



Year 11

Student Handbook

2026

Acknowledgement of Country

Mount Barker Community College acknowledges the Menang Noongar people as the traditional custodians of the land on which our school is located.

We recognise their resilience and pay our respects to the Elders past, present and emerging.

We extend that respect to all Aboriginal and Torres Strait Islander people of our local community, and recognise the strength in diversity, rich cultures and continuing connection to lands and waters.



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INTRODUCTION

Mount Barker Community College is a small, regionally located school, and we see this as a strength that allows us to be innovative and responsive to the needs of our students.

We actively explore new ways to create meaningful opportunities and have established strong partnerships with industry, employers, and post-school education and training providers.

We are committed to understanding each student as an individual. By listening, exploring options, and working collaboratively, we support every student to develop a personalised and successful pathway.

Counselling interviews play a vital role in this process, allowing us to identify your interests, strengths, and goals. From this, we design a course program that best supports your future aspirations.

We encourage you to engage fully in this process – ask questions, consider your options carefully, and commit to your learning. By working together, we will support you to achieve your goals and reach your full potential.



KEY DATES

for planning your Year 11 pathway

Course Selection Process: Students will be assisted by their Course Counsellors and other teachers when deciding which course best suits their ability and interests.

STEP	PROCESS	WHEN
YEAR 10 CAREERS CLASS	Through class visits, students will be given information about achieving WACE, pathway options, and how to complete their course/pathway selection using the online Subject Selection platform (SSO).	Careers Classes Week 5 to 8
COURSE INFORMATION	- Parents and students are encouraged to familiarise themselves with the different pathways and courses on offer that will best fit the student's ability, future career, and further study aspirations. - Mount Barker Community College Information Evening.	Thursday 18 June 5:30pm
COURSE SELECTION	Subject Selections Online (SSO) is open for students to make selections.	Week 10 and 11 22 June - 3 July
COURSE COUNSELLING INTERVIEWS	As part of the course counselling process, students can elect to attend an interview with a school Course Counsellor. At this stage, this may be face-to-face or via phone. Parents are welcome to join the interview via phone. Students and parents will be able to select an appropriate time via the booking system in SSO.	Weeks 11 29 June - 3 July Week 1 & 2, Term 4 20 July - 31 July

COURSE SELECTION

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

Typically:

- University bound students wishing to gain an ATAR must study a minimum of 4 ATAR courses in which they intend to sit the external assessment/exam at the end of 2028.
- Students heading to TAFE or the workforce would select General courses or a mix of General and ATAR courses in Years 11 and 12. This may include one Certificate II or higher course.

All students study 6 courses (or the equivalent) in Year 11, with each course comprising 2 units. Therefore, a total of 12 units will be completed in Year 11.

Most students will continue with these 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 SUBJECTS OFFERED AT MBCC" on page 18.

All students must complete two English units in Year 11 and one pair of English units in Year 12.



COURSE SELECTION

(continued)

The course selection process is conducted online via “Subject Selections Online” (SSO). When completing SSO, students will only be able to enrol in those courses for which they have met the prerequisites. Students who do not meet prerequisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.

Students who wish to enrol in the VET Program must make an appointment with the VET Coordinator.

Students wishing to complete a School-Based Traineeship will be required to complete a formal interview with administration.

Please note: Timetabling constraints may affect the availability of courses. This means that students may need to reselect. Classes will only run where there are viable numbers.

STAFF MEMBER	POSITION	PATHWAYS
Ms Linda Drage	VET Coordinator	VET & TAFE
Mrs Angela Findlay Mrs Amber Lewis	Associate Principal	ALL
Mrs Kylie Offer	Maths HOLA	ALL



PATHWAYS OVERVIEW

Pathways offered at Mount Barker Community College for Year 11 students

Students can choose from two broad pathways - ATAR and the General/VET. These pathways support WACE achievement and individual student needs.

In making your selections we suggest you consider your skills, abilities, interests and career pathway planning to maximise success and open future opportunities.

ATAR Pathway

The ATAR pathway is designed for students who are 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 Australian Tertiary Academic Rank (ATAR).

VET Pathway

This pathway is designed for students who are aiming to enter vocationally based training or the workforce straight from school. These courses will not be examined by the Authority, however, each general course will have an Externally Set Task (EST) in Year 12 which is set by the Authority. This program will also provide an opportunity for students to focus on their Literacy and Numeracy skills and choose a wide variety of courses.

The options are as follows:

- TAFE-based certificate course - students may attend TAFE one or two days per week, depending on the selected course. They will study a combination of up to 5 General subjects and the Certificate course.
- School-based certificate course - there are four options available and students will study a combination of up to 5 General subjects and the Certificate course.
- School-Based Traineeships (SBT) - students enter into a contract for up to 18 months, studying a combination of up to 5 General courses and the Certificate course. Paid employment occurs one day a week in their chosen industry, as per the SBT arrangement.
- Workplace Learning - students study up to 5 General courses over 4 days. Work placement occurs one day a week in their chosen industry. Additionally, students are also enrolled in ADWPL, completing 220 hours of work placement, logbooks, and skills journals. Students will require interviews with the VET and WPL coordinator for selection.

The VET pathway provides flexible opportunities for students to study certificate courses and complete Work Placement. Students will attend school 4 days per week with 1 day off-site at training institutions (ie: South Regional TAFE) and/or Work Placements.

PATHWAYS TO UNIVERSITY

At Mount Barker Community College, we support our students to achieve their tertiary goals through a variety of available pathways. This enables successful outcomes across our diverse student cohort.

Option 1 is available at MBCC.



INFORMATION ABOUT UNIVERSITY

In Western Australia, there are five main universities. The four public universities are Edith Cowan University (ECU), the University of Western Australia (UWA), Curtin University of Technology (Curtin), and Murdoch University. WA's major, private university is Notre Dame University. All of these universities are principally located in Perth, but most offer external studies or external campuses accessible to regional students, such as the UWA Albany campus. Approximately 30% of students completing Year 12 will achieve university entrance status.

UWA in Albany partners with a number of other universities across Australia and offers a wide range of courses. Research shows that spending one more year at home increases your chances of being successful at university.

Great Southern Universities Centre (GS-UniCentre) is part of a Federal Government initiative (Regional University Centres - RUC's) designed to provide support for regional tertiary students to access higher education while remaining in their local community. GS-UniCentre aims to provide student support and campus-style facilities for students who study online and externally. The facility is available for everyone regardless of your course or study provider. The facility is situated in Albany.

Students wishing to be eligible for university entrance from school at the public universities mentioned above must satisfy broad entrance conditions. Each university has its own 'special' conditions; however, the following conditions usually apply:

1. One pathway to university is ATAR. Study and complete an ATAR course comprising at least 4 ATAR-scoring courses in Year 12. This requires adequate preparation in Year 11, and to be successful, students need to study at home, not just do homework.
2. Achieve WACE as defined later in this booklet.
3. Competence in English: Students must meet the university's English Language Competence requirement by achieving a scaled score of at least 50 in ATAR English, Literature, or EAL/D. Students who do not achieve a scaled score of 50 may still meet the requirement through applicable university concessions (see below) or by demonstrating competence through the Special Tertiary Admissions Test (STAT).
4. Achieve a sufficiently high ATAR to gain entry to their chosen course of study. The ATAR is achieved through performance in Year 12 and in the WACE examinations at the end of Year 12. The ATAR is a ranking system which is calculated from students' exam scores.
5. Complete a Tertiary Entrance Endorsed Program plus one ATAR subject and a General course-load (which can include a cert) to achieve an ATAR of 70. (You must also demonstrate competence in English).
6. Successfully completed any PREREQUISITE subjects needed for entry to a particular course of study. This is prescribed by individual universities.

INFORMATION ABOUT UNIVERSITY

(continued)

Students will be kept up-to-date on individual university requirements. All students and parents are advised to regularly check university websites for updated information.

Notre Dame University operates in a slightly different manner to the 4 public universities in that they apply a different method of choosing students. All relevant information about their selection processes is available from the Careers staff at MBCC or from the Notre Dame University website.

Information about specific university courses will be made available to Year 10 students in the lead-up to subject selections. It is important that students research university courses that interest them so that prerequisite subjects and course requirements are known and studied during Years 11 and 12.

University websites

Curtin University	www.curtin.edu.au
Edith Cowan University	www.reachyourpotential.com.au
Murdoch University	www.murdoch.edu.au
University of Western Australia	www.ask.uwa.edu.au / www.albany.uwa.edu.au
Notre Dame University	www.nd.edu.au
Great Southern Universities Centre	www.gsunicentre.edu.au

Completing an ATAR program is the most direct entry into a University undergraduate course, but it is not the only way. Research into the specific requirements of the desired course is essential before students decide which pathway to take.



PATHWAYS TO A TRADE

There are several alternative pathways to a trade:

Option 1 - Traditionally, students left in Year 10 for apprenticeship with an employer. This is still an option; however, employers prefer apprentices who are older, more mature and better qualified with more experience and a driver's license.

Option 2 - Apply for a position in a VET pre-apprenticeship course combining school and TAFE. This may include Workplace Learning with an employer. For example, a student doing a Certificate II in Building and Construction must do Workplace Learning with a builder. The qualification and experience can lead to an apprenticeship in the field.

Option 3 - A General program, or a mixed General/ATAR program which includes Workplace Learning. Many employers take students on to see how they perform in the workplace. Sometimes they offer students further opportunities. This can be a School-Based Traineeship, a School-Based Apprenticeship or a Full-Time Apprenticeship.

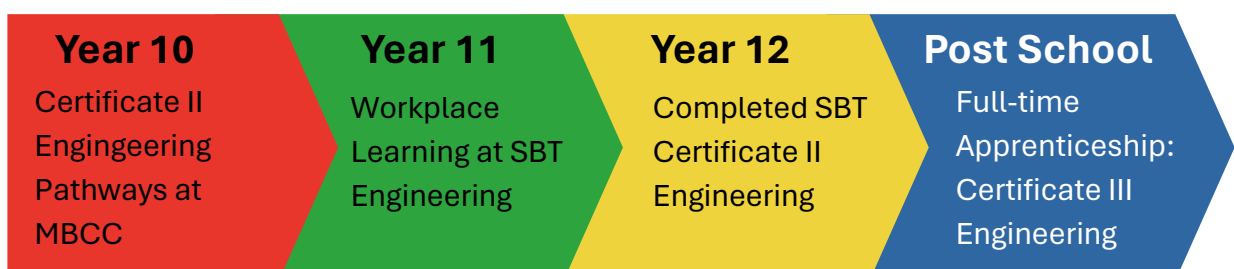
VET/Workplace Coordinator, Linda Drage, works with employers to create potential pathways to a trade qualification.

Examples of previous students' pathways:

Student A



Student B



PATHWAYS TO FURTHER TRAINING

& Qualifications

There are many pathways to further training and gaining meaningful qualifications for students. The best pathway depends on the individual student. Some of the options offered at MBCC include:

VETis - combining a school and TAFE program. For example, Certificate III in Education Support at South Regional TAFE one day a week, and 4 days at school.

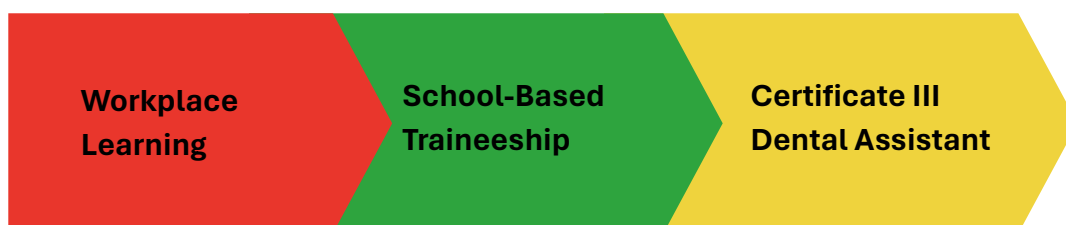
Selecting a broad General program with a Certificate course, such as Certificate II in Rural Operations, offered entirely at MBCC.

Selecting a General program with Workplace Learning, which could lead to a School-Based Traineeship and a Certificate II or III level qualification.

NOTE: The combinations are many and varied, and are often adapted to suit individual student circumstances and interests.

Example pathways include:

Student A



Student B



Student C



WACE

Western Australian Certificate of Education

Senior secondary schooling in WA refers to students in Year 11 and Year 12.

Western Australian Statement of Student Achievement (WASSA)

WASSA is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of students' Year 12 achievements upon completing of their school education in Western Australia.

Western Australian Certificate of Education (WACE)

WACE is awarded to senior secondary school students who satisfy the requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). The WACE is recognised by universities, industry and other training providers.

WACE Achievement Requirements:

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy
- Complete a minimum of 20 units, or equivalents, as described below:
- 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

VET Achievement Requirements

VET achievements contribute to the WACE either as:

- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units:
 - a Certificate I is equivalent to two Year 11 units
 - a Certificate II is equivalent to two Year 11 and two Year 12 units
 - a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
 - a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met).
- VET achievements can also contribute as a combination of the above.

WACE

(continued)

Notes:

In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the examination. Students who do not sit the ATAR course examination will not have a course mark recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to WACE requirements. Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

Foundation courses do not contribute to the WACE achievement requirement. Students taking Foundation courses must complete a Certificate II or higher.

In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see WACE Manual).

Choosing courses

You are able to select across a range of courses at levels suited to your capacity, skills and post-school aspirations. You should pay close attention to the recommendations of your teachers. Read the subject outlines, discuss with your teachers and see Ms Drage in the VET office or Mr Gibbons-Eyre for specific university advice.

If you aim to go straight to university following Year 12, you should enrol in at least 4 ATAR courses. There are alternative entry pathways for university, please discuss these with the Associate Principal, Ms Drage or Mr Gibbons-Eyre. More information about ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.



PLANNING YOUR PATHWAY

Use the tables below to work through your interests and help guide your subject selection.

Careers	Tafe/University Courses

If you're not sure, what activities or subjects do you find the most interesting? Bring this information to your meetings with teachers when discussing your subject selections.

You can also use myfuture.edu.au to explore your interests and associated careers.

Subjects	Activities

LIST A & LIST B SUBJECTS

ATAR

Students studying for WACE will need to select at least one Year 11 course from each of List A and List B.

Studying English or Literature is **compulsory** for **all** Year 11 & 12 students.

LIST A	LIST B
ATAR	
Drama	Biology
Economics	Chemistry
English	Health Studies
English Literature	Human Biology
Geography	Mathematics Applications
Media Production & Analysis	Mathematics Methods
Visual Arts	Mathematics Specialist
Modern History	Physical Education Studies
	Physics
	Psychology



LIST A & LIST B SUBJECTS

General

Students studying for WACE will need to select at least one Year 11 course from each of List A and List B.

Studying English or Literature is **compulsory** for **all** Year 11 & 12 students.

LIST A	LIST B
GENERAL	
Aboriginal & Intercultural Studies	Building & Construction
Drama	Children, Family & Community
Foundations English	Health Studies
General English	Materials, Design & Technology
Geography	Mathematics Essentials
Media Production and Analysis	Mathematics Foundation
Visual Arts	Outdoor Education
	Physical Education Studies
	Psychology
	Science in Practice



VETdSS COURSES

The table below lists the variety of qualifications available as combination school & TAFE courses at MBCC.

- Students apply through MBCC; applications open Term 3, Week 2.
- Applications include students' last school report, attendance data, USI and resume.
- Ms Linda Drage will coordinate the students' application process.

COURSE	COMPULSORY WPL	PLACES AVAILABLE
COURSES RUN WITH SOUTHERN REGIONAL TAFE AS RTO (RTO 52790)		
PRE-APPRENTICESHIPS		
Pre-apprenticeship Automotive Servicing Technology (light vehicle servicing)	Yes	14
Pre-apprenticeship Electrotechnology (career start)	Yes	14
Pre-apprenticeship Plumbing	Yes	14
AGRICULTURE, ANIMALS, SCIENCE & ENVIRONMENT		
Certificate II in Autonomous Workplace Operations	No	16
Certificate II in Conservation & Ecosystems Management	No	16
CREATIVE INDUSTRIES		
Certificate II in Apparel, Fashion and Textiles	No	16
EDUCATION & COMMUNITY		
Certificate II in Community Services	No	12
Certificate III Early Childhood Education and Care	Yes	16
Certificate III School Based Education Support	Yes	16
ENGINEERING, TRADES & RESOURCES		
Certificate II in Building & Construction	No	16
HEALTH, BEAUTY & FITNESS		
Certificate II Sports, Aquatic and Recreation	No	18
Certificate III in Fitness	No	16
Certificate II Health Support Services	No	16
Certificate IV in Preparation for Health and Nursing Studies	No	16
Certificate II Retail Cosmetics	No	16
Certificate II Salon Assistant	No	16

*WPL = Workplace Learning

*RTO = Registered Training Organisation

VETdSS COURSES

(continued)

COURSE	COMPULSORY WPL	PLACES AVAILABLE
HOSPITALITY, TOURISM & EVENTS		
Certificate II in Hospitality	No	15
Certificate II in Cookery	No	16
Certificate II in Tourism	No	16
COURSES DELIVERED BY ATC WORK SMART (on-site MBCC)		
Certificate II Workplace Skills	N/A	
Certificate III Business		
COURSES RUN WITH MBCC AS THE RTO (RTO50561)		
AHC21216 Certificate II Rural Operations	No	N/A
MEM20422 Certificate II Engineering Pathways	No	



*WPL = Workplace Learning

*RTO = Registered Training Organisation



COURSE DESCRIPTIONS

English

Information: Ms Eve Eastough

English

Foundation

English Foundation supports students to develop the literacy skills required for school, work, community participation and everyday life. Students build skills in reading, writing, viewing, speaking and listening, with a focus on spelling, punctuation, grammar, comprehension and clear communication. They engage with a range of written, visual, oral and multimodal texts and learn to create practical texts for different purposes and audiences. This course assists students to strengthen their use of Standard Australian English and work towards meeting the WACE literacy standard. Students who have not yet achieved the OLNA Reading and/or Writing standard are required to enrol in Foundation English to support their progress towards achieving literacy requirements for WACE.

English

General

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.



COURSE DESCRIPTIONS

English

Information: Ms Eve Eastough

English

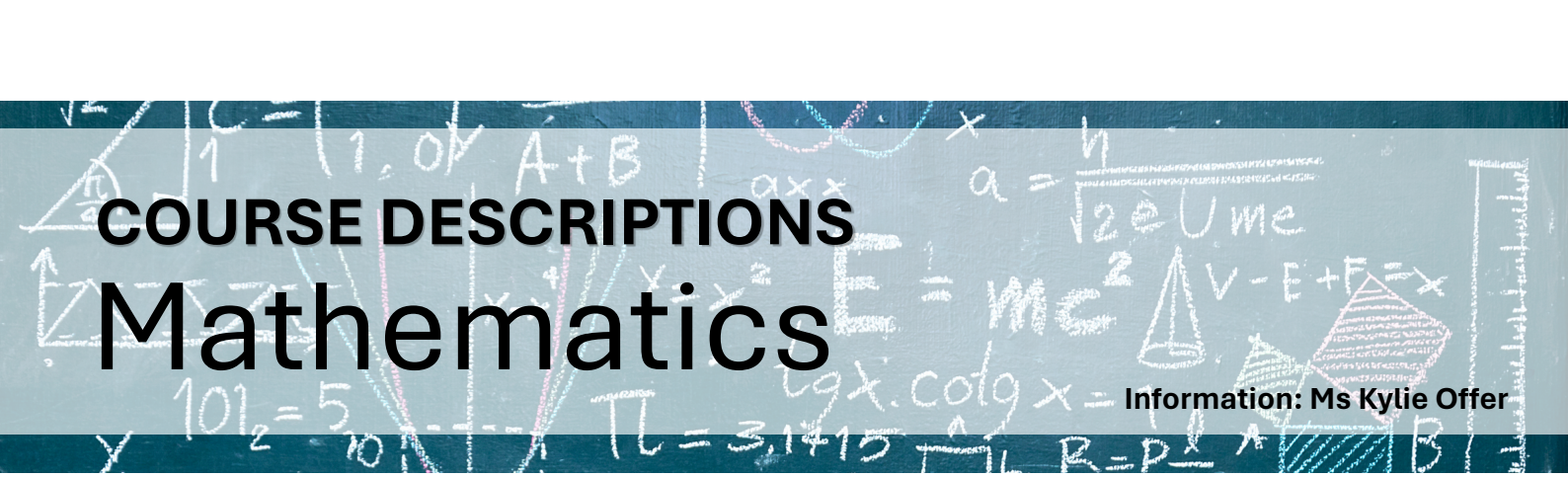
ATAR

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.

Literature

ATAR

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.



COURSE DESCRIPTIONS

Mathematics

Information: Ms Kylie Offer

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.

Mathematics Foundation

Foundation

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.



COURSE DESCRIPTIONS

Mathematics

Information: Ms Kylie Offer

Mathematics Applications

ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Mathematics Methods

ATAR

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 the tertiary level.

Mathematics Specialist

ATAR

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.



COURSE DESCRIPTIONS

Science

Information: Mr Steven Bedford

Biology

ATAR

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.

Chemistry

ATAR

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.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Chemistry

General

The Chemistry General course provides students with the opportunity to develop their understanding of the chemistry of materials encountered in their lives and everyday chemical reactions. Students apply chemical language by using symbols and formulae for common substances. The role of chemistry in contributing to a sustainable future, and in assisting in the protection of the natural environment, is considered; and students explore the chemistry of a range of materials, including crude oil, vegetable oils, biofuels and polymers. An appreciation of the experimental nature of chemistry is developed through laboratory activities.



COURSE DESCRIPTIONS

Science

Information: Mr Steven Bedford

Human Biology

ATAR

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.

Human Biology

General

An understanding of Human Biology is essential for making good life decisions and contributing effectively to discussions related to health issues in the community. In the Human Biology General course, students engage in activities and investigations to explore the interdependence of body systems for maintaining life and how personal decisions can affect a human body's functions and their quality of life.

Practical activities are an integral part of this course and students develop a range of laboratory skills. Practical activities will be used to explore the body systems through practical examination of cells, organs and systems and model processes. Students will 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, vaccination and the manipulation of fertility. Students will be encouraged to use digital technologies to interpret and communicate their findings in a variety of ways.



COURSE DESCRIPTIONS

Science

Information: Mr Steven Bedford

Physics

ATAR

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. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Psychology

ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals think, feel and behave in different contexts. Students learn about major psychological theories, studies and models, and conduct scientific investigations. Students develop skills to apply their psychological knowledge to explain thoughts, feelings and behaviours in the everyday world. Students apply the principles of scientific inquiry and ethical guidelines as they analyse data used to examine phenomena, such as developmental stages, memory, attention, attitudes, personality and social influence. An understanding of psychology is very useful, both to individuals and those assisting us to improve ourselves and our relationships, and to society as a whole.



COURSE DESCRIPTIONS

Science

Information: Mr Steven Bedford

Psychology

General

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Science in Practice

General

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. Students will engage in activities and investigations on science issues in the context of the world around them and are encouraged to collaborate and cooperate with others in the community.



COURSE DESCRIPTIONS

Humanities & Social Sciences

Information: Ms Sarah Taylor

Aboriginal & Intercultural Studies

General

Australian First Nations Peoples' histories and cultures are fundamental to the development of Australian identity and the formation of Australian society. The recognition of Australia's First Nations Peoples as the oldest living continuous cultures in the world provides a logical starting point for this course. In Year 11, students explore factors that contribute to a group, or individual identity over time, and investigate the ways First Nations Peoples' cultural identities and cultural expressions are uniquely expressed within Australia and around the world. In Year 12 students explore the importance of self-determination for First Nations Peoples and the ongoing resilience demonstrated by First Nations Peoples in the face of government policy and other cultural interactions. Students also investigate the important role Country and the environment play in the lives, cultures and identity of First Nations Peoples.

Economics

ATAR

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 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. 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. The emphasis of the course is on the Australian economy.



COURSE DESCRIPTIONS

Humanities & Social Sciences

Information: Ms Sarah Taylor

Geography

ATAR

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. During Year 11, students have the opportunity to travel to Bali, Indonesia to study in depth. In Indonesia, MBCC students teach their own lessons to students from the East Bali Poverty Project and spend time in a local orphanage. Cultural immersion is a significant part of this project. In Year 12 students undertake field work based on the content covered in class. They look deeply into the contexts of land cover change, climate change and urban processes and development.

Geography

General

In the Geography General 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. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.



COURSE DESCRIPTIONS

Humanities & Social Sciences

Information: Ms Sarah Taylor

Modern History

ATAR

The Year 11 Modern History ATAR course investigates key individuals, events, movements and forces that have shaped today's modern world and provides students with a broader and deeper comprehension of the world in which they live. It enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The course develops students' knowledge of historical context, assisting their comprehension of current global issues. Year 11 looks at movements for change in the 20th century while developing an understanding of the modern world.

The Year 12 Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century. Year 12 looks at modern nations in the 20th century and the modern world since 1945.

COURSE DESCRIPTIONS

Health & Physical Education

Information: Mr Dwayne Sobey

Health Studies

General

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. 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.

Health Studies

ATAR

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.

Outdoor Education

General

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.

COURSE DESCRIPTIONS

Health & Physical Education

Information: Mr Dwayne Sobey

Physical Education Studies

General

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.

Physical Education Studies

ATAR

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, officials, administrators and/or volunteers.



COURSE DESCRIPTIONS

The Arts

Information: Ms Rhianna Reynolds

Drama

General

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.

Drama

ATAR

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.



COURSE DESCRIPTIONS

The Arts

Information: Mr Jamie Gibbons-Eyre

Media Production & Analysis

General

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.

Media Production & Analysis

ATAR

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.



COURSE DESCRIPTIONS

The Arts

Information: Mrs Debbie Cheeseman

Visual Arts

General

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.

Visual Arts

ATAR

In the Visual Arts ATAR 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. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.



COURSE DESCRIPTIONS

Technologies

Building & Construction

Information: Mr Craig Gibson

General

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.

Children, Family & the Community

Information: Ms Libuse Dessert

General

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing 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.

Food Science & Technology

Information: Ms Libuse Dessert

General

The food industry is the largest industry in the world. Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.



COURSE DESCRIPTIONS

Technologies

Materials, Design & Technology

General

Information: Mr Craig Gibson

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles 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.

ENDORSED PROGRAMS

Endorsed programs are approved learning programs for senior secondary students. They may be developed by the School Curriculum and Standards Authority (SCSA), schools, universities, or other organisations, and are formally recognised by the Authority.

These programs sit outside regular WACE courses. They are developed by organisations such as schools, universities, or private providers, and must be approved by SCSA. If approved, they can contribute unit equivalents towards WACE.

These programs involve structured learning (lessons, classes or activities) designed to achieve specific outcomes and can be completed as part of school courses or extra-curricular activities.

Benefits of endorsed programs:

- Recorded on the Western Australian Statement of Student Achievement (WASSA)
- May contribute towards WACE requirements (including depth and C grade requirements)
- Provide unit equivalents (1–4 units per program)

Important:

Students can count a maximum of 4 unit equivalents from endorsed programs towards their WACE (up to 2 units in Year 11 and 2 units in Year 12).

The following endorsed programs are available:

Authority-Developed Programs

Developed by SCSA to recognise activities where no formal qualification is awarded
Examples: Workplace Learning (WPL), Community Service

Provider-Developed Programs

Developed by external organisations such as universities or community groups, often leading to a recognised certificate or award.

Examples: Defence Force Cadets, Police Cadets, Leeuwin Ocean Adventure, Pony Club WA, UWA: UWA+ Starter Micro-credentials

Information: Ms Linda Drage

VET CERTIFICATES

Certificate II in Engineering Pathways

MEM20422

This nationally-recognised course gives students skills and knowledge required to work in the manufacturing/engineering industry and is particularly useful to students with a trade-orientated employment focus. The course will teach employability skills and teamwork, and concentrate on all major types of welding and fabrication with many practical projects being constructed such as trailers and frames. The strong demand for fabrication skills across the Great Southern will ensure that students achieving the Certificate II course will have a very good chance of securing employment or further training after completing school. Students would benefit from doing some industry work placement in this course, so they should choose Workplace Learning as well.

For further information on this certificate, please contact: Ms Linda Drage / Mr Kelwyn McMiekan

Certificate II in Rural Operations

AHC21216

The course aims to provide the student with the knowledge, understanding and practical skills necessary to work in the rural sector. It will give students employability skills in several areas including working with livestock and farm machinery.

This is a nationally recognized qualification which will be delivered over two years. It contains 15 units of competency which are assessed both practically and theoretically. Students must pass both components to be deemed competent.

For further information on this certificate please contact: Ms Tanya Croft / Mr Jay Rowles

Further Pathways

Workplace Learning

Workplace Learning is an endorsed program that is managed by the College and is open to students in Years 11 and 12. To complete this program, a student works in one or more real workplace/s to develop transferable workplace skills. Students record the number of hours completed and the tasks undertaken in a logbook and journal and provide evidence of tasks undertaken. WACE Unit equivalence is allocated based on 1-unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

Workplace Learning is designed for students to experience work in a field linked to their intended career pathway and is especially recommended for students completing a Certificate II training qualification. An interview is required for entry into this program to determine suitability, availability of particular types of workplaces, and to explain all requirements of the program.

School-Based Traineeship

The preferred path into a School-Based Traineeship (SBT) School is via participation in Workplace Learning. This allows the employer and the student to build and develop a working relationship. This is subject to positions being available in the community, there is no obligation on the employer to convert the work placement to a Traineeship. On enrolment into a School-Based Traineeship the student completed a Certificate II or III level qualification trained on the job. Generally, the student attends school 4 days per week and is at the workplace for 1 day. The SBT is organised in partnership with ATC Work Smart who provides mentoring and insurance.

The student receives a training wage. The host employer receives incentive payments when the student completes the qualification of a Certificate II or III level qualification. The qualification, if completed in the school year, counts towards the students Year 12 Western Australian Certificate of Education (WACE).

School-Based Apprenticeship

Entering into a School-Based Apprenticeship (SBA) can come via Workplace Learning or a School-Based Traineeship. This is subject to positions being available in the community; there is no obligation on the employer to convert the work placement to an Apprenticeship. This is a Certificate III level Trade Qualification with an apprenticeship contract. The SBA leads directly into full time employment at the end of Year 12. Students can complete a proportion of their apprenticeship prior to graduation. Students attend college 3 day per week, 1 day at the workplace and 1 day at TAFE or a training provider.

A School-Based Apprenticeship can be organised in partnership with ATC Work Smart. Units of Competency completed count towards a student's WACE.

For further information on any of these pathways, please contact: Ms Linda Drage.

COMPLETING YOUR SUBJECT SELECTIONS ONLINE (SSO)

Mount Barker Community College uses Subject Selection Online (SSO) to collect Year 11 course preferences. Students can access the system from any device with internet access using the link provided by the school. We will send your login details after the Parent Night.

Before You Begin

Before making selections, students should:

- Read the Year 11 Course Handbook.
- Attend the Parent Information Evening.
- Discuss pathway options with parents/carers and school staff.
- Consider future study, training and career goals.

Logging In

1. Open the SSO website <https://client.subjectselectiononline.com.au/?school=7ynbb> or via the QR Code.
2. Log in using your school username and password.
3. Follow the on-screen instructions.



Selecting Your Courses

1. Select your preferred courses in each line.
2. Ensure all required selections are completed.
3. Choose reserve preferences where requested.

SSO will automatically check prerequisites and selection requirements. Indicators may appear to show whether requirements have been met or if further discussion with the school is recommended.

Reviewing and Submitting

Before submitting:

- Check all selections carefully.
- Review any warnings or unmet requirements.

Once selections are finalised, parents/carers should review the choices with their child and complete the validation process and make an appointment with school staff.

Need Help?

Students and families are encouraged to contact the school if they require assistance with subject selections, pathways or accessing the SSO system.



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