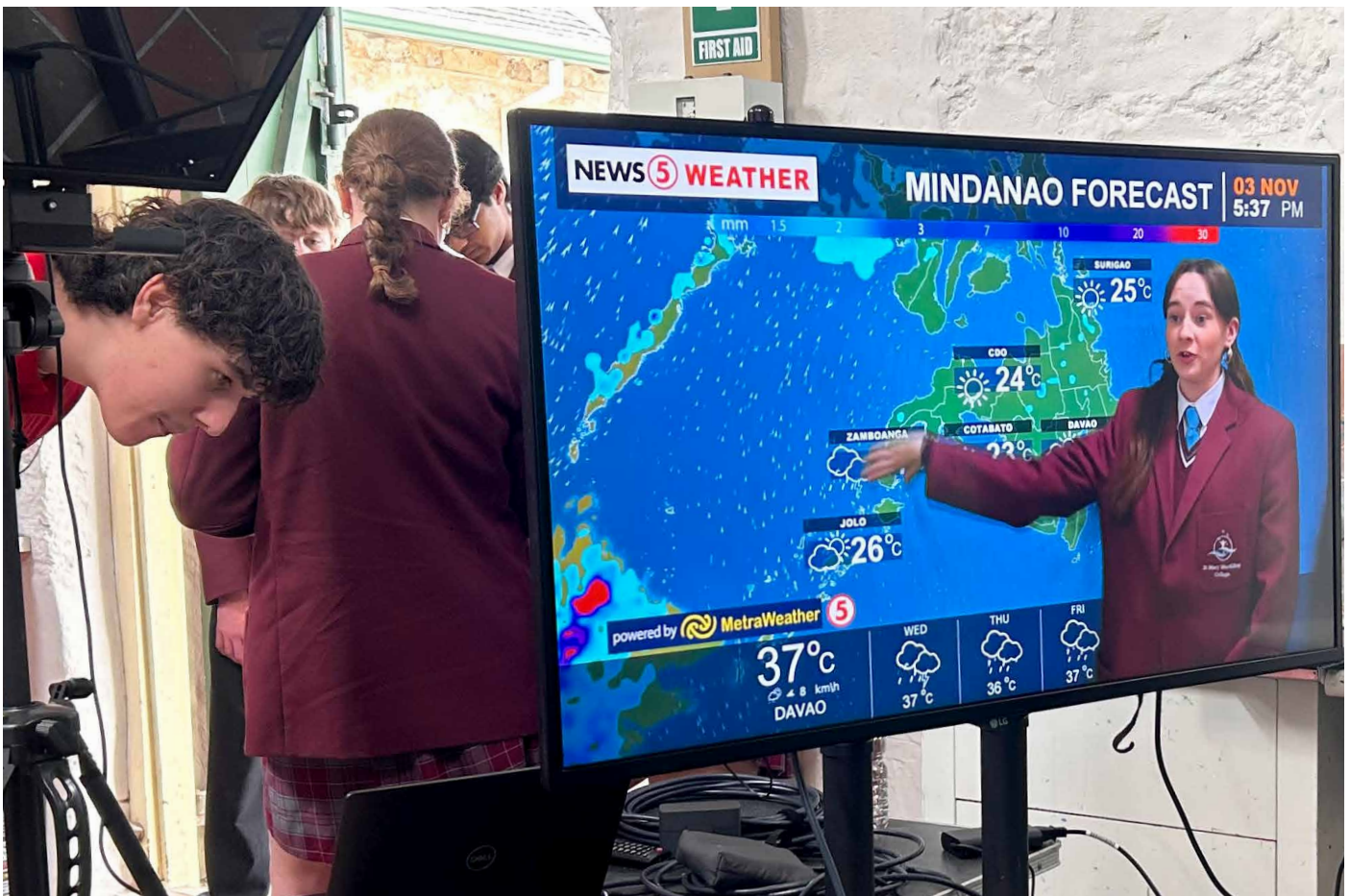
Year 10 Recommendations: B grade in Intro to English (General) or C grade in English (ATAR)

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 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 VISUAL ARTS (Units 1/2 in Year 11, 3/4 in Year 12)

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

Overview: In the ATAR Visual Art program, academic rigor is paramount, with a curriculum evenly balanced between practical application and written expression, each comprising 50% of the course content. Students are expected to fully commit to the completion of artworks both during class time and at home to supplement their learning.

Unit 1 and 2 of ATAR Visual Art adopt an inquiry-based approach, emphasising rigorous exploration and analysis. The practical component entails the in-depth exploration of a central theme throughout the semester, with Unit 1 focusing on Differences and Unit 2 on Identities. This exploration leads to the creation of a distinct body of artistic work, alternating between emphasis on 3D art production and 2D artistic endeavours each semester.

Complementing the practical component, the written segment of the curriculum encompasses investigation and analysis. Students conduct thorough research on a chosen artist, culminating in written assessments contextualising the artist's work.

The artworks produced in this course span a wide range of mixed media, from traditional to contemporary techniques. Students are encouraged to experiment with various mediums, including drawing, painting, printmaking, textiles, ceramics, and sculpture. Additionally, students have the opportunity to explore contemporary digital art forms, integrating technology into their artistic expression.



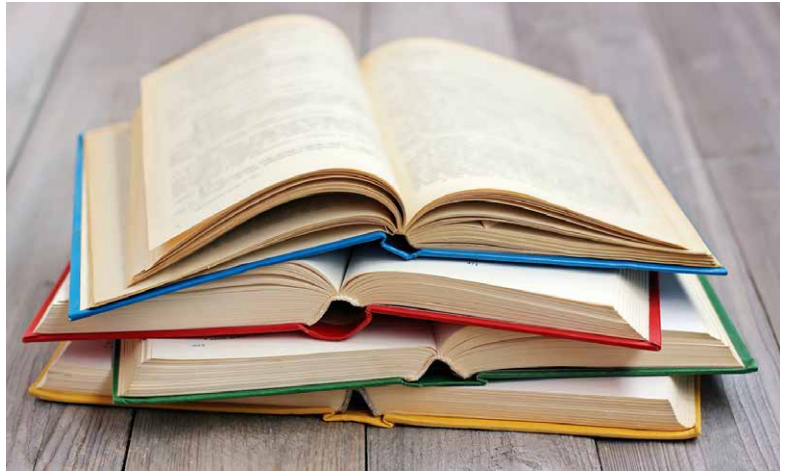
General English Courses

GENERAL ENGLISH

(Units 1/2 in Year 11, 3/4 in Year 12)

Recommendations: Successful completion of the OLNA by the end of Year 10 Semester 2.

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' 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.



ATAR English Courses

ATAR ENGLISH (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Successful completion of the OLNA; Minimum B grade in Year 10 English.

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. 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.

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.

ATAR LITERATURE

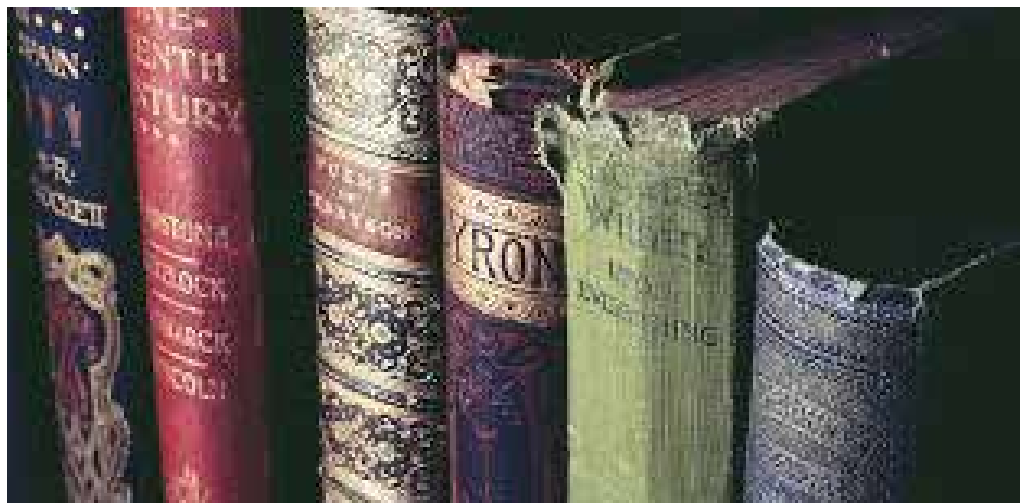
(Units 1/2 in Year 11, 3/4 in Year 12)

Recommendations: Successful achievement of the OLNA; B grade in Year 10 English.

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.



General HASS Courses

GENERAL BUSINESS MANAGEMENT & ENTERPRISE (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Nil

Overview: The focus of the Business Management and Enterprise General course is on establishing and operating a successful small business in Australia. The course introduces students to various and critical facets of business operations including finance, business planning, marketing, management, record keeping, human resources and workplace laws (consumer, equal opportunity, workplace health and safety).

Students are given the opportunity to earn profit through the operation of their own small business at the College and experience the real-life challenges faced by business owners! Students also examine the different types of business, income tax and employee entitlements of employment conditions, pay, pay slips and leave entitlements - which is relevant to any workplace they may find themselves.

Although suitable for any career pathway, this course is particularly useful for students wanting to enter the workforce, become self-employed, have a family business, or wanting to pursue careers in the areas of management, employee industrial relations, administration, marketing or human resources.

Year 11: Unit 1 - Establishing a Small Business in Australia; Unit 2 - Operating a Small Business in Australia

Year 12: Unit 3 - Success in Business on a National level ; Unit 4 - Growth and Challenges on a National Level

Assessments: Business Research, Response (Tests), Externally Set Task (Year 12 only)



HUMANITIES AND SOCIAL SCIENCES

ATAR HASS Courses

ATAR GEOGRAPHY

(Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: C grade (Extension) or B grade (Core) in Year 10 HASS

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.

Life Skills and Possible Career Pathways:

The understandings, skills, knowledge and values developed in the course 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.

Year 11: Students explore the management of natural and ecological hazards and the risk they pose to people and environments. Students also explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences.

Year 12: Students explore the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. They also study the process of urbanisation, its consequences, and the range of challenges that urbanisation has created for urban, rural and remote places, including Indigenous communities.



ATAR ACCOUNTING & FINANCE (Units 1/2 in Year 11, 3/4 in Year 12)



Year 10 Recommendations: C grade (Extension) or B grade (Core) in Year 10 HASS

Overview: The Accounting and Finance ATAR course aims to improve financial literacy – the understanding of money, borrowing, investing and profits in business. The course focuses on the recording, processing and analysis of financial information for a business. The knowledge acquired enables students to analyse their own financial data and make more informed decisions. Students develop an understanding of different types of business including sole traders, partnerships and companies as well as a range of state and commonwealth legislation that affects their operations. Accounting and Finance ATAR provides an essential foundation for any student wishing to study Commerce or Business Management related fields at a tertiary level. It provides useful insight to those students with family businesses and provides financial skills for a number of career pathways including accountancy, business, economics, financial planning, law, banking, engineering, management and academia.

Year 11:

Unit 1 - Double Entry Accounting. Examine both trading and service businesses and learn how to record financial information and prepare simple profit reports. Investigate legislation relating to the commencement of business, bankruptcy and taxation.

Unit 2 - Accrual Accounting. Prepare and analyse more complex financial reports to make decisions about profitability and liquidity. This unit also introduces the fundamentals of accounting software such as Quickbooks or MYOB.

Year 12:

Unit 3 - Internal Management Reports. Management of assets and preparation of internal management reports including budgets, cost accounting, capital expenditure and cost-volume-profit analysis.

Unit 4 - Australian Companies. Prepare and analyse company financial reports, gain an understanding of shares and examine how companies are regulated by legislation and government bodies.

Assessments: Projects (case studies), Tests, Examination

HUMANITIES AND SOCIAL SCIENCES

ATAR MODERN HISTORY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: C grade (Extension) or an B grade (Core) in Year 10 HASS

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.

Life Skills and Possible Career Pathways:

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.

Year 11: Students develop an understanding of the modern world through an exploration of Capitalism in the USA and European Fascism, looking specifically at Nazi Germany and its impact on the world to 1945.

Year 12: Students study modern nations in the 20th Century through a study of Russia and the Soviet Union between 1914 and 1945, and examining the Cold War world between 1945 and 2001.



ATAR ECONOMICS (Units 1/2 in Year 11, 3/4 in Year 12)

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

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.

Life Skills and Possible Career Pathways: 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.

Year 11: Microeconomics and Macroeconomics – exploring the role of the market in determining the wellbeing of individuals and society, and the government’s role in the economy.

Year 12: Australia and the Global Economy – globalisation, trade liberalisation and protection with a particular emphasis on the Australian economy; Economic Policies and Management - 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.

LANGUAGES (LOTE)

Italian

ATAR ITALIAN

(Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: High C Grade in Year 10 Italian.

Overview: Unlock the beauty and richness of Italian culture, language, and history with our ATAR Year 11 and 12 Italian course. Designed to provide students with a comprehensive understanding of the Italian language, cultural appreciation, and communicative skills, this course offers an enriching journey into one of the world's most captivating languages and countries. Italy boasts a rich cultural heritage, renowned culinary delights, and a thriving arts scene. By learning Italian, students gain access to a world of literature, art, music, and cinema, enhancing their global perspective and cultural appreciation.

In today's interconnected world, proficiency in languages is a valuable asset as companies seek employees who can communicate effectively with international partners and clients. Italian is not only spoken in Italy but is prevalent in various regions worldwide, offering unique opportunities for travel, work, and cultural immersion. Employers across various industries highly value language skills, making Italian proficiency an asset to future opportunities in fields such as tourism, hospitality, international business, diplomacy, translation, and education. By mastering Italian, students enhance their marketability and expand their career prospects in an ever-evolving global economy.

In Western Australia, students who complete the ATAR Italian course are eligible for a Languages Bonus, providing additional points towards their Australian Tertiary Admission Rank (ATAR). This incentive is to encourage students to pursue language studies and recognises the importance of linguistic diversity in our multicultural society.

Year 11: Unit 1 - *Una Vita da Vivere* (A Life to Live); Unit 2 - *Italian in Primo Piano* (Italy Up Close)

Year 12: Unit 3 - *Una Mondo da Scoprire* (A World to Discover); Unit 4 - *Ieri, Oggi e Domani* (Yesterday, Today and Tomorrow)



General Mathematics Course

MATHEMATICS ESSENTIAL (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Nil

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 Mathematics Courses

ATAR MATHEMATICS APPLICATIONS (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Completed Extension Maths in Year 10, minimum B grade in Year 10 Core Maths, or C grade in Core Maths with teacher approval

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

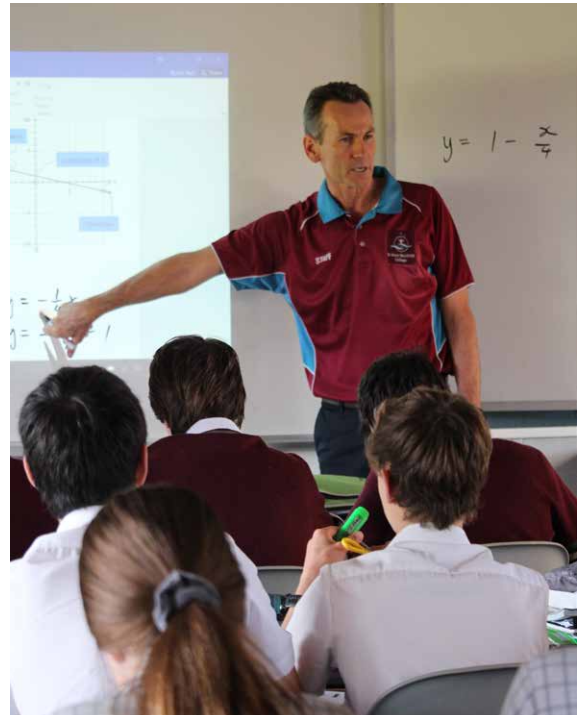
This unit includes the following three topics:

- 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



MATHEMATICS

ATAR MATHEMATICS METHODS (Units 1/2 in Year 11, 3/4 in Year 12)

may be studied in conjunction with Mathematics Applications or Specialist

Year 10 Recommendations: Minimum B grade in Extension Maths in Year 10

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

NOTE: Students can study both ATAR Mathematics Methods and ATAR Mathematics Applications as an acceptable combination of courses.

ATAR MATHEMATICS SPECIALIST (Units 1/2 in Year 11, 3/4 in Year 12)

to be studied concurrently with Mathematics Methods

Year 10 Recommendations: Minimum B grade in Extension Maths in Year 10

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

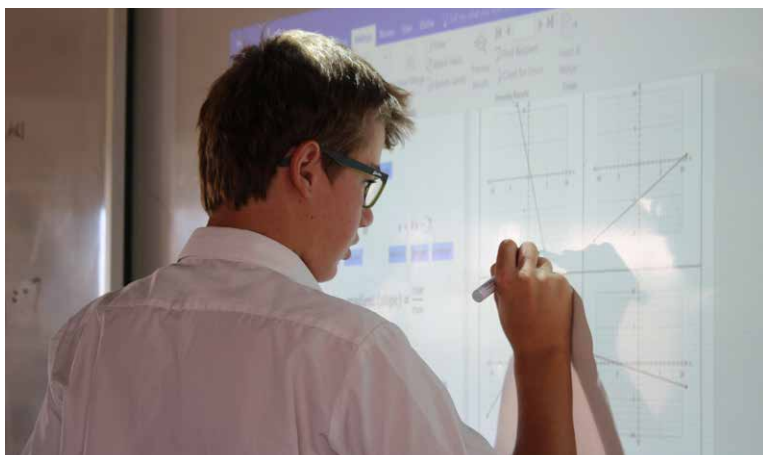
This unit includes the following three topics:

- Geometry
- Combinatorics
- Vectors in the plane

ATAR Mathematics Specialist: Unit 2

This unit includes the following three topics:

- Trigonometry
- Matrices
- Real and complex numbers



General RE Course

GENERAL RELIGION & LIFE
(Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Nil

Overview: The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyse the role religion plays in human affairs and to explore issues of concern to religion.

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.

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.

Assessments: Source Analysis, Research/Investigation, Explanation/Short Response, Essay.



ATAR RE Course

ATAR RELIGION & LIFE (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Extension HASS B/C grade; RE and English A/B grade

Overview: The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.



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 in various ways.

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 ideas in various ways.

Assessments: Source Analysis, Research/ Investigation, Explanation/Short Response, Essay.

SCIENCE

General Science Courses

GENERAL HUMAN BIOLOGY

(Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Nil

Overview: The General Human Biology course gives students a chance to explore how the human body works. It looks at how students can lead a healthy lifestyle by studying systems of the body and how diet and exercise influence them. They also look at the causes and spread of disease and how humans respond to invading pathogens, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real 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.

Year 11: Life processes, musculoskeletal system, digestive system, health checks, circulatory system, respiratory system, urinary system

Year 12: Reproduction, infertility and assisted reproductive technology, disease, vaccines and immunology

Assessments: Investigation, project, practical assessment, supervised written assessment



GENERAL PSYCHOLOGY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Minimum C grade English in Year 10; Minimum C grade in Science in Year 10

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. Psychology's main aim is to understand humans in a systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality. Psychological knowledge also helps us understand the way that individuals function within groups, society and in relationships. This consists of knowledge associated with socialisation, moral development and the formation of attitudes. 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.

Year 11 & 12: Personality, cognition, influences through relationships, communication, developmental and social psychology, culture

Assessments: Investigation, response and project work, Externally Set Task (Year 12)



ATAR Science Courses

ATAR PSYCHOLOGY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Science Extension B grade or Core high B grade; High C grade English in Year 10

Overview: Psychology is the scientific study of how people think 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 the scientific method. This allows for a 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.

Year 11: Biological and lifespan psychology; attitudes, stereotypes, and social influence

Year 12: Memory and learning; psychology motivation, wellbeing and health

Assessments: Science inquiry (practical and research), response (tests and extended response), exams

ATAR HUMAN BIOLOGY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: 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 risk/benefits of medical intervention? 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, advances in molecular genetics, and new biotechnological processes, evidence is studied to highlight changes leading to natural selection and the evolution of hominids.



Year 11: Cells and tissues, metabolism, respiratory system, circulatory system, digestive system, musculoskeletal system, excretory system, DNA, cell reproduction, human reproduction, inheritance.

Year 12: Endocrine system, central and peripheral nervous system, homeostasis, response to infection, mutations, gene pools, evidence for evolution, hominid evolutionary trends

Assessments: Science inquiry (practical and investigation), extended response, test and exams



ATAR BIOLOGY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Extension B grade or Core high B grade

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 biosphere. Biology influences diverse aspects of our understanding of the world from sub microscopic 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.

Year 11: Describing biodiversity, ecosystem dynamics, cells as the basis of life, multicellular organisms

Year 12: Heredity, continuity of life on Earth, homeostasis, infectious disease

Assessments: Science inquiry (practical and investigation), extended response, test and exams

SCIENCE

ATAR CHEMISTRY (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Extension high B or Core A

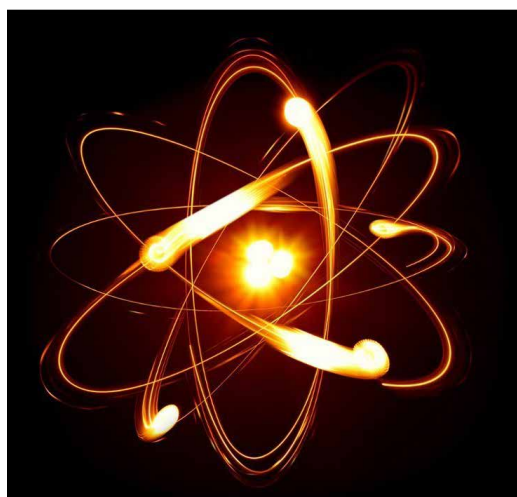
Overview: Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us. Chemical knowledge has enabled us to understand matter and devise processes for activities such as: cooking and preserving 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 achievement 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.



Year 11: Properties and structure of atoms; properties and structure of materials; chemical reactions: reactants, products and energy change; intermolecular forces and gases; aqueous solutions and acidity; rates of chemical reactions

Year 12: Chemical equilibrium systems; acids and bases; oxidation and reduction; properties and structure of organic materials; chemical synthesis

Assessments: Science inquiry (practical and investigation), extended response, test and exams



ATAR PHYSICS (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: Extension high B or Core A

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 progress 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.

Year 11: Motion and forces; mechanical and thermal energy; waves; ionising radiation and nuclear reactions; electrical forces and energy

Year 12: Gravity and motion; electromagnetism; wave particle duality and the quantum theory; Special Relativity; cosmology

Assessments: Science inquiry (portfolio), tests and exams

GENERAL PHYSICAL EDUCATION STUDIES (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: B grade in Physical Education in Year 10; C grade in Physical Recreation.

Overview: Emphasis in this course is placed on understanding and improving performance in physical activities, the integration of theory and practice, and the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning, involving students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Life Skills and Possible Career Pathways: This course appeals to students with varying backgrounds, physical activity knowledge and dispositions. The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Content Areas: Developing physical skills and tactics; motor learning and coaching; functional anatomy; biomechanics; exercise physiology; sport psychology.

Assessment Types:

PRACTICAL (performance)	- Demonstrate ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation.	50%
INVESTIGATION	- Plan and conduct research and communicate their findings.	25%
RESPONSE	- Analyse and respond to questions, stimuli or prompts.	25%

ATAR PHYSICAL EDUCATION STUDIES (Units 1/2 in Year 11, 3/4 in Year 12)

Year 10 Recommendations: 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.

Overview: Students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities 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, introducing them into the profession of Physical Education, Health and Leisure Sciences.



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.

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 Types:	THEORETICAL - investigation tasks, response tasks, exams	70%
	PRACTICAL - ongoing practical assessments, practical performance assessment	30%

TECHNOLOGY AND ENTERPRISE

General Technology Courses

WOOD - GENERAL

Materials Design & Technology (Units 1/2 in Year 11, 3/4 in Year 12)

Overview: The Materials Design and Technology Wood course is a practical course that actively engages students in creating, designing, and manufacturing products with wood and related materials. Whilst we provide some standard tasks, students also apply design thinking and design processes to investigate, plan, produce and evaluate their own wood projects. A fully resourced wood workshop ensures that students can safely transform timber into quality pieces of furniture, using 21st century skills, all under the guidance of experienced Design Teachers. In addition to learning how to work with wood, we teach why wood is a responsible and renewable choice in design and how our decisions now can make it a sustainable choice into the future.

Future Career Opportunities: Trades including Cabinetmaking, Furniture design, Carpentry and Joinery. Set construction and design (WAAPA), Design and Technology Teaching, Industrial Designer



FOOD SCIENCE & TECHNOLOGY - GENERAL (Units 1/2 in Year 11, 3/4 in Year 12)



Overview: Interested in Food, Health and Nutrition?

This practical general course begins with a focus on food regarding choices we make and its impact on our health and lifestyle. Students in this course acquire, develop and apply practical skills for use in everyday life.

This course develops students' appreciation and understanding of ways that food is sourced, selected, prepared, served and shared. Students connect the properties and composition of a range of staple foods with the needs and wants of individuals, communities and producers. They examine laws and regulations related to the production and handling of food and understand how food security may be achieved through the supply of safe, secure and sustainable food products for all.

Students investigate food as a commodity and are introduced to the continually evolving practices, processes, technologies and requirements of the food industry, with a focus on practical skills and professional expectations. The course equips students with knowledge and skills that prepare them for further education and careers in fields such as nutrition, child health, meal planning, aged care, community services, the allied health sector, public health, hospitality, marketing, food manufacturing and processing, food service and management. Through practical experience and industry-relevant information, students become informed contributors to the local community and acquire knowledge and skills for the robust and expanding food industry.

Year 11: Unit 1 - Food Choices and Health; Unit 2 - Food for Communities

Year 12: Unit 3 - Food Science; Unit 4 - The Undercover Story

For each unit, the content is organised into: Nature of food; Processing food; Food in society. The aim is the application of self-management, communication and organisational skills, and operational procedures, to work within regulatory requirements and productive food-related environments.

TECHNOLOGY AND ENTERPRISE

PHOTOGRAPHY - GENERAL DESIGN (Units 1/2 in Year 11, 3/4 in Year 12)

Overview: The General Design course offers a comprehensive exploration of photography principles, blending theory with practical application. Students delve into camera operation, lighting techniques, image editing software, and presentation methods. They master digital SLR cameras and a range of equipment, honing their creativity and technical proficiency. Students apply their skills in a dynamic environment, fostering creativity and expertise. The opportunity for studio-based work, a field excursions and take-home projects allow them to gain hands-on experience in their learning. The course culminates in a portfolio showcasing a breadth of research, concept development, and photographic techniques.

Year 11: Unit 1 - Design Fundamentals;
Unit 2 - Personal Design

Year 12: Unit 3 - Product Design;
Unit 4 - Cultural Design

Future Career Opportunities:

Freelance Photography, Advertising, Journalism



ATAR Technology Course

PHOTOGRAPHY - ATAR DESIGN (Units 1/2 in Year 11, 3/4 in Year 12)

Overview: The ATAR Design course offers an opportunity for students to gain a deep understanding of design terminology and frameworks for articulating creative visions. Students will learn to apply design inquiry methods to their photography practice which will enhance creative thinking and visual storytelling. In this course, students will tackle open-ended challenges to explore social, cultural, historical and environmental contexts and factors that influence contemporary design. They will master a range of production techniques including technical equipment using DSLR cameras, lighting, industry standard image editing software and portfolio development. They will be able to respond and articulate problem solving processes and communicate design ideas to clients and stakeholders.

Year 11: Unit 1 – Representation Design; Unit 2 – User-Centred Design

Year 12: Unit 3 – Responsible Design; Unit 4 – Influential Design

Future Career Opportunities: Graphic Design, Communications, Marketing, Visual Arts



UNIREADY PATHWAY

CURTIN UNI-READY PROGRAM (completed in Year 12 only)

The UniReady Enabling Program, delivered in partnership with Curtin University, offers Year 12 students at St Mary MacKillop College an alternative pathway to university entry, particularly for those not pursuing a full ATAR program. This program is designed to provide a notional ATAR of 70, which is recognised for entry into a wide range of university courses - though not all, as some competitive programs require higher ATARs or specific prerequisites.

Key Features

- **SUBSTITUTION FOR ONE SUBJECT:** UniReady is taken in place of one Year 12 subject, allowing students to complete five other subjects alongside it. At St Mary MacKillop College, English and Religious Education remain compulsory, so students have a choice for the remaining three subjects if they choose the UniReady pathway.
- **UNIVERSITY RECOGNITION:** While the program is run through Curtin University, successful completion is also accepted by Edith Cowan University (ECU), Murdoch University, and Notre Dame for selected courses, as well as a limited range of courses at the University of Western Australia (UWA).
- **ENGLISH COMPETENCY:** Completion of UniReady satisfies the English language requirement for university entry, meaning students do not need to complete ATAR English to qualify for university admission via this pathway.

Structure and Units

Students enrolled in UniReady at St Mary MacKillop College currently study four Curtin University units. The unit selection is subject to change, with science-focused options potentially being added in the future.

COMPULSORY UNITS

- PWRP0001** Fundamentals of Academic Writing
- COMS0002** Foundations of Communication
- MATH0003** Mathematics Basics

ELECTIVE UNITS

- MGMT0001** Introduction to Commerce
- BIOL0001** Introduction to Health Sciences



Minimum ONE ATAR Course

For UniReady to be counted toward a student's WACE, they must also complete at least one ATAR course through to the end of Year 12, including sitting the final external exam(s).

Entry Requirements and Costs

- **ELIGIBILITY:** Students are generally expected to have achieved mostly C grades in ATAR subjects or B grades in General subjects as well as demonstrating over 80% positive personal performance indicators (PPI's).
- **COST:** The cost for participation is typically subsidised by the school, with families paying a portion of the total fee.

Pathways and Limitations

- **ELIGIBLE UNIVERSITY COURSES:** Completion of UniReady allows direct application to a broad selection of undergraduate degrees at Curtin and other participating universities. However, highly competitive courses, such as certain medical, law, and engineering programs, may require higher ATARs or specific prerequisites. In some cases, students may enter a related course and apply to transfer after meeting additional requirements.
- **RECOGNITION BEYOND CURTIN:** While Curtin is the primary institution, other Western Australian universities recognise UniReady for selected courses. Some interstate and international universities may also accept it, but students should confirm eligibility with each institution.

2027 - 2028

On-site Certificate Courses Unit Descriptions



Arts

DANCE

- Certificate II Dance

MEDIA

- Certificate II Creative Industries (Film and Media)

MUSIC

- Certificate II Music
- Certificate III Music

VISUAL ARTS

- Certificate II Visual Arts

Humanities and Social Sciences

ACCOUNTING AND BUSINESS

- Certificate I Workplace Skills
- Certificate II Financial Services

Technology and Enterprise

COMMUNITY SERVICE

- Certificate II Community Services & Certificate II Health Support Services

HOSPITALITY

- Certificate I Hospitality
- Certificate II Hospitality

ENGINEERING

- Certificate II Engineering

MANUFACTURING INDUSTRY STUDIES PATHWAYS (MIS)

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

Physical Education

SPORT & RECREATION

- Certificate II Sport & Recreation
- Certificate III Sports, Aquatics & Recreation

ARTS - Certificates

Dance

CERTIFICATE II DANCE (Year 11 and 12)

CUA20120

This two-year course provides students with foundational skills and industry knowledge in the performing arts, with a special focus on dance and drama. Through practical and theoretical study, students develop performance techniques, backstage and production skills, and gain an understanding of the creative process behind live and digital productions.

Ideal for students considering a pathway into further education, entry-level creative industry roles, or a career in performance or production, the course combines individual expression with collaborative projects to reflect real-world industry practice.

NOTE: Depending on student interest, this course may be altered to a *School Production Endorsed Program*. Students who have selected this course will be consulted once numbers are confirmed.

Course Structure:

CORE UNITS

- Develop basic dance techniques (CUADAN211)
- Incorporate artistic expression into basic dance performances (CUADAN212)
- Develop and apply creative arts industry knowledge (CUAIND211)
- Prepare for live performances (CUAPRF211)
- Follow safe dance practices (CUAWHS111)
- Develop a basic level of physical fitness for dance performance (CUAWHS211)

ELECTIVE UNITS

- Perform basic jazz dance techniques (CUADAN213)
- Perform basic contemporary dance techniques (CUADAN215)
- Perform basic street dance techniques (CUADAN218)
- Perform basic lyrical dance techniques (CUADAN220)

This qualification is delivered in partnership with COSAMP (RTO 41549)



Media

CERTIFICATE II CREATIVE INDUSTRIES - FILM and MEDIA (Year 11 and 12) CUA20225

This subject offers students a hands-on opportunity to develop skills in film production while working towards a certificate qualification. Creative Industries (Film) is for students who are passionate about storytelling, visual media, digital creativity as the course focuses on practical experiences in planning, filming and editing short films.

Through the units studied, students will create a short film from concept to completion while gaining knowledge and experience in studio lighting, sound development and costuming as well as the use of industry standard software.

This course is an excellent foundation for students building a portfolio for higher education entry and supports career opportunities not only in the film and TV industry, but also in sectors like marketing, communications, social media management and advertising where creative thinking and content creation are highly valued.

Course Structure:

CORE UNITS

- Work effectively with others (BSBTWK201)
- Develop and apply creative arts industry knowledge (CUAIND211)
- Apply work health and safety practices (CUAWHS312)

ELECTIVE UNITS

- Develop and apply thinking/problem-solving skills (BSBCRT201)
- Assist with basic camera shoots (CUACAM211)
- Follow a design process (CUADES201)
- Perform basic vision and sound editing (CUAPOS211)
- Operate digital media technology packages (ICTICT215)
- Create visual design components (CUADIG304)
- Develop digital imaging skills (CUA?????)

This qualification is delivered in partnership with COSAMP (RTO 41549)



Music

CERTIFICATE II MUSIC

(Year 11 and/or Year 12) CUA20620

Overview: This music certificate program is designed for students passionate about music, whether they want to play an instrument, sing, or explore sound engineering. The curriculum covers various aspects of contemporary music, from self-promotion to professional recording methods.

PERFORMANCE FOCUS: hone your instrument or vocal skills and showcase your talent. You'll collaborate with others, prepare for performances, and even create your own recordings.

You'll also develop essential skills such as teamwork, time management, and industry awareness. While no specific prerequisites are required, performance-focused students are expected to either play an instrument or enrol in vocal training.

Course Structure:

COMPULSORY UNITS

- Contribute to health and safety of self and others (BSBWHS211)
- Work effectively with others (BSBTWK201)
- Develop and apply creative arts industry knowledge (CUAIND211)

PERFORMANCE UNITS

- Develop skills to play or sing music (CUAMPF111)
- Perform simple musical parts in ensembles (CUAMPF112)
- Perform simple musical pieces (CUAMPF211)
- Perform simple repertoire in ensembles (CUAMPF213)
- Assist with bump in and bump out of shows (CUASTA212)

This qualification is delivered in partnership with COSAMP (RTO 41549)



CERTIFICATE III MUSIC - Performance or Sound Production (Year 11 and 12) CUA30920

Year 10 Recommendations:

Certificate II in Music

Course Structure:

CORE UNITS

- Plan a career in the creative arts industry (CUAIND314)
- Implement copyright arrangements (CUACMP311)
- Work effectively in the music industry (CUAIND313)

PERFORMANCE ELECTIVE UNITS

- Develop and apply stagecraft skills (CUAMPF412)
- Prepare for musical performances (CUAMPF312)
- Contribute to backup accompaniment (CUAMPF313)
- Make music demos (CUAMPF314)
- Develop technical skills for musical performances (CUAMPF311)
- Perform music as part of a group (CUAMPF414)
- Perform simple repertoire in ensembles (CUAMPF213)

SOUND FOCUS: delve into recording and sound mixing techniques. You'll learn fundamental audio skills, including sound editing and equipment setup for live events. Sound engineering students should have a keen interest in mixing, recording, and music production, both live and using digital tools.

SOUND ELECTIVE UNITS

- Develop basic audio skills and knowledge (CUASOU211)
- Perform basic sound editing (CUASOU212)
- Assist with sound recordings (CUASOU213)
- Record and mix basic music demos (CUASOU317)
- Mix music in studio environments (CUASOU321)
- Operate sound reinforcement systems (CUASOU306)
- Install and disassemble audio equipment (CUASOU308)

This qualification is delivered in partnership with COSAMP (RTO 41549)

ARTS - Certificates

Visual Arts

CERTIFICATE II VISUAL ARTS CUA20720 (Year 11 and 12)

The Certificate II in Visual Arts is designed to provide students with the opportunity to build skills and knowledge in art and design, as well as begin preparation of a portfolio for further study, entry-level positions in the creative industry, or a career as an independent artist. Students explore a range of techniques in sculpture, painting, printmaking, and textiles and apply these skills to independent and group projects.

UNITS OF COMPETENCY:

- Contribute to the health and safety of self and others (BSBWHS211)
- Develop drawing skills to communicate ideas (CUAACD201)
- Make simple creative work (CUAPPR211)
- Source and use information relevant to own arts practice (CUARES202)
- Work effectively with others (CUACMP311)
- Develop sculptural skills (CUASCU211)
- Develop printmaking skills (CUAPRI211)
- Develop painting skills (CUAPAI211)
- Produce drawings (CUADRA311)
- Produce paintings (CUAPAI311)

This qualification is delivered in partnership with COSAMP (RTO 41549)



HUMANITIES and SOCIAL SCIENCES - Certificates

CERTIFICATE I WORKPLACE SKILLS

Year 10 Recommendations: Nil

Overview: This entry-level course provides students with fundamental, transferable skills and knowledge that underpin all workplace performance. It can lead to further study in either technical or non-technical vocations, or to achieve entry level employment in a variety of industries.

Learning Areas:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Fundamental business technologies
- Basic presentation skills
- Basic digital technologies

There are no semester exams.

Course Duration: 1-2 years



CERTIFICATE II FINANCIAL SERVICES

Year 10 Recommendations: Nil

Overview: Learn how to crunch the numbers. This qualification will provide you with the practical skills and knowledge for entry into the financial services industry or business - working as a financial advisor, accountant or in banking.

You'll gain basic skills and knowledge to get you job ready, including communication; business and financial technology; planning and organising; budgets; and personal finance. You'll also develop knowledge of debt and consumer credit and taxation.

In addition to developing skills in financial literacy, students will also develop an understanding and working knowledge of:

- Budgeting and Taxation strategies
- Investing and Superannuation
- IT literacy skills associated with business management (spreadsheets)

Student will complete 8 units of competency.
There are no semester exams.

Course Duration: 1 year



CERTIFICATE II COMMUNITY SERVICES & CERTIFICATE II HEALTH SERVICES

Year 10 Recommendations: Nil

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

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.

Learning Areas:

- Working with diverse people
- Communication in the workplace
- Work health and safety
- Providing initial advice to clients, patients, or customers
- Infection prevention and control policies and procedures
- Problem solving

This qualification is delivered in partnership with IVET (RTO 40548)



Job Opportunities:

- Assistant community services worker
- Assistant childcare or disability worker
- Elderly assistant
- Care service employee
- Social work and youth services roles
- Patient Services Assistant

CERTIFICATE I HOSPITALITY

Year 10 Recommendations: Nil

Overview: Hospitality is in the business of helping people and providing a range of experiences for them. The Certificate I in Hospitality is the door opener into the world of hospitality, with settings ranging from restaurants through to coffee shops, hotels, clubs and pubs. This qualification is for those performing duties that are under close supervision and are provided clear direction.



Learning Areas:

- Working effectively with others
- Teamwork and communication
- Customer assistance
- Participating in safe work practices
- Hygienic practices
- Preparing simple dishes
- Cleanliness within the premises

Job Opportunities:

There are a large range of job opportunities available for student who undertake this Certificate I in Hospitality as well as pathways into other careers.

- Bar work
- Food runner
- Glass runner
- Housekeeping assistant
- Kitchen steward
- Kitchenhand

This qualification is delivered in partnership with IVET (RTO 40548)

TECHNOLOGIES - Certificates

CERTIFICATE II HOSPITALITY

Year 10 Recommendations: 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 hotel; 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 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 the responsibilities expected.

Job Opportunities:

There are a large range of job opportunities available for student who undertake this Certificate II in Hospitality as well as pathways into other careers.

- Cafe attendant
- Catering assistant
- Food & beverage attendant
- Front office assistant
- Customer service
- Sales
- Food Preparation

This qualification is delivered in partnership with IVET (RTO 40548)



CERTIFICATE II in ENGINEERING STUDIES 22632VIC

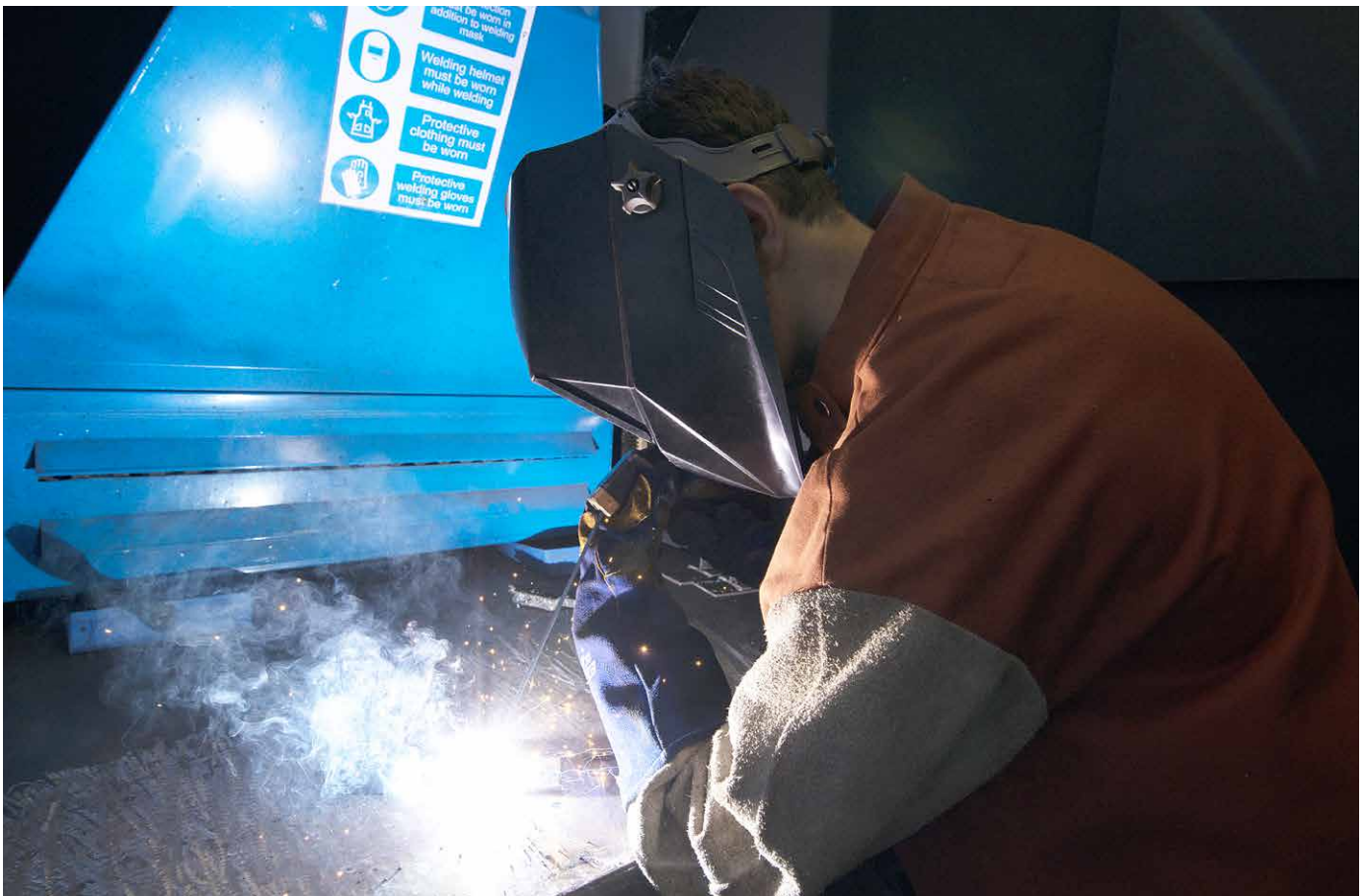
Year 10 Recommendations: Nil

Overview: 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. It could also be important for those wishing to peruse a career in a more academic pathways of engineering at university or Tafe by obtain the hands on skills required for working with metal. 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 metal engineering products using a wide variety of skills including, metal lathe work, sheet metal work, welding techniques: oxy/acetylene Arc and MIG as well as the exposure to industry standard equipment such as the CNC plasma cutter.

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 as well as knowledge helpful to working or studying in the engineering field at University or TAFE.

This qualification is delivered in partnership with AIET (RTO 121314)



TECHNOLOGIES - Certificates

Pre-Designed Vocational Pathways

MANUFACTURING INDUSTRY STUDIES (MIS)

Year 10 Recommendations: 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.

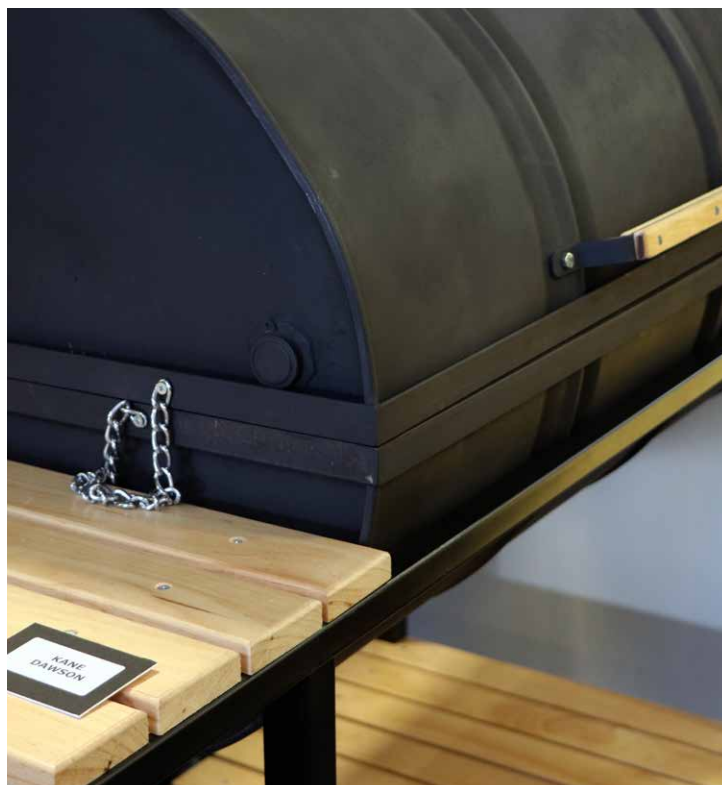
More detail of the three pathway certificates follows:

Certificate II in Construction Pathways (MIS)

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.

This qualification is delivered in partnership with AIET (RTO 121314)



Certificate II in Engineering Pathway (MIS)

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.

This qualification is delivered in partnership with AIET (RTO 121314)

Certificate II in Furniture Making Pathway (MIS)

MSF20522

This 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.

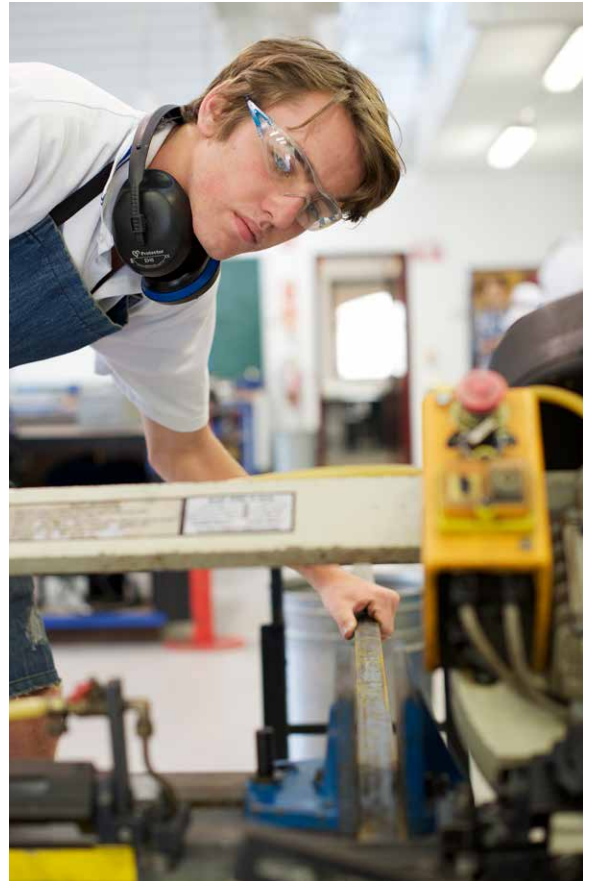
While completing this Certificate students will also gain valuable Technical Drawing skills. Students will learn and apply techniques and processes, using a variety of methods to complete tasks.

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.

This qualification is delivered in partnership with AIET (RTO 121314)



PHYSICAL EDUCATION - Certificate



CERTIFICATE II SPORT & RECREATION

Year 10 Recommendations: Nil

Overview: IVET's program for the new Certificate II in Sport & Recreation has a focus on practical involvement in the sport, fitness and recreation industry.

The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation.

Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open.

Upon successful completion in Year 11, students then have the option to extend into the Certificate III in Sport, Aquatics & Recreation in Year 12.

This qualification is delivered in partnership with IVET (RTO 40548)

CERTIFICATE III SPORTS, AQUATICS AND RECREATION

Prerequisite: Certificate II Sport & Recreation (Year 11)

Overview: Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgment to effectively complete work activities.

Selected units in IVET's Certificate III program cover various key areas within the industry, including completing the Bronze Medallion qualification, recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.



Job Opportunities/Pathways:

The course prepares students for a variety of post school pathways, including immediate employment. The course also equips students to take on volunteer and leadership roles in community activities, including: Recreation Officer, Activity Operation Officer, Sport and Recreation Attendant, Community Activities Officer, Leisure Services Officer, Youth Work.

This qualification is delivered in partnership with IVET (RTO 40548)

Off-site VET Certificate Courses through Busselton TAFE



BUSINESS

- Certificate III Business

TECHNOLOGY

- Certificate III Information Technology

AVIATION

- Certificate III Aviation - Remote Pilot

EDUCATION

- Certificate III Education Support

HORTICULTURE

- Certificate II or III Horticulture

HEALTH

- Certificate IV Preparation for Health and Nursing Studies

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 South Regional (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.

VET through BUSSELTON TAFE



CERTIFICATE III BUSINESS

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge.

Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling.

Learning Areas:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Common business software applications
- Presentation skills

Job Opportunities:

- Administration roles
- Customer service
- Various business support roles, eg - Real Estate

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. The Certificate III in IT program also develops a broad set of fundamental skills as described offering breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.



CERTIFICATE III AVIATION - Remote Pilot

This course provides students with the skills and knowledge to operate drones (remotely piloted aircraft) in a professional and commercial environment. Students learn to plan, launch, control and recover drones, apply aviation regulations, and manage safety and operational requirements.

The qualification prepares students for careers as commercial drone pilots across industries such as agriculture, emergency services, mining, media and environmental monitoring. It focuses on real-world applications including aerial surveying, inspections, photography and emergency response support. Students also develop key employability skills such as teamwork, problem-solving, communication and self-management, alongside technical aviation knowledge.

NOTE: While the course delivers the training required for professional drone operation, students must complete additional external assessments to obtain formal licensing (*Remote Pilot Licence*).



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.

This qualification is perfect for people who want to start a career as an Education Assistant/Officer/Worker/Aide.



CERTIFICATE II or III in HORTICULTURE

Are you looking for a career among the trees? When you complete the Certificate II or III in Horticulture you will be ready for a career working with plants as a 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 PREPARATION FOR HEALTH AND NURSING EDUCATION

Year 10 Recommendations: 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.

NOTE: 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.

For further information, please see either Mr Harslett VET Coordinator or Mr Murray Hegney, Head of Secondary.





St Mary MacKillop College
CHOOSE LIFE WITH COURAGE

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