

YEAR 11 & 12 PATHWAY INFORMATION HANDBOOK

2026



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NORTH ALBANY SENIOR HIGH SCHOOL

NASHS

Principal's Message to Students



Senior schooling at NASHS opens the doorways to your future. Through active engagement in your Senior School education, you can access pathways into a wide variety of post-school destinations including employment, TAFE, Apprenticeships and University. Through its supportive and rigorous learning environment, NASHS will help you to achieve your goals so you can be the best version of yourself that you can be and participate actively in our changing world.

The key to engaging in the right Senior School pathway is to own your own learning journey. The dedicated staff at NASHS will provide you the information and the guidance, but to be ultimately successful, you will need to immerse yourself in the journey. Be informed; read this booklet and seek out conversations with your teachers, NASHS support staff and your family about what your future could look like. Review your current results and strategise about how you can achieve those extra marks or that extra branch of knowledge to access the courses that will open the doorways to your best future.

The key to successfully traversing your chosen senior school pathway and accessing the doorway to your ultimate future is engagement. Choosing the pathway, which is challenging but achievable, will ensure that you taste some success whilst keeping doorways open. Once your journey has commenced, be prepared to work hard. Students who will be most satisfied with their post-school destination, will be those who made the commitment to talk about their progress with their teachers, learn from their mistakes and recognise that sometimes you must step out of your 'comfort zone' to realise success. This might look like working all weekend on an assignment to achieve a great result or making a phone call to a potential employer to win an apprenticeship. Although help and support will surround you, the journey you have embarked on is yours, when you own the journey, you can own the success.

The receiving of this booklet indicates the start of the most challenging and exciting part of your schooling. Your journey will be more enjoyable and fruitful if you choose realistic and achievable pathways and own your learning journey.

I look forward to sharing the trails to success with you.

A handwritten signature in black ink, appearing to read 'P. Hurle'.

Peter Hurle
Principal
North Albany Senior High School



Introduction



This handbook is designed to assist parents and students in selecting courses for their Year 11 and 12 pathways. It provides information on pathways at North Albany Senior High School and references for further investigation. We encourage students and their families to keep an open mind through the course selection process and pay attention to areas of interest and strength. Open discussions with teachers will be helpful here. The Myfuture resource (myfuture.edu.au) can assist students to have conversations with family and friends about their interests and plans for the future. We recommend all students create an account and explore the extensive resources on this website.

Course Selection Advice

Achieving the requirements for the Western Australian Certificate of Education (WACE) or gaining entry to a TAFE or university largely depends on a student's goals and capabilities. When selecting courses, it's crucial to consider various factors. Even if you haven't chosen a specific career path yet, it's important to explore multiple options and review prerequisites to avoid limiting your future opportunities.

When choosing senior school courses and pathways, consider:

- **Abilities:** Ensure you select courses that match your skills. Your Year 10 achievements and your teachers' recommendations are key indicators.
- **Future Goals:** Choose courses that align with your future employment or study plans. If your career goals are unclear, opt for courses that offer flexibility, interest, and a realistic chance of success.
- **Interests:** Select courses you enjoy, as you'll spend a significant amount of time studying them in Years 11 and 12.
- **Mental/Emotional Resilience:** If you choose an ATAR pathway, be prepared for a substantial workload. Reflect on your ability to manage your mental and emotional well-being during periods of pressure.



The A-Z of Senior School



Senior School students are involved with many departments, training and education providers which brings with it a wide range of terms and acronyms. Being familiar with the following list will help to understand senior school systems.

ATAR	The Australian Tertiary Admission Rank. This compares student standing when they apply or courses at universities across Australia
Course	A school-based “subject” such as English General or English ATAR which contains units of study. A course usually takes a school year to complete.
Curtin	Curtin University – one of four public WA universities
ECU	Edith Cowan University – one of four public WA universities
SRT	Southern Regional TAFE.
List A	A group of courses that involve study in non-quantitative areas such as English, Art, and Social Sciences
List B	A group of courses that involve study in quantitative areas such as Mathematics, Science and Technology
Murdoch	Murdoch University – one of four public WA universities
Notre Dame	Notre Dame University – WA’s largest private university
SBT	School Based Traineeship
SBA	School Based Apprenticeship
SCSA	The School’s Curriculum Standards Authority of WA – the governing assessment body in WA’s education system. It sets and approves senior school courses and exams and associated outcomes such as the WACE. Often referred to as the Authority.
TAFE	Technical and Further Education – public training institutes such as the South Regional TAFE.
TEA	The Tertiary Entrance Aggregate – an aggregate of the best four ATAR courses scaled scores giving a score out of 400. The TEA is used to determine a student’s ATAR.
TISC	The Tertiary Institutions Service Centre – an organisation which manages all entrance examinations and assessments for university entrance.
Unit	Each course has four units of study – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units).
UWA	University of Western Australia – one of four public WA universities
VET	Vocational Education and Training
OLNA	Online Literacy and Numeracy Assessment
WACE	The Western Australian Certificate of Education – the benchmark achievement for senior school students and awarded at the end of Year 12 if WACE conditions have been met.
WASSA	Western Australian Statement of Student Achievement

PART 1: PATHWAY INFORMATION

Western Australian Certificate of Education (WACE)



The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student must satisfy the following:

1

General Requirements

- Demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work (see below)
- Complete a minimum of 20 units or equivalents as described below.

2

Breadth and Depth (Complete at least 20 units)

Must include:

- At least ten Year 12 units (or equivalents)
- One pair of Year 12 units from List A (art/languages/social sciences)
- One pair of Year 12 units from List B (maths/science/technology)
- Four English course units with at least one pair of Year 12 units

May include unit equivalents attained through VET and/or endorsed programs.

3

Achievement standard (14 C grades)

- At least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

4

Literacy and Numeracy standard

- Pre-qualify through achievement in the Reading, Writing and/or Numeracy NAPLAN tests, or
- Demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant OLNA components.

5

Unit equivalents

Students can obtain up to four Year 11 unit-equivalents and another four Year 12 unit-equivalents, through:

- VET qualifications, or
- Through a combination of VET qualifications and up to two Endorsed Program unit-equivalents per year.



Senior School Course Options



Year 11 gives you the opportunity to choose courses that reflect your strengths and interests, while supporting your career aspirations. If you enjoy the courses you study, you are more likely to do well in them. There are five types of WACE courses you can study in Year 11 and 12 – ATAR, General, VET, Foundation and Endorsed Programs.

Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to the achievement of an ATAR. You must sit the final examination at the end of Year 12 to complete the course.

General courses

General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by SCSA.

Vocational Education and Training (VET)

Students can complete a nationally recognised qualification at South Regional TAFE or at school in partnership with an external Registered Training Organisation. Further information about VET courses can be found on pages 12-15.

Foundation courses

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. These courses provide a focus on functional literacy and numeracy skills, practical work-related experience, and the opportunity to build personal skills that are important for life and work.

Endorsed Programs

These programs are recognised by SCSA as contributing to the WACE and are offered by a range of workplaces, community organisations and universities. Endorsed programs at NASHS include Workplace Learning and Murdoch Flexi Track High.

University Entrance: ATAR Pathway



To gain entry to a particular course at Curtin, Edith Cowan, Murdoch, Notre Dame or the University of Western Australia, the requirements are:

- An Australian Tertiary Admission Rank (ATAR) sufficiently high to gain a place in the particular institution, faculty or course. In a limited number of courses, the rank required varies from year to year and depends on places available in the selected course and the standard of the applicants.
- Competence in English as designated by the university concerned – normally a scaled mark of at least 50 in ATAR English, English Literature, or English as an Additional Language.
- The Western Australian Certificate of Education

Calculating results for ATAR courses

A student's overall course results are calculated using a 50/50 combination of their school result, and the ATAR course examination, taken in Year 12. These results are then scaled to adjust for varying degrees of course difficulty. From a student's perspective, the key factors that impact overall performance are examination results, class ranking, and comparability between examination and class results.

Australian Tertiary Admission Rank (ATAR)

For school students, access to courses at universities is commonly decided by a student's ATAR. A student's ATAR will be determined by the aggregation of their best four results from final scaled scores in ATAR courses.

Historically, students studying Mathematics Methods, Mathematics Specialist, and/or Languages other than English, have received a bonus to their Tertiary Entrance Aggregate (TEA). This is currently under review and TISC have indicated it may not apply from 2027.

The ATAR is a number out of 100 that indicates a student's position relative to that of all other students who were eligible for a tertiary entrance score that year. The top-ranking score for any one year is 99.95. The top student and all other students within the top 0.05% of the state are also on that rank. A student with an ATAR of 88.50 would be in the top 11.5% of the state, and a student with a rank of 70.00 would be in the top 30%. This approach ensures comparability accuracy.

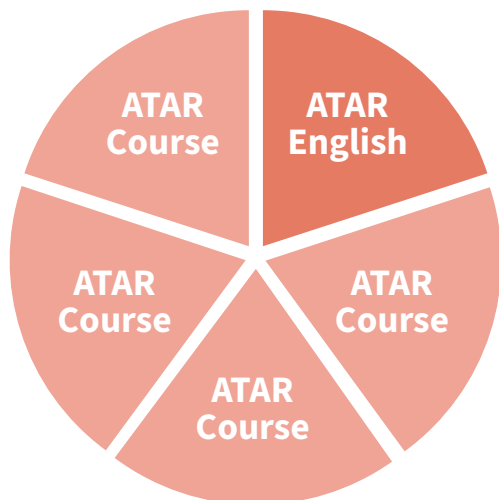
Current and recent school leavers from designated areas may be eligible for an ATAR adjustment (or 'boost') if they live in or attended school in regions classified as socioeconomically or educationally disadvantaged (such as a regional area like Albany): Curtin's StepUp to Curtin pathway, ECU's ECU Access Pathway, Murdoch's RISE Pathway or UWA's Broadway UWA pathway. Students are encouraged to contact relevant universities to confirm their eligibility and the specifics of any adjustments available to them.

Prerequisites for University Courses

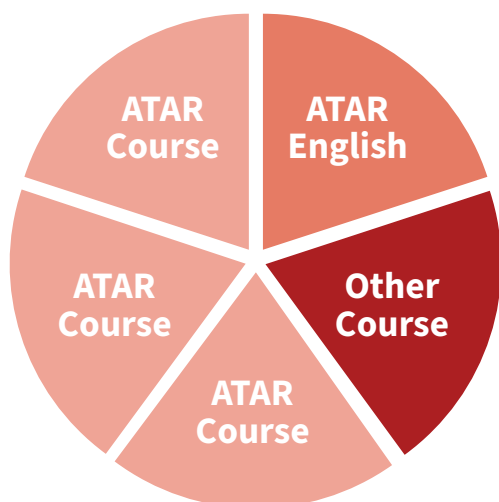
Some undergraduate courses require students to have studied certain ATAR subjects in Year 11 and 12 in order to be eligible, while some courses list certain ATAR subjects as desirable. For a comprehensive list of prerequisite and desirable subjects for courses at university, please visit TISC's University Admission 2028 handbook. [TISC University Admission Handbook](#).

Typical Course Selections: ATAR Pathway

An ATAR pathway is made up of a minimum of 4 x ATAR courses and must include English. University bound students at North Albany Senior High School, would typically choose:



5 ATAR courses are recommended in many cases for students considering an ATAR pathway. Students' ATAR is based on the 4 courses with the highest overall scores, giving students a buffer if there are any unexpected challenges in one subject. However, 5 ATAR courses will be a higher workload so it's worth considering if you can manage the extra commitment.



4 ATAR courses and 1 other course is recommended for students who may struggle with a 5 ATAR course load.

The other course can include a general course or school-based VET qualification (Cert II Hospitality, Cert II in Business or Cert II in Skills for Work and Vocational Pathways).

NOTE: A minimum of 4 ATAR courses are required to generate an ATAR.



University Entrance: Alternative Pathway



Universities now offer various admissions pathways to accommodate applicants with different qualifications, including studies at school, Vocational Education and Training (VET) qualifications, tertiary studies, and work and life experience. Detailed information on all entry pathways is available on individual university websites and the TISC website (<https://tisc.edu.au/static/guide/alternative-entry-unis.tisc>).

Murdoch Flexi Track High (MFTH)

MFTH is a university preparation course available to Year 12 students at NASHS who are pursuing a general pathway. It provides a scaffolded and supported learning journey, consisting of four modules designed to develop skills that are relevant to any degree program.

- Module 1 – Introduction to University Culture
- Module 2 – Knowledge in the Arts
- Module 3 – Knowledge in the Sciences
- Module 4 – Elective (choose one of the following 3 options)
 - Introduction to Health Professions
 - Introduction to Education
 - Introduction to Criminology and Digital Media

Each module is made up of a series of engaging topics, interactive activities and assignments which introduce students to university culture and builds on academic skills such as reading and note-making, referencing, essay writing, numeracy and report writing.

Students must pass all four modules to successfully pass the program, earning 4 WACE points. This will qualify students to apply for direct entry into any undergraduate degree at Murdoch University that requires a Selection Rank of 70 or less. Students may also be considered for courses at other universities with similar entry requirements.

To be eligible for MFTH, students must receive a B grade or higher in General English in Year 11, or a D grade in ATAR English.

Vocational Education and Training (VET)

Students that have completed a Diploma level qualification or higher at a Registered Training Organisation, such as TAFE, will be eligible to apply for undergraduate courses at university that have an ATAR requirement of 70 or less. Students who have completed a Certificate IV, must also meet the English Language Competencies (ELC) to be eligible to apply for university. Each university has their own requirements to meet English Language Competency.

English Language Competency

All the universities require you to demonstrate a certain level of competence in English. For WA Year 12 students, the recommended path is by attempting ATAR English, ATAR Literature, or ATAR English as an Additional Language/Dialect. If you achieve a school grade of A, B or C, or a scaled mark of 50 or above in one of these subjects, you will satisfy the English Language requirements for all five WA universities.

If you don't achieve a school grade of A, B or C, or a scaled mark of 50 or above in an ATAR English subject, you may satisfy English competency requirements for direct entry into undergraduate degrees as a Year 12 WACE student by:

UWA	<ul style="list-style-type: none"> • Minimum score of 140 in STAT Written English & Verbal run in December/January (UWA conditional offer letter required) OR • Complete UWA's communication bridging unit in first semester of study
Curtin	<ul style="list-style-type: none"> • Grade A in General English (Grade B accepted for portfolio entry only) OR • Minimum score of 140 in STAT Written English run in December/January OR • Successful completion of Murdoch Flexi Track High in Year 12 OR • Successful completion of UniReady units: Fundamentals of Academic Writing and Foundations of Communication (or equivalent)
ECU	<ul style="list-style-type: none"> • Minimum score of 140 in STAT Written English run in December/January OR • Successful completion of Murdoch Flexi Track High in Year 12 (may be considered) • Grade A in General English
Murdoch	<ul style="list-style-type: none"> • Successful completion of Year 11 and 12 in Australia (achieve WACE) OR • Successful completion of Murdoch Flexi Track High in Year 12
Notre Dame	<ul style="list-style-type: none"> • Successful completion of Year 11 and 12 in Australia (achieve WACE) OR • Minimum score of 140 in STAT Written English (150 required for some courses) OR • Successful completion of Certificate IV VET course, or higher

Please check the TISC website www.tisc.edu.au for the latest information regarding English competency requirements



Vocational Pathways



It is quite common for students to undertake a combination of school and Vocational Education and Training (VET) as part of their education program to prepare themselves for further training, or to simply add experience and skills to their personal profile, enhancing career prospects. VET courses are tailored to prepare individuals for specific roles across various industries. These courses are offered by schools, TAFE institutes, and private registered training organisations. They can result in a variety of qualifications, such as certificates, diplomas, and apprenticeships.

As part of WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses. VET qualifications can contribute to the equivalent of up to 8 of the total of 20 C grade units that are required for WACE.

NASHS offers a variety of school-based VET options for students. VET achievements can count towards students Year 12 WACE Certificate. School-VET combination programs that are in place for 2026 include:

- Vocational Education and Training delivered to Secondary Students (VETdSS)
- VET in School (Auspice)
- School Based Apprenticeship or Traineeship (SBAT)

Vocational Education and Training delivered to Secondary Students (VETdSS)

A VETdSS pathway involves a combination of school and TAFE (or private Registered Training Organisation). Typically, students will attend TAFE, or the alternate RTO, one or two days per week to complete a Cert II, Cert III or Cert IV qualification, and will attend school on the remaining days.

In 2025, a wide range of courses were available including hairdressing, community services, automotive, building and construction, fitness and engineering to name a few. VETdSS courses will be announced during Term 2 with applications and acceptance processes carried out in Term 3 and 4. Some courses are competitive, and the suitability of students will be considered based on their grades, attendance and report comments in Year 10.

Some VETdSS courses require an industry placement, requiring students to be out of school for up to two days per week. Therefore, good time-management skills will need to be applied to manage their combined studies. Students studying a VETdSS course without an industry placement requirement can choose to undertake a work placement through NASHS workplace learning program. This will allow students to gain valuable industry experience and networks. In this case, students must select Workplace Learning (ADWPL) on the Course Selection Grid.

All students are eligible for fully funded (free) VETdSS courses, but there may be resource and textbook costs. Courses offered through alternative RTO's, may also be funded. Students should check with their course counsellor regarding specific courses.

VET in School

NASHS operates specific vocational programs as part of senior school. These nationally accredited training programs are delivered by qualified NASHS staff under "auspice" from a Registered Training Organisation (RTO). The training programs being delivered in 2026 are:

- Certificate II in Workplace Skills (Business)

- Certificate III in Business (only for Year 12 students who have complete Cert II Workplace Skills in Year 11)
- Certificate II in Skills for Work and Vocational Pathways (Workplace Learning)
- Certificate II Hospitality (this is a two-year program that runs in Year 11 & 12)

The training programs can be selected from the Senior School Course Grid the same way as any other course, such as English, except for Certificate II in Skills for Work and Vocational Pathways which is delivered through Workplace Learning.

The delivery of Certificates II and III in Business has been structured to allow students to complete Certificate II in one year or a Certificate III qualification over two years. For example, a Year 11 student choosing Business for 2026 can receive a full Certificate II by the end of that year after completing all the requirements. If choosing Business again in Year 12, they will undertake the Certificate III qualification using their achievements from the previous year as part of their higher-level training program. In effect, they will leave NASHS with both a Certificate II and Certificate III in Business. A Year 12 student choosing Business for the first time in 2027 can complete the Certificate II.

School Based Apprenticeship or Traineeship (SBAT)

School Based Apprenticeships or Traineeships (SBATs) provide on-the-job training, at Certificate II or III level, for students while they still attend school 3 or 4 days per week. SBATs offer students the opportunity to earn while they learn and are suitable for students who have a specific industry/career focus as the training is very focussed and specialised. Trainees are paid a trainee wage to work a minimum of 7.5 hours a week while completing their certificate. SBATs are set up on an individual basis by arrangement between the student, VET coordinator, employer and Registered Training Organisation.

Students interested in gaining a SBAT are advised to:

- Contact the NASHS VET Coordinator, Pamela Greenhart, to register their interest
- Seek out potential employers who may be able to commit to the SBAT training
- Be prepared to balance on-the-job training with school studies – sound time management is essential
- Students wanting to gain an SBAT should select Workplace Learning from the Course Selection Grid

SBATs do not guarantee employment after the traineeship has finished, but good performances will contribute solidly towards future employment or additional training for most students.

How VET contributes to WACE

VET courses are comprised of Units of Competency. A student must be deemed competent in all units to achieve a full qualification. A total of 8-unit equivalents from VET and/or Endorsed courses can contribute to a student's WACE.

Completed Qualification	Total equivalents	Year 11 allocation (Unit equivalents)	Year 12 allocation (Unit equivalents)
Certificate I	2 Units	2	0
Certificate II	4 Units	2	2
Certificate III or higher (partial)	4 Units	2	2
Cert III or higher (full)	6 Units	2	4

Typical Course Selections: Vocational Pathway

At NASHS, students pursuing a vocational pathway would typically choose:

VETdSS Pathway (School-TAFE combined)



4 General Courses, 1 VETdSS & 1 other

Students accepted into a VETdSS course at TAFE will complete this in addition to five (5) other courses at NASHS.

This may include one (1) VET in School course, such as Workplace Learning, or an additional General Course.

Note: A maximum of 2 VET qualifications counts towards WACE.

VET in School Pathway

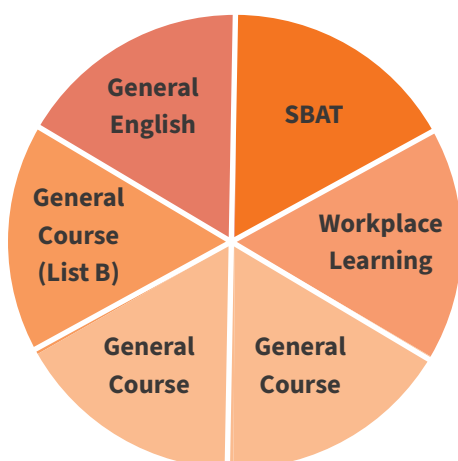


3 General Courses & 2 others

Students who are not attending TAFE will select five (5) courses at school. A maximum of two (2) may be VET in School courses, including Business, Workplace Learning and Hospitality.

Note: If considering Hospitality, this must be selected in Year 11 & 12.

School Based Apprenticeship & Traineeship Pathway



4 General Courses, 1 SBAT & WPL

Students undertaking a SBAT will complete this in addition to five (5) courses at school.

Students are strongly encouraged to include Workplace Learning as one of the courses to support completion of WACE.

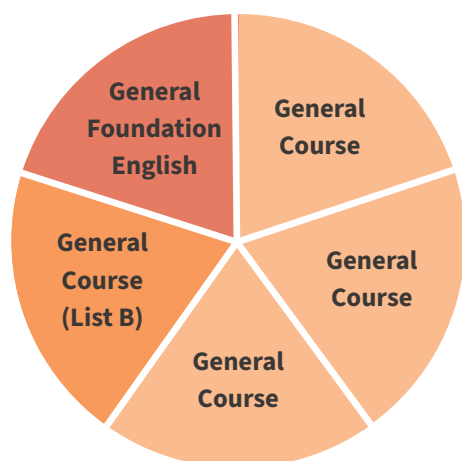
Students need to ensure they have selected English and at least one List B Course. See page 20 for List A & B Courses.

General Pathway



Students may elect to complete a General Pathway without any VET courses. Students will select five (5) general courses from the course grid to undertake.

Typical Course Selections: General Pathway



5 General Courses

Students may wish to undertake a General Pathway which involves five (5) General Courses including General or Foundation English. Students must ensure they have selected at least one List B Course subject. See page 20 for more information.



Post School Pathways



Students should consider their interests and strengths when considering career options. Entry to post school pathways are flexible and varied, and there are often many pathways to preferred courses.

Apprenticeships

An apprenticeship is a structured program, usually three or four years, that leads to a trade qualification. Training combines practical experience at work with an employer who agrees to train the apprentice in aspects of the trade with on and off the job training at a TAFE or other registered training organisations.

Traineeships

A traineeship is a structured program usually of at least 12 months' duration on a full-time or part-time basis, generally in a non-trade related area. A trainee gains work experience with an employer and can learn new skills in a hands-on environment. Like an apprenticeship, a traineeship is an opportunity for earning while learning.

Technical and Further Education (TAFE)

TAFE offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry. The campus websites offer detailed information on the length, content and relevance of courses.

TAFE to University Pathways

Successful completion of Certificate IV, Diploma or Advanced Diploma TAFE qualifications can be used as a pathway for admission to university studies.

University Entry Options

To gain entry to university, school leavers must have a sufficiently high ATAR for their chosen course or can access university studies through bridging or enabling programs offered by the universities. Each university has a number of alternative entry pathways that provide options if results or educational background do not provide immediate eligibility for direct entry to undergraduate study. Detailed information on all entry pathways is available on individual university websites and the TISC website (<https://tisc.edu.au/static/guide/alternative-entry-unis.tisc>).

Bridging or Enabling Courses

Year 12 students who do not have an ATAR or did not achieve the required ATAR for their chosen course, can enrol in a university bridging course after they have finished school. Completion of bridging courses typically enables students to access undergraduate courses that have a selection rank of 70. Bridging courses in Western Australia include:

University	Bridging Course	Duration
UWA	• Smart Start (Albany)	1 Semester
	• Aboriginal Orientation Program (Perth)	1 Semester
Curtin	• UniReady	1 Semester
	• Indigenous Tertiary Enabling Course	1 Semester
ECU	• Uniprep	1 Semester
	• Uniprep Summer	8-Week intensive
Murdoch	• OnTrack Flex	1 Semester
	• K-Track (Aboriginal and Torres Strait Islander Students)	1 Semester
	• On Track Sprint	4-week intensive
Notre Dame	• Tertiary Pathway Program	1 Semester

Useful Websites



The following websites provide useful information for students and parents to assist in understanding senior school and post-school systems and providing information on courses and careers.

Career Information	
Myfuture	Career decision-making, pathways and transition planning www.myfuture.edu.au
Your Career	Job/career profiles and access information www.yourcareer.gov.au
Australian Defence Force Careers	www.adfcareers.gov.au
University	
Curtin University	www.curtin.edu.au
Edith Cowan University	www.ecu.edu.au
Murdoch University	www.murdoch.edu.au
University of Western Australia	www.uwa.edu.au
Notre Dame University	www.notredame.edu.au
Tertiary Institutions Services Centre (TISC)	www.tisc.edu.au
Training	
South Regional TAFE	www.southregionaltafe.wa.edu.au
Australian Apprenticeships	www.apprenticeships.gov.au
Apprenticeship Support Australia	www.apprenticeshipsupport.com.au
Jobs and Skills WA	www.jobsandskills.wa.gov.au

Course Offerings in Year 11 & 12



	List A (Arts/Languages/Humanities)	List B (Maths/Science/Technology)
ATAR	Economics English Geography Health Studies Modern History	Biology Chemistry Human Biology Mathematics Applications Mathematics Methods Mathematics Specialist Physical Education Studies Physics
General	Children, Family & Community English HASS in Action Music Visual Arts	Automotive Engineering Technology Building & Construction Engineering Studies Science in Practice Marine and Maritime Mathematics Essentials Metalwork Outdoor Education Photography Physical Education Studies Textiles Woodwork
Foundation	English Foundations	Mathematics Foundations

Vocational Education and Training (VET) Qualifications	
Certificate II in Business Certificate III in Business (Year 12 only)	Certificate II in Hospitality (Year 11 & 12) Certificate II in Skills for Work & Vocational Pathways

Endorsed Programs	
Workplace Learning (ADWPL)	Murdoch Flexi Track High (Year 12 only)

Choosing Courses from the NASHS Grid



All Year 11 and 12 students are required to choose their course from a pre-determined grid of courses. This grid has been amongst many students to ensure that it meets the needs of students aspiring to a wide range of post-school outcomes.

The course selection grid has five (5) lines of courses and students must choose a separate course from each line, giving a total of 5 courses in all – one on each line

- One of these courses MUST be an English course

Students must select either a General or ATAR pathway

- An ATAR pathway must consist of a minimum of four ATAR courses and one General/VET course or five ATAR courses
- A General pathway may include at least a Certificate course amongst the five course selections but no more than two. Students choosing a General pathway may also select one or two ATAR courses in areas of strength and interest.

A range of options is available for students requiring a course which is not offered on the course grid. These options are listed on the bottom of the course selection sheet. Where any conflict arises from an overall course not being possible, specialised counselling will be made available to work towards addressing all issues.

School of Isolated & Distance Education (SIDE)

NASHS is committed to offering all students an individualised and relevant educational program aimed at providing the best career opportunities for all. In addition to the face-to-face programs taught on site, SIDE courses are offered whereby students are able to study a wide range of courses not available on the NASHS grid. Students studying SIDE courses learn independently of class-based teachers, instead being connected to SIDE teachers through internet lessons, teleconferencing, and book-based learning. NASHS SIDE students receive additional help from NASHS teachers connected to their learning area and are mentored by them. The school's history of achievement through SIDE courses is very positive with many students gaining a successful ATAR.

SIDE courses incur a course fee as per all courses and payment of these costs is mandatory as SIDE charges the school for all resources used in course delivery. The fee is usually between \$50 and \$60 per course (e.g. History Unit 1 and 2). Payment is required prior to enrolments in SIDE courses being confirmed.



Learning Area Contacts



Page	Learning Area	Hola / Teacher in Charge
24	English	Marc Ruffell Marc.Ruffell@education.wa.edu.au
25-26	Mathematics	Beth Hewson Beth.Hewson@education.wa.edu.au
27-29	Science Biology Engineering Studies Human Biology Chemistry Physics Marine & Maritime Science in Practice	Glenn Simpson Glenn.Simpson@education.wa.edu.au
30-31	Humanities & Social Sciences Economics Geography HASS in Action Modern History	Alison Quinn Alison.Quinn@education.wa.edu.au
32-33	Arts Music Visual Arts	Peter Gray Peter.Gray2@education.wa.edu.au
34-35	Health & Physical Education Health Studies Physical Education Studies Outdoor Education	Kylie Rennie Kylie.Rennie@education.wa.edu.au
36-37	Technologies – Design Automotive Building & Construction Metalwork Photography Textiles Woodwork	Louise Anderton Louise.Thynne@education.wa.edu.au
38	Technologies – Home Economics & Hospitality Children, Family and the Community Certificate II Hospitality	Louise Anderton Louise.Thynne@education.wa.edu.au
39	Career and Vocational Education Cert II & III Business Cert II Skills for Work and Vocational Pathways Workplace Learning (ADWPL)	Pamela Greenhart (VET Coordinator) Pamela.Greenhart@education.wa.edu.au Kylie Owen (WPL Coordinator) Kylie.Owen@education.wa.edu.au
44	Murdoch Flexi Track High	Kai Khoo kaiying.khoo@education.wa.edu.au

PART 2: Course Descriptions by Learning Area



English



English ATAR – List A

Prerequisites & Recommendations

- A or B grade in Year 10
- Achieved OLNA (Reading and Writing)

Approximate Cost \$45

Course Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and 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 to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

English General – List A

Prerequisites & Recommendations

- B, C, D or E grade in Year 10
- Category 2 or 3 in OLNA (Reading and Writing)

Approximate Cost \$45

Course Description

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multi-modal and digital forms.

English Foundation – List A

Prerequisites & Recommendations

- Category 1 in OLNA (Reading or Writing)

Approximate Cost \$45

Course Description

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.



Mathematics



Mathematics Applications (ATAR) **– List B**

Prerequisites & Recommendations

- A, B or C grade in Year 10
- Achieved OLNA (Numeracy)

Approximate Cost \$45

Course Description

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

Mathematics Methods (ATAR) – List B

Prerequisites & Recommendations

- A or B grade in Year 10
- Achieved OLNA (Numeracy)

Approximate Cost \$45

Course Description

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the

physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation. Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at a tertiary level.

Mathematics Specialist (ATAR) **– List B**

Prerequisites & Recommendations

- A grade in Year 10
- Achieved OLNA (Numeracy)

Approximate Cost \$45

Course Description

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist should not be taken as a stand-alone mathematics course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.



Mathematics Essential (General) **– List B**

Prerequisites & Recommendations

- B, C, D or E grade in Year 10
- Category 2 or 3 in OLNA (Numeracy)

Approximate Cost \$45

Course Description

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

Mathematics Foundation **– List B**

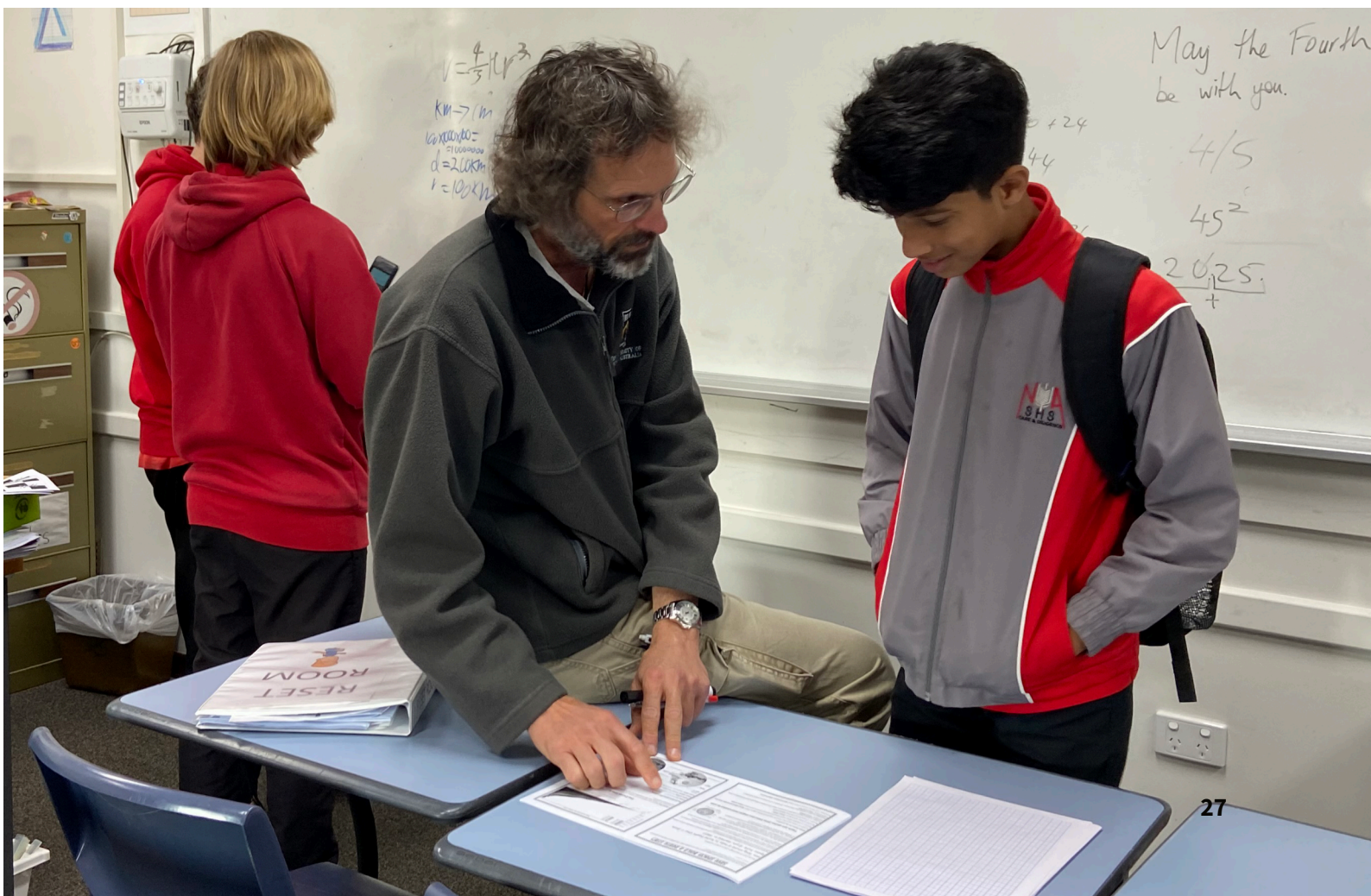
Prerequisites & Recommendations

- Category 1 in OLNA (Numeracy)

Approximate Cost \$45

Course Description

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/ employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.



Science



Biology (ATAR) – List B

Prerequisites & Recommendations

- A, B or high C in Year 10 Science Pathway 1 Biology
- Approximate Cost \$50*

Course Description

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems. Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Human Biology (ATAR) – List B

Prerequisites & Recommendations

- A, B or high C in Year 10 Science Pathway 1 Biology
- Approximate Cost \$50*

Course Description

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.



Chemistry (ATAR) – List B

Prerequisites & Recommendations

- A or B grade in Year 10 Science Pathway 1 Chemistry
- A or B grade in Year 10 Maths

Approximate Cost \$50

Course Description

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. An understanding of Chemistry is relevant to a range of careers, including those in Forensic Science, Environmental Science, Engineering, Medicine, Dentistry, Pharmacy, Nutrition and Sports Science. Additionally, Chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as Art, Winemaking, Agriculture and Food Technology.

Physics (ATAR) – List B

Prerequisites & Recommendations

- A or B grade in Year 10 Science Pathway 1 Physics
- A or B grade in Year 10 Mathematics
- Maths Methods is a co-requisite for Physics

Achieved OLNA (Numeracy)

Approximate Cost \$50

Course Description

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. The course includes the topics of motion, forces, mechanical and thermal energy, nuclear reactions, electricity, gravity, relativity and electromagnetism. Students gain foundational knowledge and skills in Physics in preparation for tertiary study in Science, Engineering, Medicine and Technology.

Marine and Maritime (General) – List B

Prerequisites & Recommendations

- A, B or C grade in Year 10 Science
- Interest in marine environments and water-based pursuits

Approximate Cost \$50

Course Description

This course will provide students with a solid foundation of skills and knowledge suitable for a wide range of vocational or recreational pathways in boating (commercial and recreational), scuba, vessel design and construction (maritime engineering), resource management, maritime archaeology or marine science. Students develop knowledge of the properties inherent in seaworthy craft, and the basics of good boat design, construction and maintenance. Students will also be provided with the opportunity to develop personal water-based skills (swimming/snorkelling/scuba) to allow them to engage directly with the marine environment. Students investigate oceanography concepts to develop a strong understanding of the interdependence between elements of the marine environment; conduct research into the safe and sustainable management of the ocean's resources for conservation and commercialism; and also are introduced to the world of maritime archaeology.

Please note, an ideal student for this course needs to:

- Have a wetsuit, or be able to find/borrow one for the entire semester 1
- Be able to be at school an hour early (~ 7.40 AM) **OR** stay an hour late (~4.00pm) for practicals, once a week.
- Be able to swim for 200m in under 7 minutes and demonstrate survival sculling, floating or treading water for 15 minutes.

A selection process may be required, as places in the course are limited.

Science in Practice (General) – List B

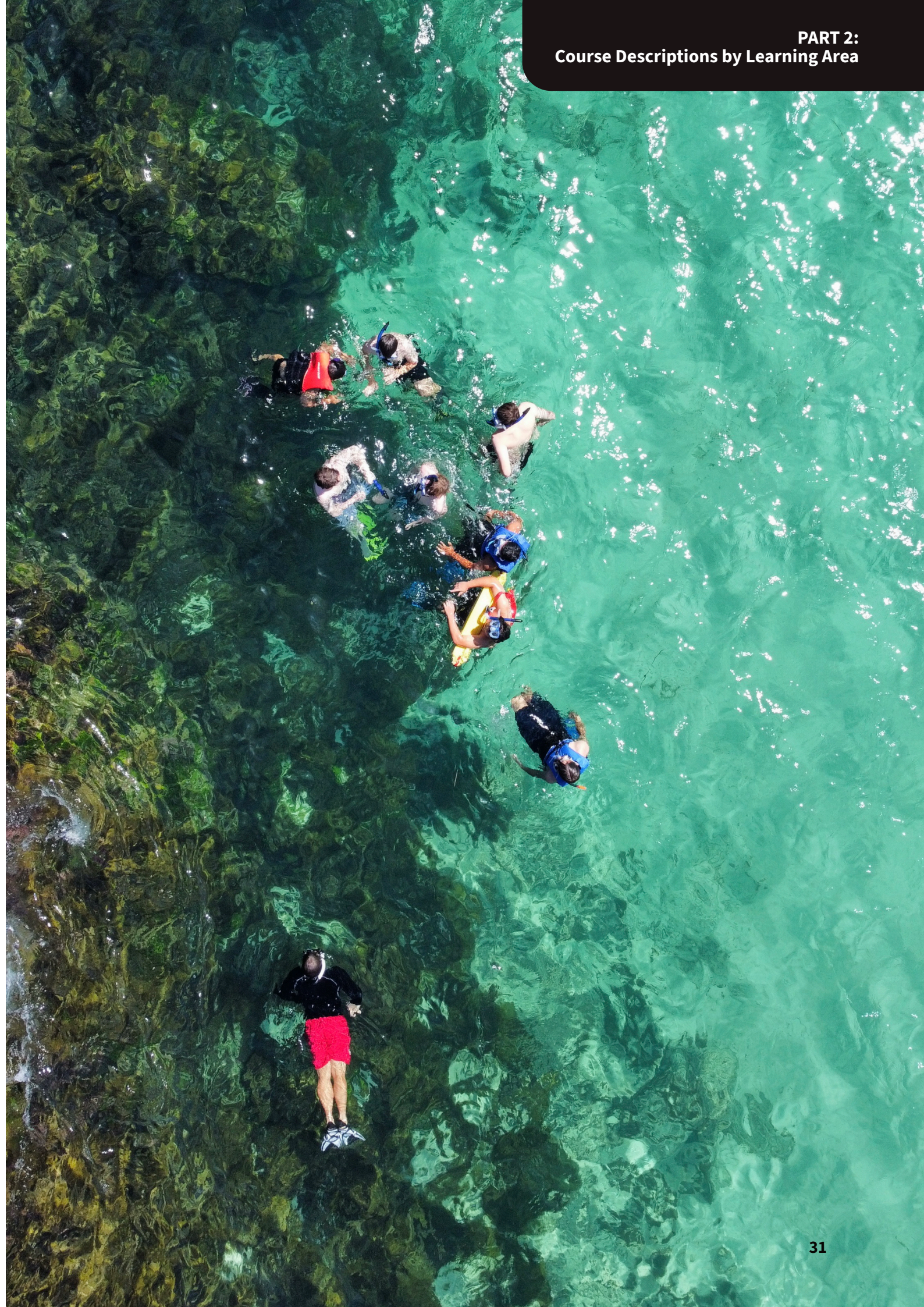
Prerequisites & Recommendations

- D grade or higher in Year 10 Science

Approximate Cost \$50

Course Description

Science in Practice is a course grounded in the belief that science is multidisciplinary and, in essence, a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Throughout the course you'll have the opportunity to study, investigate and explore each strand of science, including chemistry, physics and biology. Regarding chemistry, students will look at the properties of acids and bases, the pH scale and what indicators are most appropriate. This creates the foundation before moving onto chemical reactions and applying learnt techniques to identify unknown substances. In physics, students will look at forces in action including reaction times and how that is applied to stopping distance. Students will get the opportunity to apply the learnt theory through practical investigations, analytical thinking and building and launching rockets. In the biology section students will gain a greater understanding of how local ecosystems interact with each other, the factors that influence this and how we can overcome present and future challenges. Students will gain a greater understanding of biogeochemical cycles and how these may influence the globe. Combining knowledge from both biology and chemistry gives us an insight into the world of forensic science! In this component of the course, you'll use your magnifying glass and analytical thinking to solve crimes via trace evidence, fingerprints, blood and DNA.



Humanities & Social Sciences

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Economics (ATAR) – List A

Prerequisites & Recommendations

- A, B or high C grade in Year 10 HASS
- Achieved OLNA

Approximate Cost \$50

Course Description

Have you ever wondered why prices keep rising? Why some jobs pay more than others? Or how businesses and governments make decisions that affect us all? If so, then Economics is the perfect subject for you. Economics isn't just about money—it's about understanding the world around us. It helps you make smarter financial decisions, analyse real-world issues like inflation and job markets, and develop skills that employers love—like critical thinking, problem-solving, and data analysis.

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and well-being. The emphasis of the course is on the Australian economy, both domestically and internationally. Choosing Economics can open doors to exciting careers in business, finance, law, international relations, government, policy, marketing, management and more. Plus, it's a subject that will help you for life—whether you're negotiating a salary, starting a business, or even just deciding when to buy a car or house



Geography (ATAR) – List A

Prerequisites & Recommendations

- A, B or high C grade in Year 10 HASS
- Achieved OLNA (Reading and Writing)

Approximate Cost \$50

Course Description

Have you ever wondered why natural disasters happen? Why some cities grow faster than others? Or how climate change is shaping our future? If so, then ATAR Geography is the subject for you. Geography helps us understand the world—from the environments we live in to the global challenges we face. You'll explore topics like sustainability, urban development, natural hazards, and how humans interact with the planet. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. Plus, you'll develop valuable skills in critical thinking, research, fieldwork, mapping, data analysis, and problem-solving—skills that are in demand in a wide range of careers. Geography can lead to exciting fields like environmental science, sustainability, urban and regional planning, international relations, tourism, disaster management, and even business. Best of all, it's a subject that connects to real life, helping you make informed decisions about the world you live in.

Modern History (ATAR) – List A

Prerequisites & Recommendations

- A, B or high C grade in Year 10 HASS
- Achieved OLNA (Reading and Writing)

Approximate Cost \$50

Course Description

Have you ever wondered how past events have shaped the world we live in today? Why conflicts happen, how leaders make decisions, or how societies change over time? If so, then Modern World History is the subject for you. This course provides students with the opportunity to explore the historical forces that have shaped our present world. While focusing primarily on the 20th century, the course also links significant developments from the late 18th century onwards, encouraging students to establish connections with the ever-changing 21st century. History isn't just about memorising dates—it's about understanding people, power, and progress. It helps us make sense of today's world by exploring revolutions, wars, political movements, and global conflicts. History is not just about the past—it's about preparing for the future. Students will develop skills in critical thinking, research and investigation, communication, debating and problem solving, helping you succeed in any career. Studying history opens doors to exciting fields, such as politics, international relations, journalism and media, education, research, business, management and working in museums.

Humanities and Social Sciences in Action (General) - List A

Prerequisites & Recommendations

- D Grade or higher in Year 10 HASS

Approximate Cost \$45

Course Description

Students investigate human rights movements over the last 100 years and the change that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future. Students will also examine the communities in which they live, play and work. They will explore the benefits of being part of a community and the challenges communities can face to remain sustainable for the future. Students investigate the role they have in these communities and how they can become active and engaged members.

Students undertaking this course will develop a range of key skills including:

- Critical Thinking – learn to analyse problems and make informed decisions
- Data & Mapping Skills – interpret maps, graphs, and statistics to understand trends
- Problem-Solving – find solutions to real-world issues like environmental challenges
- Argument & Communication – Improve your writing and debate skills to present strong, persuasive arguments
- Research & Fieldwork – Gain hands-on experience investigating the world around you.



Arts



Music (General) – List A

Prerequisites & Recommendations

- Ability to play an instrument or sing
- IMSS and non-IMSS are eligible
- Interest or passion for music performance in contemporary bands OR small ensembles for IMSS instrumentalist
- Interest or passion for recording and music technology

Approximate Cost \$75

Course Description

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating aural and theory, composing and arranging, investigation and analysis, in addition to a practical component. The aural and theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.



PSIM1

This course is for students who wish to continue with their instrumental lessons and ensemble participation in senior school. It earns credits towards their WACE.

NOTE: Students must already be a part of the School for Instrumental Music Scheme

Cost \$40

Post School Music Pathways

Students interested in studying music at a tertiary level should be aware that entrance to either the West Australian Academy of Performing Arts (WAAPA) or the University of Western Australia (UWA) Music programs is by audition. If a student aspires to achieve at that level, they need to be sure that their technical skills are at a high standard (Grade 6/7 AMEB) and that they have studied the theory of music in much greater depth than we are able to achieve at school (Grade 5 AMEB). These students should also participate in adult community ensembles as well as their appropriate school ensemble and should allow space in their timetable for extra guided listening and analysis. Students should focus on achieving a high TER through their other subjects. The school is not able to offer the Music Course at an examinable level but it will provide all support possible to a student who wishes to follow this pathway.

Visual Art (General) – List A

Prerequisites & Recommendations

- Minimum high C grade in English
- Natural ability and interest in all forms of Art

Approximate Cost \$75

Course Description

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and

gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice. The course assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills.



Health & Physical Education



Health Studies (ATAR) – List A

Prerequisites & Recommendations

- A or B grade in Year 10 Health Education
- Interest in community health

Approximate Cost \$50

Course Description

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Physical Education Studies (ATAR) – List B

Prerequisites & Recommendations

- A or B grade in Year 10 Physical Education
- Interest in sport at a high level

Approximate Cost \$100

Course Description

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with



opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, physiotherapist, sports scientists and teachers.

Please include some information about the sports that students may be required to participate in as part of the course and any other relevant information.

Physical Education Studies (General) – List B

Prerequisites & Recommendations

- Interest in sport, health and recreational industries

Approximate Cost \$100

Course Description

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Outdoor Education (General) – List B

Prerequisites & Recommendations

- Interest in the outdoors

Approximate Cost \$160

Course Description

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course

focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.



Technologies - Design



Automotive Engineering and Technology (General) - List B

Prerequisites & Recommendations

- Interest in practical work or employment in related trades is desirable

Approximate Cost \$80

Course Description

In the Automotive Engineering and Technology General course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students will develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Students will be required to do a complete overhaul of an engine using workshop tools and equipment, while following occupational health and safety practices. They will apply testing techniques involved with daily/weekly checks and monitoring of the operation of single or multi-cylinder engines. Investigations will be undertaken to understand torque, rotational power and pressure/stress in the power train, steering systems and braking systems. Students will also be required to design and build a tool or device to be used during automotive workshop activities.

Building and Construction (General) - List B

Prerequisites & Recommendations

- Interest in the Building and Construction industry or its related fields

Approximate Cost \$100

Course Description

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

Design: Photography (General) – List B

Prerequisites & Recommendations

- Interest in photography is desirable

Approximate Cost \$100

Course Description

In the Photography General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through photography projects. Students learn how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways and/or university pathways.

Engineering Studies (General) - List B

Prerequisites & Recommendations

- High C Grade in Year 10 Science

Approximate Cost \$50

Course Description

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. The topics covered in this course include electrical, mechanical, mechatronic and chemical processes. Scientific and mathematical principles are combined in this course to investigate various practical real-life engineering contexts. The course aims to prepare students for a future in an increasingly technological world. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Students will develop a range of skills, including sketching, orthographic and pictorial techniques, as well as proficiency in AutoCAD drawing systems. They will explore the design process, which encompasses investigating ideas, researching materials, and developing solutions to address a design brief. The journey begins with prototyping, allowing students to analyse the prototype's effectiveness before refining and constructing an improved version. This will give students foundational insights into the Engineering Design Process. Additionally, students will examine natural energy sources and investigate their potential to be transformed into usable energy. With this knowledge, they will design and produce a project that effectively harnesses energy from nature to meet specified requirements.

Materials Design and Technology: Metalwork (General) – List B

Prerequisites & Recommendations

- Interest in practical metalwork is desirable

Approximate Cost \$100

Course Description

This is a practical course that invites students into the fascinating world of metalwork. Throughout this course, students develop skills and knowledge related to designing and working with metals. They learn about the unique properties and applications of various metals, such as steel and aluminium. Students gain hands-on experience in metal fabrication techniques, including cutting, shaping, and joining metals. They also explore different surface finishing methods to enhance the aesthetic appeal and durability of their metal creations. In addition, students engage in project-based learning, honing their creative thinking abilities and problem-solving skills within the context of metalwork. By the end of the course, they will have acquired practical skills, critical design thinking, and a deep understanding of the processes involved in metalworking. Possible careers include metal fabrication, manufacturing, engineering, building, jewellery making and teaching.



Materials Design and Technology: Textiles (General) - List B

Prerequisites & Recommendations

- Previous sewing experience is beneficial but not essential, however, patience and the ability to work independently are essential

Approximate Cost \$100

Course Description

The Textiles course connects to the world of work, further vocational education and training within the textiles, clothing, manufacturing and design environments. It is a practical course with a focus on the design and manufacture of products using 'textiles'. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live. Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology. The Textiles course aims to prepare students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

Materials Design and Technology: Woodwork (General) – List B

Prerequisites & Recommendations

- Interest in practical woodwork is desirable

Approximate Cost \$100

Course Description

This practical course focuses on the exploration and utilisation of wood as the primary material for designing and manufacturing products. Throughout this course, students develop essential skills and knowledge related to designing and working with wood. They learn about the different types of wood, its characteristics and applications. In addition, students will work with other complementary materials like resin and develop a range of skills in manipulation, processing, manufacturing, and organisation. Through the design process, students enhance problem-solving abilities, idea generation, creative design strategies, and effective communication. Possible career paths include cabinet making, building, joinery, teaching, furniture finishing or carpentry.



Technologies - Home Economics & Hospitality



Children, Family and the Community (General) – List A

Prerequisites & Recommendations

- Interest in helping professions such as childcare, education and health.

Approximate Cost \$100

Course Description

The Children, Family and the Community General course focuses on factors that influence human development and the well-being of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways. This course caters for students seeking career pathways in areas such as education, nursing, community services, childcare and health.

Certificate II in Hospitality

Prerequisites & Recommendations

- An interest in food and nutrition
- Basic cooking knowledge
- Able to work under stressful time management conditions

Approximate Cost \$130

Course Description

If you want to work your way up the hospitality ladder, or even work part-time in hospitality to support yourself while you study, then the Certificate II in Hospitality is a great place to start.

Students will gain practical skills in food and beverage preparation, including preparing and serving coffee and non-alcoholic beverages. Students will learn how best to interact with customers, while gaining skills in social and cultural sensitivity. The hospitality industry employs hundreds of thousands of people across Australia. Demand for workers in this sector has traditionally been strong, and employers are looking for those who are willing to develop their hospitality skills and knowledge. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Please note:

- This is a two-year course. Students who choose this course in Year 11 must choose it in Year 12 to ensure adequate WACE units are achieved for graduation.
- Places for this course are limited and acceptance into the course may be dependent on lower school Technology & Enterprise grades.



Career and Vocational Education

VET courses are competency based, and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace for all units of competency. Upon satisfactory completion of all units, a student may attain a national qualification.

Certificate II in Workplace Skills (Business) – Course Code: BSB20120

Prerequisites & Recommendations

Nil

Approximate Cost \$75 per year

Course Description

The Certificate II in Workplace Skills is a nationally accredited qualification that prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. The program equips students with the most common and transferable skills and knowledge required of almost any workplace, with a specific focus on business administration.

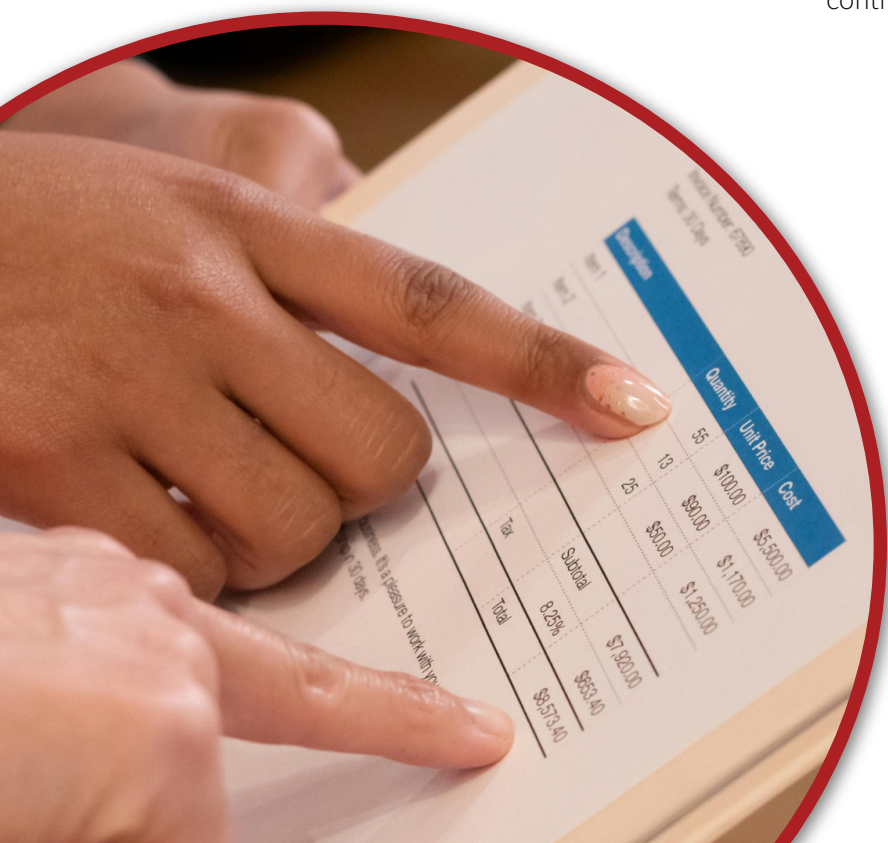
Job opportunities include office assistant, junior clerk, junior personal assistant, Receptionist, Administration Assistant, Clerical Worker and Data Entry Operator

This course covers the following topics:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Common digital technologies
- Common business applications
- Safe and sustainable work practices
- Communication skills
- Teamwork and workplace etiquette
- Critical thinking and basic problem solving

Delivery Period: One year - available in Year 11 or 12

Unit equivalents: Successful completion may contribute 4-unit equivalents towards WACE



Certificate III in Business **– Course Code: BSB30120**

Prerequisites & Recommendations

- Certificate II in Workplace Skills (BSB20120)

Approximate Cost \$75 per year

Course Description

Developing on from the Certificate II in Workplace Skills, the Certificate III in Business is designed to provide students with the practical skills required to gain employment in a modern business organisation in a broad range of business and clerical occupations. This nationally accredited training qualification will provide students with the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping.

Students will also learn to produce business documents and create and use databases and spreadsheets.

Some job opportunities might include Payable Clerk, Payroll Clerk, Computer Operator, Bookkeeper, Trainee Accountant, Word Processor and General Clerical Assistant, Customer Service Officer and Accounts Clerk.

This course covers 13 units of competency with some units being Credit Transferred from BSB20120.

Delivery Period: One year - available in Year 12 only, after completion of BSB20120

Unit equivalents: Successful completion of the Certificate III in Business may contribute 6-unit equivalents to WACE



Certificate II in Skills for Work and Vocational Pathways –

Course Code: FSK20119

Prerequisites & Recommendations

- Nil

Approximate Cost \$75 per year

Course Description

The FSK20119 Certificate II in Skills for Work and Vocational Pathways is a nationally recognised qualification covering the skills and knowledge required for individuals who are wanting to develop skills to prepare for workforce entry or vocational training pathways. This is a one-year program delivered in conjunction with Workplace Learning.

It is suitable for individuals who require:

- a pathway to employment or further vocational training
- entry level digital literacy and employability skills

Core Industry Training requires that all students undertake a language, literacy and numeracy assessment which has been contextualised to be relevant to the specific focus and outcomes of this qualification.

Workplace Learning (ADWPL)

Prerequisites & Recommendations

- Recommended for Year 11 and 12 students wishing to develop career pathways and industry links
- Students must either be enrolled in Cert II Skills for Work and Vocational Pathways or Cert II in Workplace Skills (Business) to be eligible

Approximate Cost \$100

Course Description

The Workplace Learning endorsed program will involve students doing up to three work placements through Year 11 and 12, where students can experience different industries and develop transferable workplace skills. Students are required to provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal. Unit equivalence is allocated on a basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. Students will only be able to go into the workplace if they are deemed to be work ready and have fulfilled all the requirements put in place by the school.

Work Readiness

Students are deemed work ready by:

- Being willing to attend and complete the requirements of the program
- Having a positive classroom and whole school behaviour
- Completing either a WorkSafe certificate or have a White Card
- Having school attendance as 60% or higher
- Having satisfactory communication skills and sufficient confidence
-

Students that choose to withdraw or have their placement cancelled will not have another placement found for them until the following semester.

Time off campus: One day a week in the workplace.



VET Delivered to Secondary Students

What is VETDSS?

VETdSS is a program delivered to school students as part of the Western Australian Certificate of Education (WACE). VETdSS courses are specifically chosen to provide students with clear career pathways after high school. VETdSS courses give students practical skills and an understanding of what to expect from the workplace and, once completed, may provide credits towards other nationally recognised qualifications, or lead to employment. South Regional TAFE (SRTAFE) offers a range of courses and pre-apprenticeships as part of our VETdSS program.

Eligibility

SRTAFE offers VETdSS courses to all secondary school students throughout the Great Southern region.

To be eligible to apply you must be:

- Completing Year 11 or 12 in 2026
- An Australian Citizen, Permanent Resident or Temporary Resident

Why choose VETDSS?

- Gain a nationally accredited VET qualification and units of competency while completing your WACE
- Develop practical, industry specific employability skills
- Gain an understanding of the world of work, providing you with valuable experience to assist with planning and pursuing your career pathways
- Attend Albany SR TAFE campus one or two days per week to complete your course and participate in your normal school program on the other days

Fees and Charges

Secondary school students undertaking VETdSS courses at SR TAFE are exempt from tuition and enrolment fees. However, depending on the chosen course students may be required to purchase a uniform, protective equipment, textbooks or trade equipment/tools.

Application Process

Students who identify a VETdSS course they wish to apply for in their course counselling, will be supported to complete an online application. Some VETdSS courses can be competitive so it is important that students consider ways they can make their application stronger, by gathering written references from employers and copies of certificates or achievement awards that they could upload to their application.

SR TAFE VETdSS applications open in Term 3, Week 2 through to Week 4.

Further information: Mrs P Greenhart (VET Coordinator) or <https://www.southregionaltafe.wa.edu.au/study-us/vet-delivered-secondary-students-vetdss>



VETDSS courses offered by South Regional TAFE in 2026



Below is a list of VETdSS courses that will be provided by South Regional TAFE in Albany in 2026. Please note that courses on scope for 2026 may change.

Pre-apprenticeships

Certificate II in Automotive Servicing Technology (Light Vehicle Servicing)
Certificate II in Electrotechnology (Career Start)
Certificate II in Engineering Foundations (Fabrication)
Certificate II in Plumbing

Agriculture, Animals, Science and Environment

Certificate II in Conservation and Ecosystem Management
Certificate II in Autonomous Operations

Business and Finance

Certificate III in Information Technology (Cybersecurity)

Creative Industries

Certificate II in Apparel, Fashion and Textiles

Education and Community

Certificate II in Community Services
Certificate III in Early Childhood Education and Care
Certificate III in School Based Education Support

Engineering, Trades and Resources

Certificate II in Building and Construction

Health, Beauty and Fitness

Certificate II in Sports, Aquatic and Recreation
Certificate III in Fitness
Certificate II in Health Support Services
Certificate IV in Preparation for Health and Nursing Studies
Certificate II in Retail Cosmetics
Certificate II in Salon Assistant

Hospitality, Tourism and Events

Certificate II in Hospitality
Certificate II in Cookery
Certificate II in Tourism

VETdSS course offered by Industry Training and Workforce Services (ITWS)

Certificate II in Automotive Servicing Technology (Automotive Pre-apprenticeship)

VETdSS course offered by Australian Medical Association Training Services

Certificate II in Community Health and Well-being (Pre-traineeship)

University Enabling Program

Murdoch Flexi Track High

Prerequisites & Recommendations

- Recommended for Year 12 students wishing to pursue university study but will not achieve an ATAR Selection Rank
- Students must achieve either a D grade (or higher) in Year 11 ATAR English or a B grade (or higher) in Year 11 General English

Approximate Cost \$200 (excursion to Murdoch University)

Course Description

Flexi Track High is designed to help students develop the skills needed to succeed at university. Murdoch University works with participating secondary schools to provide a structured and supportive learning experience for students seeking an alternative option to the ATAR pathways into university. The program is delivered as a blended program utilising both online independent study and dedicated class time at school (one period per day).

It provides a scaffolded and supported learning journey, consisting of four modules designed to develop skills that are relevant to any degree program.

- Module 1 – Introduction to University Culture
- Module 2 – Knowledge in the Arts
- Module 3 – Knowledge in the Sciences
- Module 4 – Elective (choose one of the following 3 options)
 - Introduction to Health Professions
 - Introduction to Education
 - Introduction to Criminology and Digital Media

Each module is made up of a series of engaging topics, interactive activities and assignments which introduce students to university culture and builds on academic skills such as reading and note-making, referencing, essay writing, numeracy and report writing.

Students must pass all four modules to successfully pass the program, earning 4 WACE points. This will qualify students to apply for direct entry into any undergraduate degree at Murdoch University that requires a Selection Rank of 70 or less. Students may also be considered for courses at other universities with similar entry requirements.

Please note, the following key points:

- Students must have their own laptop computer with Windows operating system to access the course work and bring it to class every day.
- Most students undertaking MFTH will need to pass the course to achieve their WACE. If students have achieved a VET qualification in Year 11, this may not be applicable.







2026 Year 12 Senior School Course Grid

NAME: _____

Instructions: Select one course from lines 1-5.
You must choose either an ATAR Pathway (i.e. a minimum of 4 ATAR courses) or a General/VET pathway with a maximum of two (2) VET Courses.
Note: Workplace Learning counts as a VET certificate course.
Courses on the Course Grid are subject to change, depending on student interest and choices

ATAR/UNIVERSITY										GENERAL/VETPATHWAYS																			
ATAR					English Courses		Math Courses		Workplace Learning		Hospitality/Arts/ Community Services Pathway			Trades Pathway		Health & Sports Pathway													
		Mathematics Applications (ATMAA)		Mathematics Methods (ATMAI)		General English (GTENG)		Mathematics Essential (GTMAE)		Workplace Learning (ADWPL)		Cert II Hospitality			Building and Construction (GTBCN)		Automotive Engineering Technology (GTAEI)		Outdoor Education (GTQED)										
		Economics (ATECO)		Health Studies (ATHEA)		Chemistry (ATCHE)		Biology (ATBLV)		Workplace Learning (ADWPL)		Children, Family and Community –Caring for Others (GTQFC)						Physical Education Studies (GTQES)											
		Modern History (ATHIM)		Physical Education Studies (ATPES)						Workplace Learning (ADWPL)		Cert II Hospitality		Cert In Business		Visual Arts (GTVAR)		General Music (GTMLS)		Metalwork (GTMDTM)		Automotive Engineering Technology (GTAEI)		Physical Education Studies (GTQES)		Marine and Maritime Studies (GTMMS)			
		Geography (ATGEO)		Human Biology (ATHBY)		General English (GTENG)		English Foundation (FTENG)		Workplace Learning (ADWPL)		Mathematics Essential (GTMAE)			Design – Photography (GTDESP)		Visual Arts (GTVAR)					Integrated Science (GTISC)							
		English 12 ATAR (ATENG)		Flexi Track High		General English (GTENG)		Mathematics Foundation (FTMAT)		Workplace Learning (ADWPL)		Mathematics Foundation (FTMAT)			Textiles (GTMDTT)		HASS in Practice (GTHAS)		Woodwork (GTMDTW)			Integrated Science (GTISC)			Outdoor Education (GTQED)				
Courses available through SIDE										VET Courses at the South Regional TAFE										Other Notes									
Courses may become available through the School of Distance Education (SIDE) should insufficient students enroll in a particular course. Courses available through SIDE are extensive and come at significant cost to the school. Therefore students will need to be able to demonstrate an ability to cope with the demands of SIDE. Non-ATAR courses and student's achieving below a B grade in English and Maths will not be considered eligible for SIDE.										Availability of VET courses at SRT are not controlled by the school and are subject to state government funding and successful submission of a VET delivered to Secondary Students application. Online applications open 30 July and close 20 August 2025.										If you would like to study a VET course at SRT as a part of your Senior School studies, please indicate which one: _____									
If you would like to study a course that is not on the grid, please indicate the course and line you would like to study it: _____																													
Other: _____																													
Line: _____																													

YEAR 12 COURSE GRID

NAME: _____

2026 Year 11 Senior School Course Grid

Instructions: Select one course from lines 1-5.
Note: You must choose either an ATAR pathway (i.e. a minimum of 4 ATAR courses) or a General/VET pathway with a maximum of two (2) VET Courses.
 Workplace Learning counts as a VET Certificate course.
 Courses on the Course Grid are subject to change, depending on student interest and choices

ATAR/UNIVERSITY		GENERAL/VET PATHWAYS									
ATAR		English Courses		Math Courses	Workplace Learning	Hospitality/Arts/ Community Services Pathway			Trades Pathway		Health & Sports Pathway
1	Mathematics Applications (AEMAA)	Mathematics Methods (AEMAM)		General English (GEENG)	Mathematics Essential (GEMAE)	Workplace Learning (ADWPL)		Cert II Hospitality	Building and Construction (GEBCK)	Automotive Engineering Technology (GEAET)	Outdoor Education (GEOED)
2	Economics (AEECO)	Health Studies (AEHEA)	Chemistry (AECHE)	Biology (AEBLY)	Mathematics Essential (GEMAE)	Workplace Learning (ADWPL)		Children, Family and Community –Caring for Others (GECFC)			Physical Education Studies (GEPES)
3	Modern History (AEHIM)	Physical Education Studies (AEFES)	Physics (AEPHY)	General English (GEENG)		Workplace Learning (ADWPL)		Cert II Hospitality	General Music (GEMUS)	Automotive Engineering Technology (GEAET)	Physical Education Studies (GEPES)
4	Geography (AEGEO)	Human Biology (AEHBY)	Math Specialist (AEMAS)	English Foundation (FEENG)	Mathematics Essential (GEMAE)	Workplace Learning (ADWPL)		Design – Photography (GEDES)	Visual Arts (GEVAR)	Integrated Science (GEISC)	Marine and Maritime Studies (GEMMS)
5	English 11 ATAR (AEENG)		General English (GEENG)	Mathematics Essential (GEMAE)	Mathematics Foundation (FEMAT)	Workplace Learning (ADWPL)		Textiles (GEMDTT)	HASS in Practice (GEHAS)	Engineering Studies (GEEST)	Outdoor Education (GEOED)
OTHER OPTIONS		Courses available through SIDE				VET Courses at the South Regional TAFE				Other Notes	
		Courses may become available through the School of Distance Education (SIDE) should insufficient students enroll in a particular course. Courses available through SIDE are extensive and come at significant cost to the school. Therefore, students will need to be able to demonstrate an ability to cope with the demands of SIDE. Non-ATAR courses and student's achieving below a B grade in English and Maths will not be considered eligible for SIDE.				Availability of VET courses at SR TAFE not controlled by the school and are subject to state government funding and successful submission of a VET delivered to Secondary Students application.					
		If you would like to study a course that is not on the grid, please indicate the course and line you would like to study it:				Online applications open 30 July and close 20 August 2025.					
		Other: _____				If you would like to study a VET course at SR TAFE as a part of your Senior School studies, please indicate which one: _____					
		Line: _____									



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