

Course Information Handbook

Year 11 2027



CAPE NATURALISTE
COLLEGE



Cape Naturaliste College

30 Yebble Drive
VASSE WA 6280

Phone: 08 9746 3500
Web: www.cnc.wa.edu.au
Email: capenaturaliste.col@education.wa.edu.au



Principal
Ms Dale Miller
dale.miller2@education.wa.edu.au



Associate Principal - Year 9 & 10
Mrs Jacqueline Bovell
jacqueline.bovell@education.wa.edu.au



Associate Principal - Year 11 & 12
Mrs Melanie Ryan
melanie.ryan@education.wa.edu.au



Year 10 Coordinator
Miss Kristen Lilly
kristen.lilly@education.wa.edu.au



**Workplace Learning Coordinator /
Career Practitioner**
Mr Gareth Bowles
gareth.bowles@education.wa.edu.au



Program Coordinator - Pathways
Mrs Mikala McCagh
mikala.mccagh@education.wa.edu.au

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Foreword

The move into Year 11 and 12 is a significant step and it is important to make good choices when selecting your courses. Choosing courses that sit well with your interests and abilities will keep you engaged because they challenge you, and link to your goals for after school.

To make the best choices for you, think about the subjects you like and are good at. Consider your goals. You may not know precisely what you want to do when you finish school, but having a goal, making a plan to achieve it and putting that plan into action will help you keep the focus you need in Year 11 and 12.

Choosing your Year 11 and 12 courses is an opportunity to reflect on your strengths and interests. This may lead you to consider some areas for improvement. It's important to be honest about this with yourself.

When making your choices, we encourage you to consider the value of a challenge and the importance of effort. If there's an area that interests you, but where you need to address a weakness, consider how it fits with your goals. Are you prepared to do the work and face the challenge?

Your efforts in Year 11 and 12 will help you to develop not just knowledge and understanding but will build attributes you take into your life beyond school. Developing a strong work ethic, working out how to approach a challenge and working hard in Year 11 and 12 will contribute to your success long after you leave school.

Students entering Year 11 in 2027 must meet a number of requirements in order to be awarded a WACE. These include a set of general requirements about course completion, demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. Further information about the WACE requirements can be found in this handbook.

Always check your sources when you seek advice about what you need to do to achieve a WACE. Make decisions based on information that is current, accurate and relevant to you. The relevant staff at Cape Naturaliste College will have up-to-date information about the WACE requirements; they also understand your achievements and potential.





Introduction

Students are no longer able to leave school at the end of Year 10 without being formally engaged in an approved pathway. Young people are required to remain in education, training or approved employment until the end of the year in which they would normally finish Year 12.

Most Year 10 students will return to Cape Naturaliste College and study for two more years, completing secondary studies at the end of 2028.

The College wants all students to choose an appropriate pathway, as that provides the foundation for future success.

An appropriate pathway consists of six (6) courses that are appropriately challenging and achievable. Success in each course will lead to increased opportunities and desired post school destinations.

This handbook provides a summary of all Year 11 courses offered by Cape Naturaliste College in 2027. It is also a reference point for Western Australian Certificate of Education (WACE) requirements, University and TAFE requirements, along with other vital information. It contains information about course types, general advice for students, further resources and much more.

To get further, current information about WACE, you are advised to visit the websites from the relevant organisations.

Advice and information about pathways and courses are also available from Associate Principals, Year Coordinators, Career Practitioner, Vocational Education and Training (VET) Coordinator and Heads of Learning Area.



Senior School Certification

Senior Secondary schooling in Western Australia covers students in Year 11 and 12.

WASSA

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. Senior secondary school typically takes two years. The WASSA provides a formal record of what students have achieved as a result of their senior secondary education in Western Australia.

WACE

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

To meet the WACE achievement requirements students must:

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

You must achieve 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.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.



Courses Offered at Cape Naturaliste College

The College wants all students to choose an appropriate pathway, as that provides the foundation for future success.

An appropriate pathway consists of six (6) courses that are appropriately challenging and achievable. Success in each course will lead to increased opportunities and desired post school destinations.

ATAR Courses

ATAR courses are for students who are aiming to generate an ATAR to gain entry to university. These courses are examined by the School Curriculum and Standards Authority (SCSA). Student results in ATAR courses are combined with external examination marks and used by the Tertiary Institution Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four (4) Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website).

General Courses

These courses are not externally examined. Each general course; however has an externally set task (EST) which is set by SCSA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from the universities.

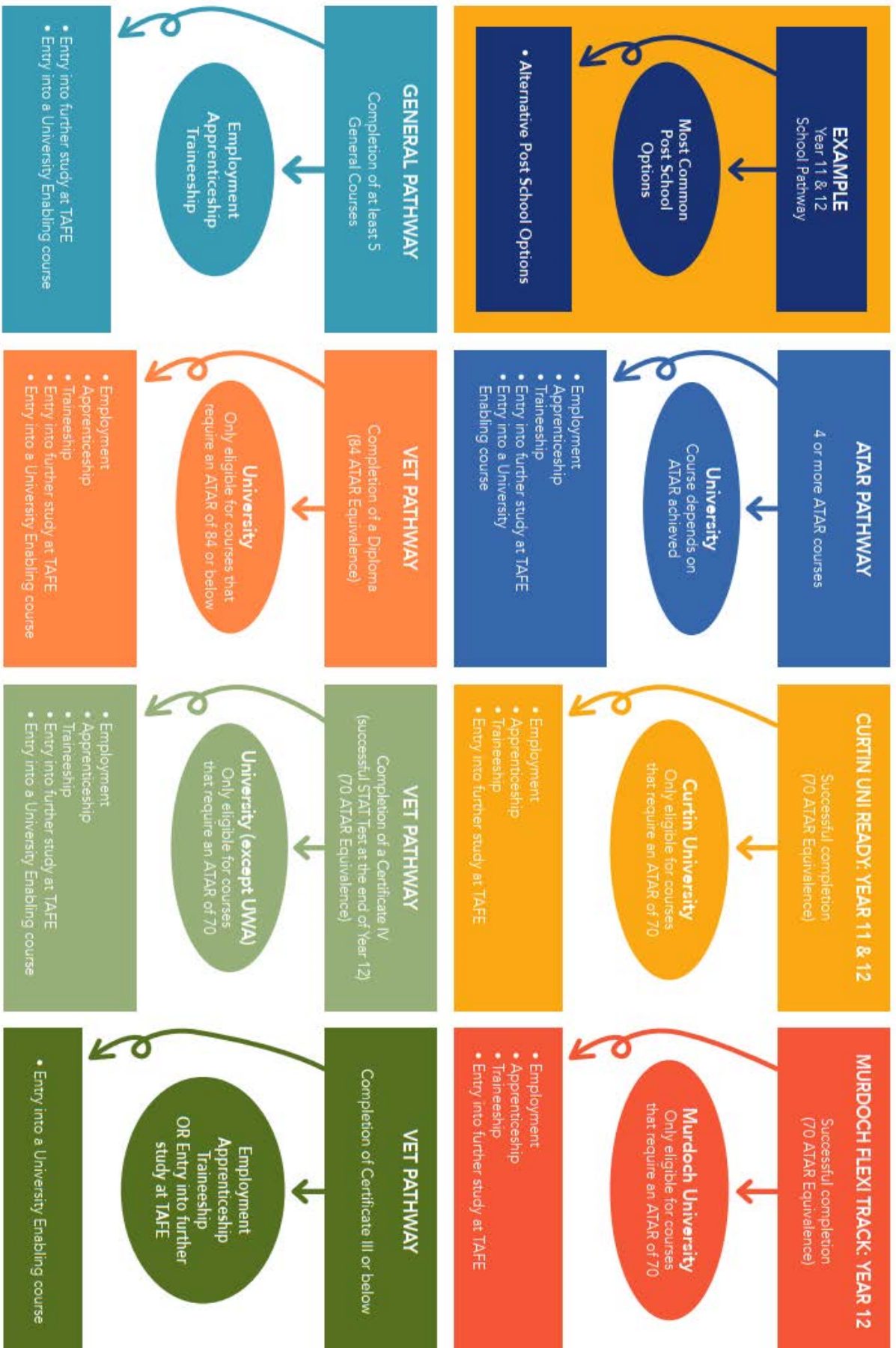
Vocational Education and Training (VET)

Vocational Education and Training (VET) enables students to gain a nationally recognised industry specific qualification while completing their secondary school education. VET qualifications cover a wide range of industries and prepare students for the world of work and provide hands on training and whilst contributing to the West Australian Certificate of Education (WACE). Successful completion of a VET qualification, students are well placed to gain employment, apprenticeships, traineeships or enrol in further study.

At Cape Naturaliste College students have the opportunity to complete a VET qualification through the school or apply for a VET Delivered to Secondary Students (VETdSS) qualification offsite at at registered training organisations such as South Regional TAFE (SRTAFE), Health Science Hub and Skillhire. There may be a requirement for students undertaking some of these offsite qualifications to engage in work placement.



Year 11 Pathways and Post School Options





Course Selection

Students will be assisted by their Career Education teachers, Year Coordinator, Associate Principals and Heads of Learning Area when deciding which course best suits their ability and interests.

Students may enrol in a mix of ATAR courses, General Courses and VET qualifications to achieve a WACE (there are limits to the number of VET qualifications that students can choose).

All students study six (6) courses (or the equivalent) in Year 11, with each course comprising of two (2) units. Therefore, a total of twelve (12) semester-long units will be completed in Year 11. Most students will continue with these six (6) courses in Year 12. Over the two years, students will be able to complete 24 units or the equivalent.

All students MUST complete one pair of List A units and one pair of List B units in Year 12 (see table 'WACE List A and List B Courses offered at CNC' below).

All students MUST complete two (2) English units in Year 11 and one pair of English units in Year 12.

WACE List A and List B Courses Offered at Cape Naturaliste College in 2027	
LIST A (Arts, Languages / Social Sciences)	LIST B (Mathematics / Science / Technology)
Business Management and Enterprise (General)	Accounting and Finance (General)
Dance (General)	Building and Construction (General)
Drama (General)	Chemistry (ATAR)
Economics (ATAR)	Engineering Studies (Mechatronics) (General)
English (ATAR, General, Foundation and Preliminary)	Food Science and Technology (General)
Geography (ATAR)	Human Biology (ATAR)
Health Studies (ATAR, General)	Marine and Maritime Studies (General)
Media Production and Analysis (ATAR, General)	Mathematics (ATAR Applications, Methods, Specialist; General Essentials, Foundation and Preliminary)
Modern History (ATAR)	Materials Design and Technology - Metals (General)
Western Music (ATAR)	Materials Design and Technology - Wood (General)
Visual Arts (General)	Outdoor Education (General)
	Physical Education Studies (General)
	Physics (ATAR)
	Psychology (ATAR, General)



ATAR Courses

Chemistry: CHE

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. A strong indication of students' ability to succeed in this course is the result for the Chemistry unit, which should be an A grade. ***If there are concerns about a student's capacity to cope with the course, parents will be contacted.***

How will this course help students in the future?

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy 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.



Economics: ECO

Economics investigates the choices which all people, groups and societies face as they confront 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 wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue; the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

English: ENG

In the English course, through the use of oral, written and visual communication texts students examine the relationship between language and power, and learn how to become competent, reflective, adaptable and critical users of language. Students learn about the English language, how it works and how to use it effectively.

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.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. The minimum entry requirement for the ATAR English courses is an A or B grade for English in Semester 1, Year 10.

How will this course help students in the future?

Language plays a central role in all aspects of human life; it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. The English ATAR course will assist students to develop the language skills they require to study at tertiary levels and participate in the workforce. Regardless of the career path that students choose, the skills, knowledge and understandings that students will develop through the study of English ATAR will be invaluable.

Geography: GEO

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

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

This course assists students to make informed decisions about where and how they will live, work, travel and seek opportunities. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.





Health Studies: HES

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.

Health promotion is explored and used as a framework for designing approaches to improve the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine attitudes, beliefs and norms and their impact on decision-making and develop a range of key health skills.

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.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students selecting ATAR Health Studies need an A or B grade for Health and English in Semester 1, Year 10.

How will this course help students in the future?

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Human Biology: HBY

Human Biology covers a wide range of ideas relating to the functioning human. Students research new discoveries that are increasing our understanding of the causes of diseases and health conditions, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. The study of evolution and genetics highlights the longer term changes leading to natural selection and evolution of our species.

Students develop their understanding of the evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. A strong indication of students' ability to succeed in this course is the result for the unit Biology 10, which should be an A or B grade.

How will this course help students in the future?

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

Mathematics (Mathematics and Mathematics Specialist)

MATHEMATICS PATHWAYS		
Course	Pathway	Minimum Entry Requirements (Year 10 Maths)
Maths Applications: ATAR	University (not Maths or Science Course)	A, B or C Grade in Course 1 or 2 Year 10 Maths (10A, 10B and 10C) (some 10D students may be eligible)
Maths Methods: ATAR	University (Maths or Science Course)	A or high B Grade in Course 1 Year 10 Maths
Maths Specialist: ATAR	University (high Maths or Science Course)	High A grade - must be recommended by Maths Department

Students who select Maths Specialist must also do Maths Methods.

Mathematics Applications ATAR: MAA

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

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

Mathematics Methods ATAR: MAM

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modeling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

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

Mathematics Specialist ATAR: MAS

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 is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Minimum Entry Requirement

Students will have a maths pathway recommended to them at the end of Semester 1. Should a student's performance change in Semester 2, the recommended pathway may be changed late in the school year. ***If there are concerns about a student's capacity to cope with a chosen Maths course, parents will be contacted.***



Media Production and Analysis: MPA

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

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. It would be advantageous to have studied Media in Year 10, however this is not essential. Students undertaking the ATAR course in Year 11 should have experience in Media and have attained an A or B grade for English in Semester 1, Year 10.

How will this course help students in the future?

Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.

Modern History: HIM

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways. Students will complete 2 units each year. Each unit has multiple electives.

Year 11 History electives that have been studied in previous years include:

- The French Revolution 1774 - 1804
- Capitalism - The American Experience 1901 - 1941
- Nazism in Germany

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students need an A or B grade for Humanities and Social Sciences and preferably English in Semester 1, Year 10.

How will this course help students in the future?

Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.



Music: MUS

In ATAR Music, students develop their skills, knowledge and understanding to listen to, compose, perform, and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works, and exploring how social, cultural and historical factors shape music in the contexts of Contemporary, Jazz, and Western Art Music. Students develop skills, confidence, and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively. Final results consist of a written mark worth 50%, with the other 50% being performance-based. There is an exam requirement for both the written and practical components of this course. The Practical exam is a 10–15-minute recital of pieces.

Minimum Entry Requirement

To meet the performance requirements of this course, students must be in the Geographie Bay Music (GBM) programme. An exception to this would be where a student has had private formal tuition to a suitable standard (AMEB Fourth Grade or equivalent) to be able to meet the requirements of the course. To have the theoretical background, students must also have successfully completed Year 10 Classroom Music.

How will this course help students in the future?

By continuing with Music studies in upper school, students will further refine skills on their chosen instrument, and continue to work collaboratively in ensembles. Through performance, students will further develop collaborative and resiliency skills, which will be of great benefit in most vocations, where teamwork and presentation skills are becoming more prevalent. Other skills gained from participation in Music include time management, self-discipline, organisation, commitment, and collaboration to achieve common goals. ATAR Music will also provide the necessary skills to audition for further post-secondary music courses.



Physics: PHY

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, and the exploration of the universe.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students need an A grade for Science and Maths in Semester 1, Year 10. A stronger indication of students' ability to succeed in this course is the result for the Year 10 Physics unit which should be an A grade. ***If there are concerns about a student's capacity to cope with the course, parents will be contacted.***

How will this course help students in the future?

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Psychology: PSY

Psychology is the scientific study of how people think, feel and behave. It is an evidence-based discipline that follows the principles of scientific inquiry to explore human cognition, behaviour and thought. Through the study of psychology, students will be introduced to a variety of psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in a variety of contexts. They will learn how to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to empirical evidence.

Students develop the skills to apply their psychological knowledge to familiar and unfamiliar contexts to explain thoughts, feelings and behaviours in the everyday world. On a larger scale, psychological knowledge can help us understand how individuals function within different contexts and how culture shapes people's values, attitudes and beliefs. This course is designed to integrate the understanding of the principles of science inquiry, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way.

Minimum Entry Requirement

Please refer to the individualised course recommendation letter for your child. Students selecting ATAR Psychology need an A or B grade for Science in Semester 1, Year 10. A stronger indication of students' ability to succeed in this course is the result for the Year 10 Biology unit, which should be an A or B grade.

How will this course help students in the future?

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied, enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine human cognition and behaviour. The study of psychology is highly relevant to further studies in the health professions - education, human resources, social sciences, sales, media and marketing and management.



General Courses

Accounting and Finance: ACF

The Accounting and Finance General course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances. The Accounting and Finance General course is designed to facilitate achievement of the following outcomes:

- Financial Conceptual Understanding
- Factors influencing decision making
- Financial systems
- Analysis and Interpretation of financial information

Minimum Entry Requirement

C grade in Year 10 HASS and Mathematics classes is desirable.

How will this course help students in the future?

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. In our current economic environment, where small businesses are the largest employers, many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers.



Building and Construction: BCN

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 (brick laying and paving, timber frame construction, tiling and painting), and include principles of design, planning and management.

Minimum Entry Requirement

Students who select Building and Construction General in Year 11 should have a C grade or better for Design & Technology in Semester 1, Year 10.

How will this course help students in the future?

This course connects to the world of work, further vocational education and training. Students develop cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include construction, manufacturing, design, built environment and the building industry.

Business Management and Enterprise: BME

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Minimum Entry Requirement

C grade in Year 10 HASS classes is desirable.

How will this course help students in the future?

The focus for Year 11 is on establishing and operating a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation and marketing are explored as well as legal aspects of running a small business, including rights and responsibilities of employer and employee.



Dance: DAN

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. The study of dance acknowledges the interrelationship between practical and theoretical aspects—the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works.

Students experience an intrinsic sense of enjoyment and personal achievement through expressing and challenging themselves physically. The study of dance draws on other disciplines, including yoga, martial arts and gymnastics. It is essential that students demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement.

Minimum Entry Requirement

Whilst there are no minimum entry requirements, students should have an interest in dance. Having studied Dance in lower school electives would be helpful.

How will this course help students in the future?

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.



Drama: DRA

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

Minimum Entry Requirement

It would be advantageous to have studied Drama in Year 10; however, this is not essential. A keen interest in performance, directing and/or technical design (costume, set design, sound and lighting) aspects of Drama is advised.

How will this course help students in the future?

While some students intend to make a career in Drama and related fields, the space is a creative environment to build confidence and interpersonal skills. They experience the sense of accomplishment that comes from being part of a theatre production. Through practical exploration of specific roles, students can choose to focus on Acting, Directing, Research and Writing, Set Design and Construction with a focus on sustainable practices in theatre, Costume Design, Lighting and Sound Design, Backstage Management, Marketing and other roles. The Drama General course builds confidence, a deeper understanding of the human experience, and a greater sense of identity and belonging.



English: ENG

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, multimodal and digital forms.

Minimum Entry Requirement

Students who select the General English course in Year 11 should ideally have a C grade or better for English in Semester 1, Year 10. Students who have not met the minimum literacy standard measured through OLNA testing, and are not expected to do so by the end of year 12, should undertake the Foundation English Course.

How will this course help students in the future?

Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power, and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others. In English, students learn how to become competent, reflective, adaptable and critical users of language.

Engineering Studies (Mechatronics): EST

The Engineering Studies General course (Mechatronics) combines electronics, programming and mechanical systems to give students hands-on experience with the technologies that drive modern automated devices. Students design, build and evaluate working mechatronic devices integrating electronic circuits, microcontroller programming and mechanical components, while developing an understanding of how engineering shapes and responds to society. Students will learn and practise core engineering skills including circuit construction and soldering, microcontroller interfacing, sensor-driven control systems, and mechanical drive systems, alongside principles of engineering design, technical drawing and project management. Students will make regular use of industry-relevant fabrication tools including 3D printers and scanners, and CNC milling machines to design and produce components for their engineering projects.

Minimum Entry Requirement

Students who select Engineering Studies General (Mechatronics) in Year 11 should have a C grade or better in Digital Technologies in Year 10.

How will this course help students in the future?

This course builds strong foundations for further study in Physics, Engineering and Advanced Manufacturing. The practical and analytical skills developed throughout the course directly support senior Physics concepts including forces, motion, energy and electrical circuits, and provide a meaningful head start for students considering engineering pathways at TAFE or university. This course also connects to the world of work and vocational education and training, with employment opportunities in areas that include electronics, automation and robotics, mechatronics and mechanical engineering, advanced manufacturing and fabrication, and computer systems and embedded programming.



Food Science and Technology: FST

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Minimum Entry Requirement

Students who select this course in Year 11 should have a C grade or better in a Technologies Course (preferably Home Economics) in Semester 1, Year 10

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. Students will design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

Health Studies: HEA

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Minimum Entry Requirement

Students who select this course in Year 11 should have a C grade or better in Year 10 English and Health Education.

How will this course help students in the future?

With the arrival of COVID-19, the ongoing needs of our ageing population, emerging health technologies and the current media focus on the NDIS, it's no surprise that Healthcare and social assistance is Australia's largest and fastest growing industry for employment. With so many types of jobs and careers within the Healthcare industry, this course provides the education to develop students own health as well as knowledge and skills to work towards careers within this industry.





Marine and Maritime Studies: MMS

The General Marine and Maritime Studies course is ideally suited to students who have a passion for the marine environment and would like to pursue either recreational or professional marine-based activities in the future. The course affords students the opportunity to investigate Oceanography concepts to develop a strong understanding of the interdependence between elements of the marine environment. They will be able to conduct research into the safe and sustainable management of the oceans' resources for conservation and commercialism; and are introduced to the world of Maritime Design.

Minimum Entry Requirement

Students who select General Marine and Maritime Studies in Year 11 should have a C grade or better in Semester 1, Year 10. Additionally, students will be expected to have retained their good-standing leading into Year 11. There will be limited places available for this course and so students may be requested to write an expression of interest and/or attend an interview before selection is finalised.

Students must be physically and aquatically fit and will be required to complete a basic fitness test including treading water for 15 minutes and performing a 200m run, 200m swim and 200m run in approximately 8 minutes. This is to ensure students have the minimum fitness required to participate in snorkelling and SCUBA activities.

How will this course help students in the future?

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 (marine engineering), resource management, maritime archaeology, eco-tourism and marine science. Additionally, the course will allow students to develop a better understanding and appreciation of the local marine environments and provide them with the opportunity to develop practical skills they can use for life.

Materials, Design and Technology: MDT (Wood and / or Metal)

The Materials, Design and Technology General course is a practical course. Students can choose to work with metal or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Minimum Entry Requirement

Students who select Materials Design & Technology General in Year 11 should have a C grade or better for Design & Technology in Semester 1, Year 10.

How will this course help students in the future?

This course connects to the world of work, further vocational education and training and university pathways. Students develop cognitive skills fundamental to designing in a practical context. This activity enhances employability and may lead to further training and employment opportunities in areas that include textiles and clothing, manufacturing, design, built environment, science and engineering.

Note: A student is able to select both MDT Wood and MDT Metal; however, only one (1) of these courses will count towards a student's WACE.



**Mathematics Essential: MAE**

MATHEMATICS PATHWAYS		
Course	Pathway	Minimum Entry Requirements (Year 10 Maths)
Maths Foundation	Employment / TAFE	OLNA: CAT 1
Maths Essential: General	Employment / TAFE	None

Note: Foundation courses are only undertaken under the recommendation of the relevant HOLA or Associate Principal.

Mathematics Essential: General

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.

Minimum Entry Requirement

Students will have a Mathematics pathway recommended to them at the end of Semester 1. Should a student's performance change in Semester 2, the recommended pathway may be changed late in the school year.

How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today; problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

Media Production and Analysis: MPA

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

Minimum Entry Requirement

It would be advantageous to have studied Media in Year 10; however, this is not essential.

How will this course help students in the future?

Through multimedia, students can deconstruct a work, transform it or produce an original work combining visual, audio and print production skills. Studies in this field are of vocational relevance in a workplace dominated increasingly by multimedia applications. Media Production and Analysis aims to prepare all students for a future in a digital and global world by providing the foundation for lifelong learning about the media.



Outdoor Education: OED

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, snorkeling, canoeing and mountain biking. 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.

To fulfil the requirements of this course, students will be required to participate in two compulsory overnight expeditions, one in Semester 1 and one in Semester 2.

Minimum Entry Requirement

Students should have a strong interest in recreation activities and be physically fit. They will also need to complete a basic aquatic fitness test including treading water for 15 minutes, performing a 'contact rescue' and a 200m swim in approximately 7 minutes. There will be limited places available for this course and so students may be requested to write an expression of interest and/or attend an interview before selection is finalised.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields. This qualification leads onto further training with a State Training Provider.



Psychology: PSY

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

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Minimum Entry Requirement

Students who choose Psychology General in Year 11 should have a C grade or better for Science in Semester 1, Year 10.

How will this course help students in the future?

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies in the health professions - education, human resources, social sciences, sales, media and marketing and management.

Physical Education Studies: PES

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Minimum Entry Requirement

Students should have a strong interest in physical activity and sports. The course involves both active participation in a range of sports, and a strong theoretical focus on the anatomy and physiology of exercise.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields and will develop a range of important self-management skills that are relevant to most occupations.

Visual Arts: VAR

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.

Minimum Entry Requirement

Students who select Visual Arts General should have a C grade or better for an Arts Course (preferably Visual Art) in Semester 1, Year 10.

How will this course help students in the future?

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.





Foundation Courses

Foundation courses are designed for students who will have difficulty passing General courses and are not likely to pass the Online Literacy & Numeracy Assessments required to achieve a WACE.

Students will only be placed in Foundation courses under recommendation from the relevant Head of Learning Area (HOLA) or Associate Principal.

English

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

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.

Preliminary Courses

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and / or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

Some students may be recommended to undertake Preliminary courses.

Students will only be placed in Preliminary courses under recommendation from the relevant Head of Learning Area (HOLA) or Associate Principal.



Vocational Education and Training Delivered at CNC

The below qualifications are proposed offering for the 2027 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation (RTO) for the delivery of these qualifications. On the basis of interest from students in the below offerings, the school will initiate a formal partnership agreement with an RTO for the delivery of the qualification.

Certificate II in Engineering Pathways: MEM20422 (2-year course, Year 11 and 12)

This certificate is completed over a two-year period and is delivered in an auspicing arrangement at school for the first year. In the second year, students attend the Busselton Trade Training Centre for one day per week (Thursdays) throughout the year, to complete their qualification.

The purpose of this course is to provide opportunities to extend students' skills and knowledge in the area of OH&S, quality procedures, working with others, using equipment such as oxy acetylene welding or soldering equipment, arc welding equipment and other workshop machines and hand skills in the engineering environment. When completing this course, students will construct projects from a variety of different areas within the metal industry. These projects give students a well-balanced skillset when tackling future metalwork projects. Projects include:

- Toolboxes
- Crab gauges
- Dice
- Folding shovels

Throughout the course students will complete a number of theory lessons and assessments relating to the metals industry which will increase their knowledge of production and process skills.

Minimum Entry Requirement

Students should have an interest in the practical aspects of design and technology as this course is largely workshop based. Only students who have completed the units of competency delivered at CNC in year 11, will achieve the full qualification in Year 12. As the first 3 units of competency are prerequisites for the remainder of the course, entry after Term 1 is not permitted.

How will this course help students in the future?

This course is aimed at students wishing to get an apprenticeship in the Engineering industry. Students should obtain a nationally recognised qualification, MEM20422 Certificate II in Engineering pathways by the end of Year 12. This qualification can lead on to further training and provides a strong background for those wishing to commence an apprenticeship or enter the workforce.



Certificate II Workplace Skills: BSB20120

(DUAL QUALIFICATION - BSB30120 Certificate III in Business if continued for Year 12)

This qualification 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. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

You'll learn how to carry out a range of procedural, clerical, administrative and operational tasks that require:

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

Critical thinking and basic problem solving This qualification is suitable for individuals who have not yet entered the workforce and are wanting to develop the necessary skills in preparation for work. Individuals in entry level roles generally work under direct supervision.

Students in this certificate will be expected to participate in workplace learning, to learn and develop the skills required in an industry of their interest.

Minimum Entry Requirement

Students should have an interest in small, medium and large business operations. In order to complete the dual qualification with Certificate III in Business in Year 12, the full Certificate II Workplace Skills qualification must be completed in Year 11.

How will this course help students in the future?

The qualification will allow students to develop fundamental work habits and understand the challenges faced in real-world operations across a broad range of business environments. Students will be able to take this knowledge into the workplace or use the qualification to assist in applying for other training opportunities.



Certificate II Active Volunteering: CHC24015 - TO BE CONFIRMED

(1-year course offered to both Year 11 and 12 students)

This qualification prepares students to become active and effective volunteers within their school and wider community. It develops practical workplace skills, communication techniques and community engagement capabilities while providing valuable real-world experience through volunteering activities. The qualification may also serve as a pathway to employment and further training across a range of community services and volunteer-based sectors.

You'll learn how to contribute effectively to volunteer and community settings through skills that include:

- Communication and interpersonal skills
- Working with diverse people and communities
- Teamwork and collaboration
- Workplace health and safety practices
- Organisation and time management
- Problem-solving and initiative
- Community engagement and service
- Digital literacy and workplace technologies
- Cultural awareness and inclusive practices
- Volunteer preparation and professional conduct

Students will develop confidence, leadership and employability skills while participating in meaningful volunteer experiences. The qualification includes a minimum of 20 hours of volunteer work, allowing students to apply their learning in authentic community settings.

This qualification is suitable for students who enjoy helping others, making a positive contribution to their community and developing transferable workplace skills. Students work under direct supervision while building the knowledge and experience required for future employment and volunteering opportunities.

Minimum Entry Requirement

Students should have an interest in community involvement, volunteering and developing workplace-ready skills. There are no formal entry requirements for this qualification. *Students must be prepared to complete a minimum of 20 hours of volunteer service during the course.*

How will this course help students in the future?

This qualification provides students with practical employability skills that are valued across all industries. Through volunteering experiences, students develop communication, leadership, teamwork and organisational skills while building their confidence and community connections. The qualification can support applications for employment, workplace learning opportunities and further study in community services, health, education, youth work and related vocational pathways.



Certificate II in Sport and Recreation: SIS30122

(DUAL QUALIFICATION - SIS30122 Certificate III in Sport, Aquatics and Recreation if continued for Year 12)

This qualification has a focus on practical involvement in the sport, fitness, and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant coaching and equipment maintenance duties.

This course includes excursions to local primary schools to conduct coaching sessions; organisation and officiating duties at school sports carnivals; and water-based activities at the beach and pool to demonstrate risk assessment.

Students who complete these qualifications develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Job opportunities available with these qualifications include recreation officer, sport and recreation officer, customer service in recreation, facility officer and coaching roles.

Some of the learning areas within the qualification include:

- Delivery of coaching sport to foundation level participants
- Participation and delivery of recreation sessions
- First Aid and responding to emergencies*
- Maintain equipment
- Workplace health and safety
- Aquatic rescues
- Technology in the sport, fitness, and recreation industry
- Client service and working with diverse people
- Officiating skills

** There is an additional cost of \$50 for students that do not already hold a Provide First Aid certificate as this is a compulsory unit of competency*

*** There is an optional additional cost of \$25 for the Bronze Medallion for students that would like to gain this qualification.*

Minimum Entry Requirement

In order to complete the dual qualification with Certificate III in Sport, Aquatics and Recreation in Year 12, the full Certificate II Sport and Recreation qualification must be completed in Year 11.

Students need to be aware that satisfactory completion of all units is required to gain qualifications as this is a competency-based course. Students are required to possess adequate swimming ability to successfully complete the water-based units.

How will this course help students in the future?

This course is aimed at students wishing to seek employment or further qualifications in the sport, fitness and recreation fields and will develop a range of self-management and interpersonal skills relevant to many occupations.

Certificate II in Construction Pathways: CPC20220

(2-year course, Year 11 and 12)

This certificate is completed over a two-year period and is delivered at school via an auspicing arrangement with a registered training organisation and provides a pathway to many of the primary trades in the construction industry.

The qualification has core units of competency that are required in many Certificate III trade qualifications. The elective options selected have been structured to allow experiences from a range of occupations in the construction industry.

Throughout the course, students will complete both theory and practical lessons and assessments related to the construction industry.

Students will construct projects using skills such as:

- Carry out measurements and calculations
- WHS requirements and procedures in the construction industry
- Using carpentry tools, equipment and materials
- Reading and interpreting plans and specifications
- Using wall and floor tiling tools and equipment
- Applying basic levelling procedures

Minimum Entry Requirement

Students should have an interest in the practical aspects of design and technology as this course is largely workshop based. Only students who have completed the units of competency delivered at CNC in Year 11, will achieve the full qualification by the end of Year 12. As the initial WHS unit is a prerequisite for the remainder of the course, late entry after mid Term 1 is not permitted.

How will this course help students in the future?

This course is aimed at students wishing to get an apprenticeship in the construction industry. Students will obtain a nationally recognised qualification, CPC20220 Certificate II in Construction pathways which will provide credit transfers for a range of units in further qualifications and provides a strong background for those wishing to commence an apprenticeship or enter the workforce.





Vocational Education and Training Delivered at South Regional TAFE

There are a wide range of courses available to students at Certificate I, II, III and IV level that will be relevant to many students who plan to study at TAFE or seek employment at the end of Year 12. Places are not guaranteed and are subject to application, assessment and interviews, all conducted by South Regional TAFE (SRTAFE) directly.

Students who wish to undertake these programs must also select a full program at Cape Naturaliste College in addition to completing the SRTAFE application form. If students choose to apply, they need to submit the application form to Student Services at Cape Naturaliste College during **Term 3**.

These courses run over one or two days per week, generally over a duration of three terms, (please check the VETdSS information booklet for further information). As most of the courses run at the Bunbury, Busselton and Margaret River TAFE campuses, parents are reminded that applications for a free bus service can be made through [schoolbuses.wa.gov.au](https://www.schoolbuses.wa.gov.au).

Due to the high academic demands of an ATAR program, we do not recommend that full ATAR students attempt a VET Delivered to Secondary Students program at SRTAFE.

When they are made available, a final list of the VETdSS and PAiS offerings can be downloaded from the Year 10 Connect page.

Some qualifications have a mandatory workplace learning requirement of up to 150 hours of workplace learning. For some courses, these hours must be completed outside of TAFE days, so there is an expectation that some hours will be completed during the school holidays.

Please read the course offerings booklet in details for specific information before applying.

Further information

<https://www.southregionaltafe.wa.edu.au/study-us/vet-delivered-secondary-students>

At the time of publication, certificate offerings at SRTAFE for 2027 were not finalised. Please refer to the SRTAFE website for further details.

Courses that have been proposed by SRTAFE for delivery in 2027 include:

Busselton Campus

- Certificate IV in Preparation for Health and Nursing Studies
- Certificate II in Horticulture
- Certificate III in Business
- Certificate III In School Based Education Support
- Certificate II in Applied Digital Technologies
- Certificate II in Early Childhood Education & Care

Bunbury Campus (most courses offered at Busselton also offered at Bunbury)

- Certificate II in Automotive Servicing Technology (Light Vehicle Servicing Pre-Apprenticeship)
- Certificate II in Automotive Servicing Technology (Heavy Vehicle Servicing Pre-Apprenticeship)
- Certificate II in Cookery (Commercial Cookery Pre-Apprenticeship)
- Certificate II in Building and Construction (Pathway - Trades) (Painting & Decorating Pre-Apprenticeship)
- Certificate II in Building and Construction (Pathway - Trades) (Brick & Block Laying)
- Certificate II in Building and Construction (Pathway - Trades) (Carpentry)
- Certificate II in Building and Construction (Pathway - Trades) (Wall & Ceiling)
- Certificate III in Business
- Certificate III in Early Childhood Education and Care
- Certificate II in Visual Arts
- Certificate III in Visual Arts
- Certificate II in Hospitality
- Certificate II in Engineering Pathways
- Certificate II in Sampling and Measurement
- Certificate II in Civil Construction
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant
- Certificate II in Retail Services
- Certificate II in Sport and Recreation
- Certificate III in Fitness

Margaret River Campus (in addition to some courses also offered at Busselton and Bunbury)

- Certificate II and III in Music
- Certificate II in Cookery
- Certificate II in Wine Industry Operations
- Certificate III in Hospitality
- Certificate III Visual Arts

These details may vary for other RTOs, such as Skill Hire and Health Science Hub. Fully funded scholarship applications for Skill Hire typically open at the end of Term 2 and close in Week 2 of Term 3.

Health Science Hub also offers a range of industry-specific VET courses, with applications opening during Term 3. However, Health Science Hub courses are not funded through VETdSS and are therefore at the student's expense.

For further information about courses offered through these providers, please contact the Program Coordinator - Pathways.



School Based Apprenticeships and Traineeships

A student enrolled in a School Based Apprenticeship (SBA) or School Based Traineeship (SBT) can begin a training qualification in Years 11 and 12 alongside their secondary schooling to contribute towards the Western Australian Certificate of Education (WACE). School Based Apprentices and/or Trainees are released from their school program in a variety of ways to attend a workplace, for on-the-job training and/or a registered training organisation for off-the-job training.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

School based traineeships and apprenticeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation (if completing a traineeship) and an industry recognised qualification.

Students enter into a legally binding contract between the employer, the student and parent/guardian to complete the traineeship and gain hands-on skills and work experience while earning a wage. An RTO is engaged, who will oversee the qualification.

* Please contact the College directly if you are interested in either of options as a number of criteria will need to be met.



Careers and Education Websites

The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships

www.jobandskills.wa.gov.au/training/apprenticeships-and-traineeships

Australian Defence Force Academy

www.defencejobs.gov.au

Australia Wide Job Search

www.jobsearch.gov.au

Career, employment, training information in Western Australia

www.jobandskills.wa.gov.au/skillsready

Career Search

www.careersonline.com.au

Centrelink

www.centrelink.gov.au

Curtin University

www.curtin.edu.au

Edith Cowan University

www.edu.edu.au/future-students/overview

Murdoch University

www.murdoch.edu.au

My Future

www.myfuture.edu.au

North Metro TAFE

www.northmetrotafe.wa.edu.au

South Regional TAFE

www.southregionaltafe.wa.edu.au

Training WA (Service Training Provider)

www.dtwd.wa.gov.au/training

Tertiary Institutions Services Centre

www.tisc.edu.au

University of Notre Dame

www.nd.edu.au

University of Western Australia

www.uwa.edu.au

Vacancies Australia wide

www.seek.com.au

Western Australian Government - Education and Training

www.wa.gov.au/service/education-and-training



Proposed Contributions and Charges - Year 11 2027

Please note: The following information regarding the Year 11, 2027 Course Contributions and Charges are '**proposed costings**' only and are subject to change. These 'proposed' course costings have been provided to families as a guide when considering courses for 2027. The final Year 11, 2027 contributions and charges will be published once approved by the College Finance Committee and the Cape Naturaliste College Board.



Course	Compulsory Charges
MEM20422 Certificate II Engineering	\$245.00
BSB20120 Certificate II Workplace Skills (1 Year qualification - may lead to a Cert III Business in Year 12)	\$65.00
CHC24015 Certificate II Active Volunteering (TO BE CONFIRMED)	TBC
SIS20122 Certificate II Sport and Recreation (1 Year Qualification - Cert III in Year 12)	\$280.00 *Provide First Aid Certificate \$50.00 **Optional Bronze Medallion \$25.00
CPC20220 Certificate II in Construction Pathways	\$220.00
Chemistry - ATAR	\$80.00
Economics - ATAR	\$70.00
English - ATAR	\$70.00
Geography - ATAR	\$70.00
Health Studies - ATAR	\$80.00
Human Biology - ATAR	\$70.00
Modern History - ATAR	\$70.00
Music - ATAR	\$80.00
Psychology - ATAR	\$70.00
Physics - ATAR	\$70.00
Media Production and Analysis - ATAR	\$110.00
Mathematics: Specialist - ATAR	\$70.00
Mathematics: Methods - ATAR	\$70.00
Mathematics: Applications - ATAR	\$70.00
Accounting and Finance - General	\$70.00
Building and Construction - General	\$220.00
Business Management and Enterprise	\$70.00
Dance - General	\$80.00
Drama - General	\$80.00
English - General	\$70.00
Engineering Studies (Mechatronics) - General	\$100.00
Food Science and Technology - General	\$200.00
Health Studies - General	\$115.00
Mathematics: Essential - General	\$70.00
Materials Design and Technology - Metal	\$130.00
Materials Design and Technology - Wood	\$120.00
Media Production and Analysis - General	\$110.00
Outdoor Education - General	\$220.00
Physical Education Studies - General	\$130.00
Psychology - General	\$60.00
Marine and Maritime Studies - General	\$175.00 course cost *Plus optional expenses for scuba ticket
Visual Arts - General	\$150.00



CAPE NATURALISTE
COLLEGE

June 2026