Wanneroo Secondary College has a vision that students will develop an awareness of their place in the global community.

This is important because their future will ultimately be shaped by a rapidly changing world.

We encourage students to dream big and look outside the school community and explore relevant possibilities for future careers on a global stage.
Foreword

Dear student

The Year 10 Handbook summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on:

- courses and course units
- Vocational Education and Training (VET)
- endorsed programs
- requirements to achieve the WACE
- enrolments
- school assessments
- examinations
- reporting
- exhibitions and awards.

I encourage you to read this information handbook carefully and discuss the contents with your parents/carers.

If you have any questions, talk to your teachers or school careers counsellor.

I wish you all the best for your studies during the rest of your schooling.

ALLAN BLAGAICH

CHIEF EXECUTIVE OFFICER

SCHOOL CURRICULUM AND STANDARDS AUTHORITY

April 2014
## Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>II</td>
</tr>
<tr>
<td>WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>The WACE requirements</td>
<td>2</td>
</tr>
<tr>
<td>Achievement of a WACE</td>
<td>4</td>
</tr>
<tr>
<td>The Western Australian Statement of Student Achievement (WASSA)</td>
<td>5</td>
</tr>
<tr>
<td>A WASSA is issued to all Year 12 students who complete any study that</td>
<td>5</td>
</tr>
<tr>
<td>contributes towards a WACE.</td>
<td></td>
</tr>
<tr>
<td>Literacy and numeracy</td>
<td>5</td>
</tr>
<tr>
<td>VET programs</td>
<td>6</td>
</tr>
<tr>
<td>Endorsed programs</td>
<td>6</td>
</tr>
<tr>
<td>Multiple pathways to achieve the WACE</td>
<td>7</td>
</tr>
<tr>
<td>ENROLMENTS</td>
<td>8</td>
</tr>
<tr>
<td>Enrolment criteria for Foundation course units and Preliminary course</td>
<td>8</td>
</tr>
<tr>
<td>units</td>
<td></td>
</tr>
<tr>
<td>Preliminary course units</td>
<td>8</td>
</tr>
<tr>
<td>Enrolment criteria for WACE language courses</td>
<td>8</td>
</tr>
<tr>
<td>Enrolment criteria for EAL/D as a Year 12 student</td>
<td>8</td>
</tr>
<tr>
<td>SCHOOL ASSESSMENT</td>
<td>9</td>
</tr>
<tr>
<td>Grades and school marks</td>
<td>9</td>
</tr>
<tr>
<td>Adjustment of grades and school marks</td>
<td>9</td>
</tr>
<tr>
<td>Externally set tasks (EST)</td>
<td>9</td>
</tr>
<tr>
<td>Authenticity of work</td>
<td>10</td>
</tr>
<tr>
<td>Review of school assessments</td>
<td>10</td>
</tr>
<tr>
<td>ATAR EXAMINATIONS</td>
<td>11</td>
</tr>
<tr>
<td>CERTIFICATION</td>
<td>12</td>
</tr>
<tr>
<td>Folio of achievement</td>
<td>12</td>
</tr>
<tr>
<td>EXHIBITIONS AND AWARDS</td>
<td>13</td>
</tr>
<tr>
<td>Eligibility for exhibitions and awards</td>
<td>13</td>
</tr>
<tr>
<td>Peak awards</td>
<td>13</td>
</tr>
<tr>
<td>Beazley medal: WACE</td>
<td>13</td>
</tr>
<tr>
<td>Beazley medal: VET</td>
<td>13</td>
</tr>
<tr>
<td>Awards for outstanding achievement</td>
<td>13</td>
</tr>
<tr>
<td>General exhibitions</td>
<td>13</td>
</tr>
<tr>
<td>General exhibition (ATSI)</td>
<td>13</td>
</tr>
<tr>
<td>Special general award</td>
<td>13</td>
</tr>
<tr>
<td>Awards for outstanding achievement in an ATAR course</td>
<td>14</td>
</tr>
<tr>
<td>Course exhibitions (ATAR courses)</td>
<td>14</td>
</tr>
<tr>
<td>Special course awards (ATAR courses)</td>
<td>14</td>
</tr>
<tr>
<td>Certificates of excellence (ATAR courses)</td>
<td>14</td>
</tr>
<tr>
<td>Special certificate of excellence (ATAR courses)</td>
<td>14</td>
</tr>
<tr>
<td>Awards for outstanding achievement in VET</td>
<td>15</td>
</tr>
<tr>
<td>VET exhibitions</td>
<td>15</td>
</tr>
<tr>
<td>Special VET awards</td>
<td>15</td>
</tr>
</tbody>
</table>
Certificates of excellence (VET) .................................................................................................................. 15
Special certificate of excellence ....................................................................................................................... 15
Awards for outstanding achievement in the WACE ......................................................................................... 16
Certificates of merit and certificates of distinction ....................................................................................... 16
TRAINING WA - TAFE ................................................................................................................................... 17
PORTFOLIO ENTRY PATHWAY TO ECU ......................................................................................................... 18
MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY ................................................ 18
ADMISSION OF STUDENTS FROM NON-STANDARD SCHOOLS .............................................................. 18
SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS ...................................................................... 19
Curtin University ............................................................................................................................................. 19
Edith Cowan University .................................................................................................................................... 19
Murdoch University ......................................................................................................................................... 19
The University of Western Australia ................................................................................................................ 19
SCALING .......................................................................................................................................................... 20
CALCULATION OF THE TEA ........................................................................................................................... 20
TEA TO ATAR .................................................................................................................................................. 20
PRIOR YEAR ATAR .......................................................................................................................................... 20
CAREER AND EDUCATION WEBSITES ......................................................................................................... 21
APPENDICES ................................................................................................................................................ 22
Appendix 1: Courses ......................................................................................................................................... 22
COURSE DESCRIPTIONS ................................................................................................................................. 24
DANCE .............................................................................................................................................................. 24
DRAMA ............................................................................................................................................................. 25
MEDIA PRODUCTION AND ANALYSIS ............................................................................................................ 26
MUSIC ............................................................................................................................................................... 27
VISUAL ARTS .................................................................................................................................................... 28
ENGLISH .......................................................................................................................................................... 29
English as an additional language/dialect: ELD ............................................................................................... 31
PHYSICAL EDUCATION .................................................................................................................................. 32
Health Studies .................................................................................................................................................. 32
ACCOUNTING AND FINANCE ......................................................................................................................... 33
Career and Enterprise: CAE ............................................................................................................................. 34
GEOGRAPHY .................................................................................................................................................... 35
MODERN HISTORY .......................................................................................................................................... 36
Business Management and Enterprise ............................................................................................................. 37
Japanese - Second Language ............................................................................................................................ 38
MATHEMATICS .............................................................................................................................................. 39
CHEMISTRY ..................................................................................................................................................... 41
EARTH AND ENVIRONMENTAL SCIENCE .................................................................................................... 42
HUMAN BIOLOGICAL SCIENCE ..................................................................................................................... 43
INTEGRATED SCIENCE .................................................................................................................................. 44
PHYSICS ............................................................................................................................................................ 45
APPLIED INFORMATION TECHNOLOGY ....................................................................................................... 46
DESIGN – Technical Graphics ......................................................................................................................... 46
ENGINEERING STUDIES ................................................................................................................................. 47
FOOD SCIENCE AND TECHNOLOGY .................................................................47
Cert II Visual Arts (Photography) ...............................................................49
Cert II Sport and Recreation – Outdoor Education ....................................52
Cert II Sport and Recreation – Sports Coaching .......................................54
Cert II Business ........................................................................................55
Cert II Applied Language - Japanese .........................................................56
Appendix 2 : WACE breadth-of-study list for the WACE in 2016 ...............58
Joondalup SSEP .......................................................................................59
SSEP TAFE / WORK LINK COURSE (OFF CAMPUS) ...............................59
LEARNING CENTRE ..............................................................................61
Appendix 3 - Frequently Asked Questions ...............................................62
Western Australian Certificate of Education

This section is relevant to all students seeking to achieve the WACE in 2016.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE from 2016, a student must satisfy the following:

General requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.
- complete a minimum of 20 units or equivalents as described below.
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent.
- two completed Year 11 English units and one pair of completed Year 12 English units.
- one pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/ science/technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority’s approved list of endorsed programs.
There are five types of courses developed by the Authority (see Appendix 1 for a list of courses):

1. ATAR course units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

2. General course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority.

3. Foundation course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

4. Vocational Education and Training industry specific (VETis) courses for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.

5. Preliminary course units for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

There are two types of programs which can contribute to the WACE:

1. VET programs
2. Endorsed programs

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. Appendix 2 provides a summary of each course.
Achievement of a WACE

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VETis courses, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B. Appendix 3 lists the subjects as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 can be studied as a pair (except VETis which are paired), Unit 3 and Unit 4 must be studied as a pair.

Unlike other WACE courses, VETis course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETis course after only one semester will not receive VETis course unit credit for that academic year. Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETis course does not achieve course unit credits.

Appendix 3 provides answers to some frequently asked questions.
The Western Australian Statement of Student Achievement (WASSA)
A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and numeracy
There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units. Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:
through the Authority’s Online Literacy Numeracy Assessment (OLNA), or
if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard. There are three assessment components:
one 60-minute, 60-item multiple-choice of Reading
one 60-minute, 60-item multiple-choice of Numeracy, and
one 60-minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your careers counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.
WANNEROO SECONDARY COLLEGE

**VET programs**

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships. As with the WACE courses, the VET programs available to students do vary. You should discuss VET opportunities with your careers counsellor.

VET can contribute up to eight of the 20 units you need to achieve your WACE. There are VETis courses. Each course uses a training package qualification in which competency electives maybe prescribed, as well as workplace learning. Completed industry specific courses count towards your WACE requirements as courses, which means they can be studied in addition to the eight unit equivalents outlined above.

**Endorsed programs**

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.
WANNEROO SECONDARY COLLEGE

Multiple pathways to achieve the WACE
The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VETis courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number of VET programs (not VETis) and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

Examples of study options

<table>
<thead>
<tr>
<th>Student</th>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>six Year 11 ATAR courses five Year 12 ATAR courses four Year 11 ATAR courses</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>two Year 11 General courses (excluding Preliminary) four Year 12 ATAR courses two Year 12 General courses (excluding Preliminary) four Year 11 ATAR courses</td>
<td>No (24 units, 12 Year 12) but no Cert II</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses four Year 12 General courses (excluding Preliminary) Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) one Year 12 ATAR course</td>
<td>Yes (24 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>two Year 12 General courses (excluding Preliminary) VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 four Year 11 General courses (excluding Preliminary)</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>VET Cert I four Year 12 General courses (excluding Preliminary) VET Cert II four Year 11 General courses (excluding Preliminary) one Year 11 General VETIS* three Year 12 General courses (excluding Preliminary) one Year 12 General VETIS*</td>
<td>Yes (20 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>6</td>
<td>Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td>*Cert II completed as part of course</td>
<td>No</td>
</tr>
</tbody>
</table>
Enrolments

This section is relevant to all students. Your schools will enrol you in your selected WACE units, VET and/or endorsed programs with the Authority. Changes to enrolments will be made through your school.

Enrolment criteria for Foundation course units and Preliminary course units

Foundation course units

Students who have not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation courses: English Foundation course, the English as an Additional Language or Dialect (EAL/D) Foundation course, and the Career and Enterprise Foundation course.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation courses: Mathematics Foundation course, the Applied Information Technology Foundation course and the Health, Physical and Outdoor Education Foundation course.

Preliminary course units

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.

Enrolment criteria for WACE language courses

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), there is a form that needs to be completed to ensure you are permitted to enrol in the selected course. Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at


You should discuss your enrolment options with your careers counsellor.

Enrolment criteria for EAL/D as a Year 12 student

If you do not speak Standard Australian English as your home language or are profoundly deaf and have had limited schooling in English or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D. Eligibility criteria do not apply for this course in Year 11, but they do in Year 12. There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12. It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at


You should discuss your enrolment options with your year coordinator.
School assessment

This section is relevant to all students.

Grades and school marks
To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school’s education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of ‘U’ can be used non-final year students who, for reasons acceptable to the school, do not complete the assessment program.

Only students who will be returning the following year to complete the assessment program can be awarded a ‘U’ notation. You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a ‘completed’ status instead of a grade for VETis course unit pairs. The notation ‘completed’ counts the same as a C grade. If you do not complete the requirements of a VETis course you will be awarded a ‘U’ notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

Grades are not assigned for Preliminary units. Student achievement is recorded as ‘completed’ or ‘not completed’. Course completion is determined by the school according to criteria set by the Authority.

Adjustment of grades and school marks
During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on the Authority’s grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

Externally set tasks (EST)
An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by the Authority. Preliminary courses do not include ESTs.
WANNEROO SECONDARY COLLEGE

Authenticity of work
It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.
Your school’s assessment policy will outline the penalties for submitting another’s work as your own. Work which could not be considered your own could include, but is not limited to:
- copying someone’s work in part or in whole, and presenting it as your own.
- buying, stealing or borrowing another person’s work and presenting it as your own.
- paying someone to write or prepare work.
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially.
- using material directly from sources such as books, journals or the internet without reference to the source.
- building on the ideas of another person without reference to the source.
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement.
- using non-approved materials and/or equipment during an assessment task or examination.
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of school assessments
Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).
If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.
ATAR examinations

This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year 12 students).

ATAR examinations

The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at http://wace1516.scsa.wa.edu.au/#syllabus

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen’s Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November. ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special examination arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12.

If you are applying for university admission, you should check that your course selections meet the entry requirements.
Certification
This section is relevant to all students. It provides information regarding the reporting of results in Year 12.

Folio of achievement
At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

WACE
WASSA
WACE course report (ATAR courses only)
Award certificates achieved
The WACE indicates that you have satisfied the requirements for WACE achievement (see page 4).
The WASSA formally records, where appropriate:
- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.
The WACE ATAR course report (ATAR courses only) records:
- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.
A course that has a practical examination component will have the written and practical marks reported separately.
Exhibitions and awards

This section is relevant to all students who will achieve a WACE. It provides information about the exhibitions and awards granted by the Authority, which recognise individual excellence at the end of Years 11 and 12.

Your achievements in Year 11 and Year 12 will be used to determine if you are granted an award by the Authority. Full details regarding exhibitions and awards are available on the Authority website at www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.

Eligibility for exhibitions and awards

To achieve a Beazley medal: WACE, a Beazley medal: VET, a general exhibition, a general exhibition (ATSI), a course exhibition, a VET exhibition, a certificate of excellence, a certificate of distinction or a certificate of merit, a student must:

- be an Australian citizen or a permanent resident of Australia.
- have been enrolled as a full-time student\(^1\) in a registered secondary school.
- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for course exhibitions and certificates of excellence).

Special general awards, special course awards, special VET awards, and special certificates of excellence may be awarded to students who do not meet the general eligibility criteria.

Peak awards

Beazley medal: WACE

The Beazley medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions (see below).

Beazley medal: VET

The Beazley medal: VET is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

Awards for outstanding achievement

General exhibitions

Forty awards, known as general exhibitions, are awarded to eligible students who obtain the highest WACE award score. The WACE award score is based on the average of five scaled examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B.

General exhibition (ATSI)

One award, known as the general exhibition (ATSI), may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score. To be eligible for this award, the student must be an Aboriginal or Torres Strait Islander as defined by the Australian Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI).

Special general award

A special general award is presented to a student not eligible for the award of a general exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a general exhibition and whose WACE award score is not below the lowest score for which a general exhibition is awarded.

---

\(^1\) A full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.
Awards for outstanding achievement in an ATAR course
These awards relate to ATAR courses only.

Course exhibitions (ATAR courses)
A course exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a course exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

Special course awards (ATAR courses)
A special course award may be presented to a candidate not eligible for a course exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a course exhibition.

Certificates of excellence (ATAR courses)
Certificates of excellence are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of certificates of excellence issued for each course is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components, the examination mark will be determined using an appropriate statistical process to combine the two examination marks.

To be eligible for a certificate of excellence, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the WACE examination for that course.

Special certificate of excellence (ATAR courses)
A special certificate of excellence is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for the award of a certificate of excellence.
Awards for outstanding achievement in VET

VET exhibitions
A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.

Special VET awards
A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area.

Certificates of excellence (VET)
Certificates of excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the 13 training package industry areas and who are in the top 0.5 per cent of candidates. The units of competency achieved for the certificate may have been undertaken in VETIs courses or other VET programs.

<table>
<thead>
<tr>
<th>*Industry area</th>
<th>Training package code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>AUR</td>
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<tr>
<td>Business Services</td>
<td>BSB</td>
</tr>
<tr>
<td>Community Services</td>
<td>CHC</td>
</tr>
<tr>
<td>Construction</td>
<td>CPC (or WA equivalent accredited courses)</td>
</tr>
<tr>
<td>Engineering</td>
<td>MEM</td>
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<tr>
<td>Health</td>
<td>HLT</td>
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<tr>
<td>Information and Communications</td>
<td>ICA</td>
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<tr>
<td>Music</td>
<td>CUS</td>
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<tr>
<td>Rural Production</td>
<td>AHC</td>
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<tr>
<td>Screen and Media</td>
<td>CUF</td>
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<tr>
<td>Sport and Recreation</td>
<td>SIS</td>
</tr>
<tr>
<td>Tourism, Hospitality and Events</td>
<td>SIT</td>
</tr>
<tr>
<td>Visual Arts, Craft and Design</td>
<td>CUV</td>
</tr>
</tbody>
</table>

*Industry areas to be updated annually. The industry areas in which 2016 awards will be granted will be updated in February 2016.

Special certificate of excellence
A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).
Awards for outstanding achievement in the WACE
Certificates of merit and certificates of distinction
Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student’s level of achievement. These awards will be based solely on the grades awarded to students by their schools.

A certificate of merit or a certificate of distinction is to be awarded to each eligible student who obtains:

Certificates of merit........................................................................................................................................ 150–189 points
Certificates of distinction ......................................................................................................................... 190–200 points

Guide to the allocation of points for the certificates of merit and distinction

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR courses</th>
<th>General courses</th>
<th>Foundation courses</th>
<th>VET qualifications</th>
<th>Points (per unit)</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>A</td>
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<td></td>
<td></td>
<td>10</td>
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<tr>
<td>9</td>
<td>B</td>
<td></td>
<td></td>
<td>Cert IV+ Replaces two Year 11 and four Year 12 units</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
<td></td>
<td>Cert III Replaces two Year 11 and four Year 12 units</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>Cert II Replaces two Year 11 and two Year 12 units</td>
<td>6</td>
</tr>
</tbody>
</table>
State Training Providers Training WA (TAFE) offer courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA/TAFE, students leaving school will need to meet the entrance requirements for the chosen course. Students need to complete at least a Certificate 2 or higher at school in order to be competitive for entry. (see points below)

Where a course is competitive, applicants are required to meet both the entrance requirements and selection criteria used to rank students. Selection criteria will focus on secondary education achievement, skill development (particularly in English/Communication and Mathematics/Numeracy, previous qualifications and workplace learning (paid or unpaid).

Students will be ranked according to their achievement in these areas listed above and below. Higher grades/ higher stages gain more points. Students completing Certificates at school gain extra points towards entry. Please see the table below for details of points.

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for State Training Provider (TAFE) courses are strongly advised to access the latest information from www.trainingwa.wa.gov.au - Includes access to Career centre and the Apprenticentre.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

The Career Centre. 166 Murray Street, Perth City, (Second floor, above Woolworths)
Phone: 13 23 98 or 1800 999 167 or 9244 6500
Email: career.centre@dtwd.wa.gov.au www.dtwd.wa.gov.au/careercentre

### TAFE Point System for Competitive Entry

<table>
<thead>
<tr>
<th>AQF Qualification</th>
<th>Complete qualification in the same field of study</th>
<th>Complete qualification in other field of study</th>
<th>Incomplete qualification in the same field of study</th>
<th>Incomplete qualification in other field of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>20.5</td>
<td>16</td>
<td>7.5</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II</td>
<td>22</td>
<td>17.5</td>
<td>9</td>
<td>5.5</td>
</tr>
<tr>
<td>Certificate III</td>
<td>24.5</td>
<td>19</td>
<td>10.5</td>
<td>7</td>
</tr>
</tbody>
</table>

Work Experience / Employment, maximum score = 29 points (0.002 points/hour worked)

Secondary Education, maximum score = 42 points (based on best three 2 course unit combinations. One must be from English, English Literature, English as an additional language.)
University Entry Pathways

To be considered for university admission as a school leaver applicant, normally you must -
1. meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
2. achieve competence in English as prescribed by the individual universities, and
3. obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
4. satisfy any prerequisites or special requirements for entry to particular courses.

PORTFOLIO ENTRY PATHWAY TO ECU
Edith Cowan University offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four courses in Year 12.
Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.reachyourpotential.com.au.

MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY
In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in:-
Students must satisfy Murdoch’s English requirement, as outlined below, and should apply through TISC but submit their portfolios directly to the Student Centre at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information see www.murdoch.edu.au.

ADMISSION OF STUDENTS FROM NON-STANDARD SCHOOLS
Normally all school leaver applicants for university are required to meet the admission requirements outlined in this brochure. You may not meet these admission requirements if you are attending a school that does not follow the standard Western Australian school system. If so, apply for admission to a university course through TISC, but include with your application a statement giving full details of your upper secondary school studies. Your application will be considered on an individual basis. For some courses at The University of Western Australia you may be in direct competition with non-school leavers. The WACE, awarded by the School Curriculum and Standards Authority, is not required by any of the universities for students from non-standard schools.
SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS

Curtin University
Curtin University will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
• successfully completed an AQF/TAFE Certificate IV; and
• achieved WACE; and
• met Curtin University’s competence in English requirement.

Edith Cowan University
ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:
• successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
• achieved WACE; and • met Edith Cowan University’s competence in English requirement; and met course prerequisite requirements.

Students may apply direct to ECU using the Portfolio Entry Pathway.

Murdoch University
Murdoch University will accept an AQF/TAFE Certificate IV as a basis for admission to most courses; however, school leavers using a Certificate IV achieved during their Years 11 and 12 must also have:
• achieved WACE; and
• met Murdoch’s competence in English requirement.

The University of Western Australia
The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for a limited number of courses; however, school leavers using a diploma achieved during their Years 11 and 12 must also have:
• achieved WACE; and
• met UWA’s competence in English requirement; and
• met course prerequisite requirements.
Selection is based on academic merit and entry via this route is very competitive.
THE AUSTRALIAN TERTIARY ADMISSION RANK

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled scores in courses.

**SCALEING**

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the WACE examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

**CALCULATION OF THE TEA**

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding a student’s best four scaled scores plus 10% of that student’s best LOTE scaled score, based on the following rules:

- Courses which can be used in the ATAR are listed below.
- For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no subject or course counting more than once. You may use previous scaled scores back to 2012.
- No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).
- A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2012 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis (see explanation under Courses Studied on a Private Basis below).
- Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2016 and will be used directly in the calculation of an ATAR, if applicable.
- The maximum TEA is 410.

**TEA TO ATAR**

TISC will construct a table to convert your TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

**PRIOR YEAR ATAR**

If you have an ATAR from a previous year, you will be given the benefit of the higher of your previous ATAR and your current ATAR. If you have not previously satisfied the WACE requirement or a university’s competence in English requirement, you must satisfy current requirements.
Career and Education Websites

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

**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**

**Career research**
www.careersonline.com.au

**Centrelink**
www.centrelink.gov.au

**Curtin University**
www.curtin.edu.au

**Edith Cowan University**
www.ecu.edu.au/future-students/overview

**Job Resources Australia**
www.youth.gov.au

**Murdoch University**
www.murdoch.edu.au

**My Future**
www.myfuture.edu.au

**My Skills**
www.myskills.gov.au

**My University**
www.myuniversity.gov.au

**Study Assist (Information on assistance with fees, expenses and loans)**
www.studyassist.gov.au

**Training WA (TAFE course information)**
www.trainingwa.wa.gov.au

**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** (go to 'Education and Training’)
www.wa.gov.au
### Appendix 1: Courses

<table>
<thead>
<tr>
<th>Assessed at School</th>
<th>School Assessment only</th>
<th>50% external examination, 50% school assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VET Certificate 2</strong></td>
<td>VETis</td>
<td>Preliminary course (moderated with externally set task)</td>
</tr>
<tr>
<td><strong>Information Digital Technology</strong></td>
<td></td>
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<tr>
<td><strong>Business</strong></td>
<td>Business Studies</td>
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<tr>
<td><strong>Creative Industries</strong></td>
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<tr>
<td><strong>English</strong></td>
<td>Essential English</td>
<td>Engineering Studies</td>
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<tr>
<td><strong>Applied Fashion Design Technology</strong></td>
<td>Food Science and Technology</td>
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</tbody>
</table>

Additional subjects include:
- Accounting and Finance
- Applied Information Technology
- Business Management and Enterprise
- Business Studies
- Children, Family and the Community
- Dance
- Design
- Drama
- Earth and Environmental Science
- Engineering Studies
- English
- English as an Additional Language/Dialect
- Food Science and Technology
- Geography
- Health Studies
- Human Biology
- Integrated Science
<table>
<thead>
<tr>
<th>Assessed at School</th>
<th>VET Certificate 2</th>
<th>VETis</th>
<th>Preliminary course</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses</th>
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<td>Japanese</td>
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<td>Japanese: Second Language</td>
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<td></td>
<td>Materials Design and Technology</td>
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<td></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Essential</td>
<td>Mathematics Methods</td>
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<td>Mathematics Applications</td>
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<td>Mathematics Specialist</td>
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<td>Media Production and Analysis</td>
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<td>Music</td>
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<td>Modern History</td>
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<td>Music</td>
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<tr>
<td></td>
<td>S&amp;R Sports Coaching</td>
<td>Sport and Recreation</td>
<td></td>
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<td>Visual Arts</td>
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<td>Visual Arts*</td>
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<td></td>
<td>Visual Arts*</td>
</tr>
</tbody>
</table>

* Courses have a written and practical examination.
WANNEROO SECONDARY COLLEGE

Course Descriptions

The Arts

Dance: ATAR, General
Drama: ATAR, General
Media Production and Analysis: ATAR, General
Music: ATAR, General
Visual Arts: ATAR, General

DANCE

Students undertaking this course will develop an appreciation of a variety of genres, styles and forms. They will gain transferable skills that enable them to engage with dance through choreography, performance and appreciation. Students are encouraged to work independently and in collaboration with others to solve tasks and present dance works.

Dance ATAR

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance (Investigation: Case Studies and Reflection: Critical Reviews) - the making and performing of movement and the appreciation of its meaning. 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 create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills while performing Contemporary, Jazz and Hip-Hop movements.

Dance General

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

For both ATAR and General Courses it is highly recommended that you have achieved a grade of satisfactory or higher in Lower school Dance

Both Courses are 50% THEORY and 50% PRACTICAL
The Drama course develops students' understandings and skills of this vibrant and varied art form as creators, performers and audience members. Students are encouraged to explore and communicate ideas about production, design and performance, using the creative and analytical skills of drama in a range of settings.

Drama ATAR
The Drama ATAR course focuses on drama in practice and understanding its fundamental principles as students combine their knowledge and skills. They engage in 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 on individual and ensemble performance, as well as the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

Drama General
The Drama General Course focuses on drama in practice and understanding its fundamental principles as students combine their knowledge and skills. They engage in improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts by adapting the theoretical approaches of different drama practitioners.
Students’ work in this course includes production 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 teamwork.
In the Media Production and Analysis course, students develop skills to make and understand media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. Students will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

Media Production and 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.

Media Production and 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.
Students are given the opportunity to develop their musical abilities and potential through creating, presenting and responding to music. They produce and present music as a solo artists and within an ensemble. Students can do this in the context of Western Art music, Jazz, and/or Contemporary music. By studying music from other times and cultures students aim to recreate music at the highest possible level. Students can also choose to complete a Certificate II in Music by performing as a soloist or in an ensemble for Lunchtime concerts and local performances outside of school.

Music ATAR
The Music ATAR course covers a range of musical experiences, developing musical skills through Contemporary Music, Western Art Music, Jazz, or Musical Theatre. The course consists of a written component including Aural and Theory, Composition and Arranging, and Cultural and Historical Analysis, worth 60% of the total course. The written component of the course focuses on Contemporary Music; the development of Rock is studied in Year 11 and Pop is studied in Year 12. The practical component can be delivered in a different context, independent of the written component, making up the final 40% of the course. Students will be given one-on-one Instrumental lessons focusing on developing musicianship skills through practice, listening, performing, and reflection. Music ATAR students are expected to attend these lessons during the school week, as well as an ensemble relevant to their instrument before or after school. It is recommended that students attend an interview with the Performing Arts teachers before selecting Music ATAR regarding performance capabilities, the standard of proficiency required, and if Instrumental Lessons are to be organised through the School of Instrumental Music.

Music General
The Music General course mirrors the content of the Music ATAR course but is applied in an umbrella fashion to cover a diverse range of music contexts. The course consists of Aural, Theory, Composition, Arranging, and Cultural and Historical Analysis worth 60% of the course, but is tailored towards individual student perspectives. The 40% practical component is also tailored towards the students’ preference, with a focus on performing before an audience as a soloist or part of an ensemble. Students are also given one-on-one Instrumental lessons focusing on developing musicianship skills through practice, listening, performing, and reflection. Music General Students are expected to attend these lessons during the school week, as well as an ensemble relevant to their instrument before or after school. It is recommended that students attend an interview with the Performing Arts teachers before selecting General Music regarding Instrument choices, lesson attendance and expectations.
VISUAL ARTS

The Visual Arts courses engage students in traditional, modern and contemporary art media and practices, whilst encouraging students to push their artistic potential and share their personal expressions within their creative works. Students are encouraged to consider, explore and communicate ideas about people, events and issues within our society. Whilst investigating and developing an appreciation for the works of contemporary artists, students work independently engaging in their own art practices and developing their analytical skills.

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.

Visual Arts General Course

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.
English

English: ATAR, General, Foundation, Preliminary
English as an Additional Language or Dialect: ATAR, General
Literature: ATAR

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. 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.

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.

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.

English Foundation
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.
English Preliminary: for Learning Centre students

The English Preliminary course focuses on the fundamental skills that support language use. Language use plays a central role in human life: it provides a vehicle for communication and independence. Students study language through the use of receptive and expressive communication. Receptive skills can include reading, comprehending, listening and/or viewing. Expressive skills can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts. The course recognises the diversity of the student population and builds on students’ knowledge of how language works and how to use language in a variety of forms and situations. An understanding of how to use language empowers students: it gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

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.
English as an additional language/dialect: ELD

The English as an Additional Language/Dialect course is designed as an alternative to ‘English’ for students who speak another language or dialect as their first or ‘home’ language. ELD focuses on the mechanics of Standard Australian English (SA English) and how to use it appropriately. Practical and relevant tasks delivered through a range of engaging and extremely varied contexts teach students to code switch between languages successfully.

English as an Additional Language/Dialect ATAR

The EAL/D courses are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D ATAR focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

English as an Additional Language/Dialect General

The EAL/D courses are designed for students who speak another language or dialect as their first or ‘home’ language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfill any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website (www.scsa.wa.edu.au) on the EAL/D course page.

- The EAL/D course will be available to a student in Year 12: whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context.
- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia.
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

NOTE: If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.
Health and Physical Education

**Health Studies**: General

**Physical Education Studies**: General

**PHYSICAL EDUCATION**

Physical Education Studies contributes to the development of the whole person. The emphasis is on learning through movement and personalised learning experiences. Students will analyse their own personal performance as well as others, apply theoretical principles and plan whilst coaching, instructing, teaching and leading. The students use physical activity and sport as fundamental contexts to develop broader physiological, psychological, biomechanical and motor learning understandings.

**Physical Education Studies - General.**

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, fitness, recreation, education, sport development, youth work, health and medical fields linked to physical activity.

**Health Studies**

In this course, students will 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 others’ health. Students examine the impact of social and environmental factors on health: healthcare systems, frameworks and theories relevant to a public health approach.

**Health Studies General**

Using an enquiry 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. The course also provides students with opportunities to develop skills that may enable them to pursue careers in health promotion research, community health care, occupational health and safety, mental health disease prevention, environmental health, nutrition and naturopathy.
Humanities and Social Science

**Accounting and Finance**: ATAR
**Business Management and Enterprise**: General in conjunction with Certificate 2 Business
**Career and Enterprise**: General
**Geography**: ATAR
**Modern History**: ATAR

### ACCOUNTING AND FINANCE

This course focuses on financial literacy and aims to provide students with a range of skills that enables them to make sound financial judgement. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

**Accounting and Finance ATAR**

The Accounting and Finance ATAR Course aims to make students financially literate by creating an understanding of the systems and processes through which financial decisions are made. With this knowledge students will then possess the necessary skills to make sound financial judgements in a world where technological change on business practices are constantly changing. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. Students are then required to analyse their own financial data and that of businesses to make informed decisions, forecast future performance and recommendations based on that analysis.

The Accounting and Finance ATAR Course is organised into 4 units

- Unit 1 – Double Entry Accounting for Small Business
- Unit 2 – Accrual Accounting
- Unit 3 – Internal Management for Business
- Unit 4 – Australian Reporting Entities and their regulation by the Corporation Act of 2001
Career and Enterprise General: in conjunction with Workplace Learning (ADWPL)

The Career and Enterprise General Course engages students in learning about developing their career in a constantly changing world. Students are provided with the knowledge, skills and understanding to manage their own careers to face these changes. All students are required to reflect upon their own skills, interests and talents to assist them in securing and sustaining work. The Career and Enterprise General course has been constructed using, and is strongly aligned to the knowledge, skills and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development.

Key Outcomes of the course include: understanding the factors that underpin personal development and learning opportunities, understanding how technology influences career development opportunities and use of communication, technology, networking and teamwork skills.

The Career and Enterprise General Course is organised into 4 units:

- Unit 1 – Work and Career Choices
- Unit 2 – Attributes and Skills Necessary for Employment
- Unit 3 – Securing and Maintaining Work through Self-Management
- Unit 4 – Career Management and Workplaces in a Changing World

Please note that students may enrol in Career and Enterprise without completing Workplace Learning but students enrolled in Workplace Learning endorsed program must complete Career and Enterprise.
GEOGRAPHY

Geography is the study of physical and cultural environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and from a spatial perspective, analyse and provide explanations on human and physical phenomena and their complex interactions. Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present and explore sustainable strategies for the future care of places.

Geography ATAR

The Geography ATAR Course enables students to appreciate the complexity of our world physically, culturally and economically. Students then use this knowledge to investigate sustainable practices and social and physical inequality throughout the world. The course is also designed to engage students in analysing the geographical challenges (such as climate change) facing Australia and the global community. In the ATAR course students will learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, remote sensing, case studies and reports. Students are then required to communicate their findings through a variety of forms such as visual, written or oral.

The Geography ATAR course is divided into 4 units

- Unit 1 – Natural and Ecological Hazards
- Unit 2 – Global Networks and Interconnections
- Unit 3 – Global Environmental Change
- Unit 4 – Planning Sustainable Places
Modern History ATAR

The Modern History ATAR Course enables students to study the forces that have shaped today’s world and provides them with a deeper comprehension of the world in which they live. To do this the course aims to develop student’s knowledge and understanding of particular events, ideas, movements and developments that have shaped the world as we now know it. Students are encouraged to become critical thinkers and make informed judgements via the undertaking of historical inquiry. Through this process students are encouraged to question and evaluate historical sources, identify various representations and versions of history, use evidence to support their own interpretations and communicate their findings in a variety of ways.

The Modern History ATAR course is divided into 4 units. Each unit has a number of electives to choose from. Listed below along with the Unit titles are the likely electives that will be studied.

- Unit 1 – Understanding the Modern World
  Elective: Capitalism – The American Experience 1907-1941
- Unit 2 – Movements for Change in the 20th Century
  Elective: Nazism in Germany
- Unit 3 – Modern nations in the 20th Century
  Elective: Russia and The Soviet Union 1914-1945 OR Australia 1918-1955
- Unit 4 – The Modern World Since 1945
  Elective: The Struggle for Peace in the Middle East OR Australia’s Engagement With Asia
Many small businesses in Australia fail in the first two years due to a lack of planning and more importantly to a lack of knowledge on running a small business. Become literate in the running of a small business and find out what really is important in making it successful.

Business Management and Enterprise General: in conjunction with Certificate 2 Business

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Students are encouraged to develop key business skills that will help them in an increasingly global economy. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. The course therefore equips students to proactively participate in the world of business, behave responsibly and demonstrate integrity in business activities.

This course is run in conjunction with Certificate 2 Business.

The Business Management and Enterprise Course is organised into 4 units

- Unit 1 – Establishing a Small Business in Australia
- Unit 2 – Operating a Small Business in Australia
- Unit 3 – Business Success at a National Level
- Unit 4 – Business Growth and Challenges at a National Level
Languages

Japanese: Second Language: ATAR, General (Certificate 2)

In the Japanese: Second Language course, students develop the necessary understandings and values to communicate effectively with Japanese speakers in both social and workplace contexts in Australia, Japan and elsewhere. They develop a stronger sense of their personal identity and greater respect for Japanese people.

Japanese: Second Language ATAR

The Japanese: Second Language ATAR course is designed to further develop students’ knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.

Japanese: Second Language- (Certificate 2)

The Japanese: Second Language Certificate course is designed to enable students to gain knowledge and an understanding of the culture and the language of Japanese-speaking communities. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development.

Application for enrolment in a language course

All students wishing to study a WACE language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2. Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au
Mathematics Specialist: ATAR
Mathematics Methods: ATAR
Mathematics Applications: ATAR
Mathematics Essential: General
Mathematics: Foundation
Mathematics: Preliminary Learning Centre

Mathematics is the study of order, relation and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe many aspects of the world in the twenty-first century. Statistics are concerned with collecting, analysing, modeling and interpreting data in order to investigate and understand real world phenomena and solve practical problems in context. Together, mathematics and statistics provide a framework for thinking and a means of communication that is powerful, logical, concise and precise. The six mathematics courses are differentiated with each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

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.

This course is suitable for students from the Academic extension classes. Students must have achieved a minimum pathway grade of a high “B”.

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 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.

This course is suitable for students from the Academic extension classes. Students must have achieved a minimum pathway grade of a high “C”.

WANNEROO SECONDARY COLLEGE
WANNEROO SECONDARY COLLEGE

Mathematics Applications ATAR
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.
This course is suitable for students from the General Mathematics classes who have achieved a minimum pathway grade of a high “C”.
Students from Academic extension classes must have achieved a minimum pathway grade of “C”

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
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.

Mathematics Preliminary: Learning Centre
The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as ‘completed’ or ‘not completed’. This course provides the opportunity for students to prepare for post-school options of employment and further training.
Chemistry is the study of materials and the transformations they undergo. Chemistry enables students to appreciate the natural and built environment, its materials and the interactions between them. Some of the major challenges and opportunities facing Australia and the Asia-Pacific region are associated with chemistry. Issues of sustainability are tackled by the application of chemical knowledge using a range of technologies. These include issues such as the supply of clean drinking water, efficient production and use of energy, management of mineral resources, increasing acidification of the oceans, and climate change.

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.

Studying Chemistry provides students with skills and understandings that are valuable to a wide range of further study pathways and 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. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

This course is suitable for students who have achieved an A or B grade in the Stage 2 Science course in Year 10.
Earth and Environmental Science

The Earth and Environmental Science General course aims to develop students’ interest in earth and environmental science and their appreciation of how this knowledge can be used to understand contemporary issues. They will study the complex interactions that continually change Earth systems over geological timescales. Understanding of the importance of Earth resources for sustaining and enhancing quality of life will be studied and develop an ability to use this knowledge to make informed decisions and evaluate others’ decisions about sustainable practice. Students will conduct a variety of field, research and laboratory investigations. They will learn how to critically evaluate science concepts, interpretations, claims and conclusions. Communicating science understandings, findings, arguments and conclusions using appropriate representations and formats will also be taught during this course.

As WA relies so heavily on the Mining industries this course would be useful for any students who are considering a career pathway in this area.

*This course is suitable for students who have achieved a C grade in the Stage 2 Science course in Year 10 OR an A or B PATHWAY grade in the Stage 1 Science course in Year 10.*
Human Biological Science covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. This course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, the evolution of the human species and human ecology.

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.

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 their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

This course is suitable for students who have achieved an A or B grade in the Stage 2 Science course in Year 10.
Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. This course is based on a holistic view of science knowledge and starts with the problems and issues that are important to young people. It draws on the traditional disciplines of science, such as biology, chemistry, geology and physics, as well as less traditional areas, such as forensic science and biotechnology, as a resource to enable students to investigate issues that are interesting and relevant in a modern world.

Integrated Science General

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems. It should involve students in research that develops a variety of skills, including the use of appropriate technology, diverse methods of investigation, and practical application of scientific techniques. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Integrated Science is particularly suitable to those students who successfully followed the Stage one pathway in Science in Year 10.
Physics ATAR

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

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.

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.

This course is suitable for students who have achieved an A or B grade in the Stage 2 Science course in Year 10.
**Applied Information Technology**

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, construct and evaluate ICT solutions which will equip the student for the 21st century and give them an appreciation of the impact of information technology.

**Applied Information and Technology ATAR**

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

**Design – Technical Graphics**

In the Design course students develop skills and understandings that give them the edge for current and future industry or employment markets as well as further education. Students study design principles and elements in the context of Technical Graphics. Each context contains design development; problem solving and solution work using Computer Aided Drawing, Adobe Design Software and production techniques. Students develop skills in graphic design and CAD in response to open briefs. Students develop architectural 3D plans for a house, shop and community building. It involves freehand sketching concepts developing a working drawing using a drawing board and software to produce the final product.

**Design General**

In the Design General Course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies and solutions to solve real open ended briefs. The Design General course also emphasizes the scope of design in trade based industries allowing students to maximize vocational pathways.
The Engineering Studies course is in the context of mechatronics, a combination of mechanical and electrical engineering and follows on from Robotics in lower school. Students will use an Arduino template to design and construct a robot. The developed robot will perform a range of activities utilizing its sensors and will be controlled by a simple computer code.

**Engineering Studies General**

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

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**FOOD SCIENCE AND TECHNOLOGY**

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. Students choose a context from hospitality, nutrition and health promotion or product development to develop and apply enterprising and innovative ideas to food production to meet future needs.

**Food Science and Technology General**

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.
Certificate Courses

Cert II Visual Arts (Photography)

Digital Imaging Photography at Wanneroo Secondary College offers a TAFE and Industry pathway for students. It incorporates best practice in design photography education and builds upon student demand for this course. Digital Imaging engages students in a range of learning activities in digital photography. The emphasis is on practical and technical skills in photography, especially in areas of digital manipulation, studio lighting, composition and camera controls. Students have the opportunity to attain the Certificate II Visual Arts with a focus on Photo Imaging.

Students will study a range of photographic fields including portraiture, landscape, macro, advertising, fashion and many more practical based activities. This course is about gaining industry standard skills in areas such as photo manipulation, retouching, colour, tone control and many more digital imaging techniques.

TAFE Entry

Students who complete this course can gain higher points for TAFE entry. Additionally, students who complete the course and have a portfolio to demonstrate photographic work may gain even higher points for entry in directly related courses such as Certificate IV Photography at Central Institute of Technology (Perth Campus).

Vocational Outcomes

Students can gain entry to TAFE or can apply for further education, training and employment opportunities within this industry. Opportunities may include traineeships, scholarships, TAFEWA entry, University entry and a range of direct employment options. Vocational guidance and preparation for employment services are also available for students.

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CUVCOR02B</td>
<td>Develop and articulate concept for own work</td>
</tr>
<tr>
<td>BSB0HS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>CUVCOR07B</td>
<td>Use drawing techniques to represent the concept</td>
</tr>
<tr>
<td>CUVCOR11B</td>
<td>Source information on history and theory and apply to own area of work</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td></td>
</tr>
<tr>
<td>CUVPH105B</td>
<td>Use 35mm SLR camera or digital equivalent</td>
</tr>
<tr>
<td>CUVVSP11B</td>
<td>Apply techniques to produce digital images</td>
</tr>
<tr>
<td>ICPMM321C</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>ICPMM322C</td>
<td>Edit a digital image</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

Charges - The course will attract a charge of $150 per year.
Cert II Applied Fashion Design and Technology

Course Information
This qualification aims to give students an introductory overview of fashion design. It is of interest for students wishing to pursue a career in fashion/design or for those who are looking at careers in theatre. An interest in costuming could be beneficial or for those interested in designing their own clothes. Students may begin with units for Certificate 1. These completed units may be transferred into the certificate 2 additional units required for the completion and award of Certificate 2.

Employability skills gained and able to be demonstrated through the context of the Fashion Design units, include Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning and Organising, Self-Management, Learning and Technology skills related to the Fashion/Design Industry.

<table>
<thead>
<tr>
<th>CORE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTCL2001B</td>
<td>Use a sewing machine</td>
</tr>
<tr>
<td>LMTCL2003B</td>
<td>Identify fibres and fabrics</td>
</tr>
<tr>
<td>LMTFD2001B</td>
<td>Design and produce a simple garment</td>
</tr>
<tr>
<td>LMTFD2005B</td>
<td>Identify design process for fashion designs</td>
</tr>
<tr>
<td>LMTGN2001B</td>
<td>Follow defined OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>LMTGN2002B</td>
<td>Apply quality standards</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTCL2004B</td>
<td>Sew components</td>
</tr>
<tr>
<td>LMTCL2010B</td>
<td>Modify patterns to create basic styles</td>
</tr>
<tr>
<td>LMTCL2011B</td>
<td>Draw and interpret a basic sketch</td>
</tr>
</tbody>
</table>
Cert II Information Digital Media Technology

Course Information
Information and Communication Technology (ICT) at Wanneroo Senior High School offers a TAFE and industry pathway for students. This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base that provide foundation general computing and employment skills that enable participation in information technology environment in any industry.

The qualification introduces Occupational Health & Safety and soft (people) skills such as communication into the 8 core units and there are 6 elective units.

Outcomes
Students can apply for TAFE entry to study a Certificate III in Information and Communication Technology. Small to medium enterprises will find the contents of this qualification extremely useful at ICT user level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCM106A</td>
<td>Follow workplace safety procedures</td>
</tr>
<tr>
<td>ICAD012B</td>
<td>Design organisational document using computing packages</td>
</tr>
<tr>
<td>ICAU2005B</td>
<td>Operate computer hardware</td>
</tr>
<tr>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAU2013B</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAU2231B</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAW2001B</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAW2002B</td>
<td>Communicate in the workplace</td>
</tr>
</tbody>
</table>
Cert II Sport and Recreation – Outdoor Education

Minimum Requirements:
- Competent swimming in open water.
- Ability to attend one class per week at 7:30am.
- Ability to pay for and attend 2 assessed camps per year.
- Willingness to accept challenges and move out of comfort zones, while being co-operative and positive.
- Students will be required to start class early at 7.30 am, one day a week to complete the activities required.

With the continuing growth in Australia of tourism and recreational endeavours, the Outdoor Recreation Industry has many exciting and rewarding employment opportunities. Through interaction with the natural world, the Certificate I Sport and Recreation (Outdoor Focus) and Certificate II Outdoor Recreation aim to develop students understanding of our relationships with the environment, others and ourselves.

These courses focus on developing essential Outdoor skills required within the Outdoor Industry through a range of outdoor activities in a range of environments including:

- Surfing
- Snorkelling
- Bushwalking
- Mountain Biking
- Climbing
- Surf Rescue
- Orienteering
- Leadership
- First Aid

Future employment

Opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many yet to be developed outdoor industries.

Note: Completed certificates and competencies will carry competitive weight toward TAFE entry across Australia.

Charges:

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>$135.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camps</td>
<td>$100.00 approx per camp</td>
<td></td>
</tr>
</tbody>
</table>
### CORE

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISXOH5101A</td>
<td>Follow Occupational and Health and Safety</td>
</tr>
<tr>
<td>HLTFA301B</td>
<td>Apply First Aid</td>
</tr>
<tr>
<td>SISOOPS201A</td>
<td>Minimise Environmental Impact</td>
</tr>
<tr>
<td>SISOODR201A</td>
<td>Assist in conducting Outdoor Rec activities</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Work effectively in sport and recreation environments</td>
</tr>
</tbody>
</table>

### ELECTIVES

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSNK201A</td>
<td>Demonstrate snorkelling activities</td>
</tr>
<tr>
<td>OSRF201A</td>
<td>Demonstrate surf survival and self-rescue skills</td>
</tr>
<tr>
<td>OSRF202A</td>
<td>Demonstrate basic surfing manoeuvres in controlled conditions</td>
</tr>
<tr>
<td>SISOOMBK201A</td>
<td>Demonstrate basic off-road cycling skills</td>
</tr>
<tr>
<td>SISOCT202A</td>
<td>Demonstrate basic cycling skills</td>
</tr>
<tr>
<td>SISONAV201A</td>
<td>Demonstrate navigation skills in a controlled environment</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain overnight site</td>
</tr>
<tr>
<td>ABN201A</td>
<td>Demonstrate abseiling skills on natural surfaces</td>
</tr>
<tr>
<td>SISCAGU202A</td>
<td>Perform basic water rescues</td>
</tr>
<tr>
<td>OBWG201A</td>
<td>Demonstrate bush walking skills in a controlled environment</td>
</tr>
<tr>
<td>OBWG202A</td>
<td>Demonstrate bushwalking skills in a controlled environment II</td>
</tr>
<tr>
<td>SISOOPS202A</td>
<td>Use and maintain overnight site</td>
</tr>
</tbody>
</table>
Cert II Sport and Recreation – Sports Coaching

Minimum Requirements:
An interest and aptitude for the theory and practice of physical skills in sport is desirable.
As a VET in schools student the student is enrolled in a nationally accredited Vocational Education and Training (VET) Qualification undertaken as a part of their WACE course.

These courses focus on developing sport and recreation skills required within the Health, Sport and Fitness industry. These courses lend themselves to an integrated approach between practical experiences, the environment and engagement by the self and others. Through these experiences students will gain understanding and skills for safe participation in sport and outdoor activities in the environment. They will develop the ability to assess risk, apply the appropriate management procedures to enable safe participation and develop proficiency in emergency response. Areas covered may include:-

- Skills and strategies in selected sports and recreation activities including basketball, athletics, softball, netball, AFL and touch.
- Basketball coaching.
- Athletics coaching.
- Prepare and conduct sport and recreation sessions.
- Coaching principles and practise.
- First Aid

Future employment
This Certificate would suit students who are focussed on careers such as Health and Fitness, Sports Administration, Coaching and Umpiring. The Certificate II would be able to be completed over Years 11 and 12.

Note: Completed certificates and competencies will carry competitive weight toward TAFE entry across Australia.

<table>
<thead>
<tr>
<th>CORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTFA301B</td>
<td>Apply first aid</td>
</tr>
<tr>
<td>SISXOHS101A</td>
<td>Follow Occupational and Health and Safety Policies</td>
</tr>
<tr>
<td>SISXIND101A</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete Daily Work Practices</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to emergency situations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SISSATH201A</td>
<td>Teach the fundamental skills of Athletics</td>
</tr>
<tr>
<td>SISSAFL201A</td>
<td>Perform the intermediate skills of Australian Football</td>
</tr>
<tr>
<td>SISSAFL202A</td>
<td>Perform the intermediate tactics of Australian Football</td>
</tr>
<tr>
<td>SISSCGP202A</td>
<td>Reflect on professional coaching role and practice</td>
</tr>
<tr>
<td>SISSCGP303A</td>
<td>Coach junior players to develop fundamental perceptual motor skills</td>
</tr>
<tr>
<td>SISBSB201A</td>
<td>Teach fundamental basketball skills</td>
</tr>
<tr>
<td>SISBSB202A</td>
<td>Teach fundamental basketball tactics and game strategy</td>
</tr>
</tbody>
</table>
Cert II Business

Office administration is essential in all business organisations. Tasks include word processing, records handling, business correspondence and bookkeeping.

The Certificate II Business will prepare you for work in a variety of industries including retail, hospitality, education and health care. However the skills covered are relevant in most occupations.

Skills covered in the Certificate II Business:-
- Work effectively in a business environment
- Follow workplace safety procedures
- Communicate in the business environment
- Produce workplace documentation

National Training modules are covered and students gain credit for each skill achieved/demonstrated.

Career Opportunities
Completed Certificates carry considerable points towards TAFE entry aggregate.

Students enrolled in 3 or less pairs of Stage 2 or 3 units who complete Certificate such as this Certificate may apply for an exemption from sitting the compulsory external examinations for Stage 2 and 3 units.

Graduates will gain the skills and knowledge to undertake entry level administrative roles such as Receptionist, Administrative Assistant, Clerical Officer.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>BSBWHS201A CHSSO Contribute to health and safety of self and others.</td>
</tr>
<tr>
<td>BSBIND201A</td>
<td>BSBIND201A WEBE Work effectively in a business environment.</td>
</tr>
<tr>
<td>BSBITU101A</td>
<td>BSBITU101A OPC Operate a personal computer</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>BSBITU201A PSWD Produce simple word processed document.</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>BSBITU202A CUS Create and use spreadsheets.</td>
</tr>
<tr>
<td>BSBUS201A</td>
<td>BSBUS201A ESWP Participate in environmentally sustainable work practices.</td>
</tr>
<tr>
<td>ICAICT205A</td>
<td>ICAICT205A DES Design Organisational documents usi</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>BSBWOR203B WO Work Effectively with Others.</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>BSBWOR202A ODWA Organise and complete daily work activities.</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>BSBWOR204A UBT Use business technology</td>
</tr>
<tr>
<td>BSBLED101A</td>
<td>BSBLED101A PSD Plan Skills Development</td>
</tr>
</tbody>
</table>
WANNEROO SECONDARY COLLEGE

Cert II Applied Language - Japanese

These courses are designed to provide individuals with language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE) both in Australia and overseas. The course applies to all LOTEs - the precise language to be acquired will depend on student demand at the time of provision.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information on familiar and basic matters.

The Certificate II in Applied Language meets the requirements for a qualification of that level in that it requires a graduate to:

Demonstrate basic operational knowledge in a moderate range of areas through the application of basic communicative skills to meet immediate needs and handle brief exchanges.

Apply a defined range of skills to interact in a simple way with others.

Apply known solutions to a limited range of predictable problems through the selection of appropriate words, phrases and gestures, from a limited repertoire, when engaged in social functions in familiar contexts.

Perform a range of tasks where choice between a limited range of options is required through engaging in simple transactions such as shopping and banking.

Assess and record information from varied sources through the application of basic reading, writing, speaking and listening skills relevant to the situation.

Take limited responsibility for own outputs in work and learning through active participation and willingness to seek assistance and guidance as required to develop intercultural knowledge.

Cert II Music

Vocational Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification. The Certificate II Music reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and relevant theoretical knowledge. They may provide support to a team such as a band, choir or other ensemble. The Units of competency required to be completed for a Certificate II Music qualification will be embedded in the General Music Course units.

Qualification pathways

This certificate is for students with limited or no vocational experience and without a relevant lower level music qualification. For details see Mrs Randall, Head of The Arts.
VET Industry Specific (VETis)

**Business Services: VETis**

The VETis Business Services General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE. The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

**Creative Industries: VETis**

The VETis Creative Industries General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE. The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

**Information Technology: VETis**

The VETis Information Technology General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE. The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

**Sport and Recreation: VETis**

The VETis Sport and Recreation General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE. The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

A student who, typically, is aiming to enter further training of the workforce directly from school should consider VETis courses.

VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning. Students studying VETis can achieve full or partial, nationally recognised qualifications. Students can achieve Certificates I, II, III or IV in the area they choose.

A student who does not complete the course requirements to achieve an ATAR will need to achieve a minimum of a Certificate II.

VET can contribute up to eight of the 20 units needed to achieve a WACE.
WANNEROO SECONDARY COLLEGE

Time and completion requirements

VETis course units are packaged as four WACE course units, linked to a specified qualification, and course unit credit is only awarded upon the completion of all of the course requirements. Unlike other WACE courses, VETis course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETis course after only one semester will not receive VETis course unit credit for that academic year.

VETis courses can be delivered over one year or two years, with class contact time a notional 55 hours for each course unit. The number of Workplace Learning endorsed program unit equivalents to be completed varies according to the qualification offered. Students must complete all components of the course before the full allocation of VETis course unit credits can be certified on the student’s WACE statement of results.

Course unit credit

Course unit credit for VETis courses is awarded as ‘completed’ for each VETis course unit. The achievement descriptor ‘completed’ contributes in the same manner as a C grade for all other course units. Regardless of the academic year in which a VETis course is completed, WACE course credit is allocated across both Year 11 (Unit 1 and Unit 2) and Year 12 (Unit 3 and Unit 4). That is, part of the achievement allocation of a VETis course is either retrospective or projected credit, depending on the year in which the course requirements are completed.

Appendix 2 : WACE breadth-of-study list for the WACE in 2016

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 12 course from each of List A and List B.

<table>
<thead>
<tr>
<th>List A Courses</th>
<th>List B Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Enterprise</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Dance</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Drama</td>
<td>Design Technical Graphics</td>
</tr>
<tr>
<td>English</td>
<td>Earth and Environmental Science</td>
</tr>
<tr>
<td>English as an Additional Language</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>Geography</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Japanese ;Second Language</td>
<td>Materials Design and Technology –Metal/Wood/Jewellery</td>
</tr>
<tr>
<td>Literature</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Modern History</td>
<td>Physics</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

58 | Year 10 Handbook 2014
The Senior School Engagement Program (SSEP) provides students with a flexible study program including part school, part TAFE/ work developing individual career choices with extensive practical work experience, a work safe certificate, community work program and opportunities to develop new skills to prepare students for the world of work. This program allows the student to graduate, achieving WACE, whilst participating in School Based Apprenticeships or Traineeships, gaining TAFE qualifications and/or workplace learning.

**Minimum entry requirement**
Entry into this course will require an interview and a preparedness to travel to Wanneroo Secondary College - Joondalup Campus for the three school days. Enquiries to Mr C. Leggett  0408 959 157

The course involves **3 days per week in school and 2 days in the workplace and TAFE.**

**WACE Courses** usually studied at our off campus location: P units may be offered.

<table>
<thead>
<tr>
<th></th>
<th>Year 11</th>
<th>Year 12</th>
<th>Page for further information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>General 1/2</td>
<td>1C and 1D ENG</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>General 1/2</td>
<td>1D and 1E MAT</td>
<td>52</td>
</tr>
<tr>
<td><strong>Health Studies</strong></td>
<td>General 1/2</td>
<td>1C and 1D HES</td>
<td>15</td>
</tr>
<tr>
<td><strong>Workplace Learning</strong></td>
<td>Endorsed 1/2</td>
<td>1C and 1D WPL</td>
<td>36</td>
</tr>
</tbody>
</table>

**TRAINING WA/TAFE COURSE QUALIFICATION** from the possible list on Page 17-18

During their two days in the workplace students may be engaged in one of the following: School Based Apprenticeship / School Based Traineeship /Pre Apprenticeships in School (PAIS).
Endorsed Programs

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the Authority, or it may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the School Curriculum and Standards Authority.

Endorsed programs address areas of learning not covered by courses. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:
- are listed on the student’s WASSA
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes a student can count a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12.

Each endorsed program is allocated one, two, three or four unit equivalents.

An example of an Authority-developed endorsed program is the new Workplace Learning program:

**Workplace Learning (ADWPL) In conjunction with Career & Enterprise**

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority’s Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority’s Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 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.

Further information about endorsed programs can be found at [http://wace1516.scsa.wa.edu.au/endorsed/](http://wace1516.scsa.wa.edu.au/endorsed/)
Students in the Learning Centre will have access to Programs suited to their needs. Students will access Foundation courses which are designed for students who have not demonstrated Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills, or have been granted exemption from accessibility rules.

Foundation courses offered will include:
- English (List A)
- Mathematics (List B)
- Career and Enterprise (List A)

In addition students may have access to the following nationally recognised vocational education and training qualifications:
- AHC10210 Certificate I Agri-foods operations
- FSK10213 Certificate I Skills for Vocational Pathways
- FSK20113 Certificate II Skills for Work and Vocational Pathways
- SIR20207 Certificate II Retail

Information subject to change, dependent upon availability of national qualifications.

For further details please contact the Learning Centre Teacher Mr Christaan Busing or the Learning Support Co-ordinator Ms Anita O’Brien.
Appendix 3 - Frequently Asked Questions

Why are there so few courses in the Foundation group?

Students who enrol in Foundation will have greater breadth with the completion of a Certificate II or higher and depth because most will be studying courses that are more challenging than the courses in which Year 11 and 12 students are currently enrolled (typically Stage 1 for two years). There will be no external examinations but school-level testing, combined with processes managed by the Authority, will maintain the integrity and comparability of those results. Results will be meaningful and valued by post-school training providers and employers.

How will the students enrolled in Foundation courses be better off under the new WACE arrangements?

Answer:
The Foundation courses are designed specifically for students who do not demonstrate the required literacy and numeracy standards. These courses focus strongly on supporting these students to develop improved standards of literacy and numeracy. These courses will provide opportunities for schools to offer teaching programs that focus on the skills essential for post-school life. Students enrolled in Foundation English and Foundation Mathematics will be able to enrol in other courses from the General and the ATAR groups of courses. Students who have achieved the minimum standard of literacy or numeracy before the end of Semester 1 in Year 11 will not be eligible to enrol in the respective Foundation courses.

Can a student enrolled in Foundation courses get a WACE?

Answer:
Yes. All students will need to satisfy the same requirements to achieve a WACE. Any student who does not meet the requirements for a WACE will still receive a WASSA, which articulates what they have achieved.

Why has a literacy and numeracy standard been introduced?

Answer:
Concern has been expressed by industry, universities and State training providers that some students are not demonstrating sufficient literacy and numeracy skills for enrolment in some training and pre-apprenticeship courses, university courses or for the workplace. The OLNA is referenced to a national standard (the Australian Core Skills Framework) that describes work-ready literacy and numeracy. The assessment will provide additional information to students, parents and teachers in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy.
Who has to sit the OLNA?

Answer:
Students will be required to sit the OLNA in Semester 1, Year 10 unless, on the basis of their Year 9 NAPLAN results, they have demonstrated the minimum standard of literacy and/or numeracy required for the WACE. There are three components – reading, writing and numeracy. Students will be required to sit the assessment for any component in which they have not achieved Band 8 or higher of Year 9 NAPLAN.

Students who have not met the literacy and numeracy standard will be required to sit the online assessment each semester until mid-Year 11. If required after that, students may choose which next available opportunity they will sit the assessment. A school may determine that a student’s standard has not improved sufficiently to warrant re-sitting the assessment.

Students will have up to six opportunities in March and September of each year before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.

How will students who have not demonstrated minimum literacy and numeracy be supported?

Answer:
In terms of support for students who do not demonstrate the minimum standards of literacy and numeracy:

- the Authority has developed support documentation to assist Year 10 teachers to identify specific skills and understandings where students will require additional help and provide advice on strategies teachers may use to address these shortcomings.
- the Authority has developed new Foundation English and Foundation Mathematics courses for Year 11 and 12 students requiring additional support with their literacy and numeracy skills.
- the Authority has developed other Foundation courses, which include: Career and Enterprise, English, English as an Additional Language/Dialect, Health Studies/Physical Education Studies/Outdoor Education, Applied Information Technology and Mathematics.
- the Authority acknowledges that –
  - these students are already in schools and that resources are already being directed to supporting them.
  - the Australian Curriculum, which is currently being introduced in Western Australian schools P–10 as the Western Australian curriculum, is very explicit in terms of content relating to literacy and numeracy.
  - the importance of explicit teaching of literacy and numeracy skills and understandings has been well documented and secondary schools are rising to the challenge of meeting the needs of students who require additional support and interventions.
  - schools already have a clear indication through NAPLAN assessment results and their own data about which students may not demonstrate minimum standards of literacy and numeracy (these new assessments will provide students, parents and teachers with additional information in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy).
Can students change from one study pathway to another or are they ‘locked in’?

Answer:
Yes, students can switch between course types. Schools will work with individual students to determine the enrolment that best meets their interests, aspirations and needs.

Will comparisons between results in the General courses at different schools be fair?

Answer:
Yes. The Authority will provide schools with a set of grade descriptions for each course. Schools will measure student performance against these standards when awarding grades. The Authority will implement a range of moderation processes to assist schools with their assessment and measurement of student achievement. This will help ensure results are fair and comparable, regardless of the school students are attending or the courses they are studying.

What does it mean for those students who do not get a WACE?

Answer:
Students who do not achieve a WACE will receive the WASSA. This was previously known as the Statement of Results. These students will have the option of either continuing their study at a senior campus, enrolling in literacy and numeracy programs provided by State training providers or in some instances, remaining in their school for a further year of study. With successful completion, they will be able to achieve a WACE.

Answers to other frequently asked questions are available on the Authority website at http://wace1516.scsa.wa.edu.au/#overview.