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.
Contents

FOREWORD ........................................................................................................................................... V
WACE REQUIREMENTS: SUMMARY ................................................................................................. 2
SECONDARY ATTAINMENT ................................................................................................................ 2
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) ..................................................... 3
List A and B Courses offered; ........................................................................................................ 3
ACHIEVEMENT OF A WACE ........................................................................................................... 4
Achievement standard ...................................................................................................................... 4
Literacy and numeracy ..................................................................................................................... 5
VET programs .................................................................................................................................. 5
Endorsed programs ........................................................................................................................... 5
THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA) ................. 6
MULTIPLE PATHWAYS TO ACHIEVE THE WACE ......................................................................... 6
UNIVERSITY PATHWAY .................................................................................................................... 6
GENERAL TAFE/ EMPLOYMENT PATHWAY . ................................................................................ 6
COMPOSITE PATHWAY ....................................................................................................................... 6
SCHOOL ASSESSMENT ...................................................................................................................... 7
Externally set tasks (EST) .................................................................................................................. 7
Authenticity of work .......................................................................................................................... 7
ATAR EXAMINATIONS ..................................................................................................................... 8
CERTIFICATION ................................................................................................................................ 9
YEAR 12 CERTIFICATION OF STUDENT ACHIEVEMENT ................................................................ 9
Senior secondary certification ........................................................................................................ 9
TRAINING WA - TAFE ........................................................................................................................ 10
UNIVERSITY ENTRY PATHWAY ........................................................................................................ 11
ALTERNATE ENTRY PATHWAYS: ....................................................................................................... 11
PORTFOLIO ENTRY PATHWAY TO ECU ........................................................................................ 11
MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY .................................... 11
SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS................................................................ 11
Curtin University ............................................................................................................................... 11
Edith Cowan University .................................................................................................................. 11
Murdoch University ......................................................................................................................... 11
The University of Western Australia ............................................................................................... 11
CAREER AND EDUCATION WEBSITES .......................................................................................... 12
W.S.C. OFFERINGS YEAR 12, 2017 ............................................................................................... 13
COURSE DESCRIPTIONS .................................................................................................................. 14
The Arts .............................................................................................................................................. 14
DANCE: DAN ................................................................................................................................... 14
DRAMA: DRA ..................................................................................................................................... 15
MEDIA PRODUCTION AND ANALYSIS: MPA .................................................................................. 16
MUSIC: MUSC .................................................................................................................................... 17
VISUAL ARTS: VAR ........................................................................................................................... 18
English .............................................................................................................................................. 19
ENGLISH: ENG ................................................................................................................................. 19
ENGLISH as an ADDITIONAL LANGUAGE/Dialect: ELD ............................................................... 21
Eligibility for exhibitions and awards .......................................................... 51
Peak awards .............................................................................................. 51
  Beazley medal: WACE .......................................................................... 51
  Beazley medal: VET ............................................................................. 51
Awards for outstanding achievement ......................................................... 51
  General exhibitions ............................................................................... 51
  General exhibition (ATSI) .................................................................... 51
  Special general award .......................................................................... 51
Awards for outstanding achievement in an ATAR course ......................... 51
Awards for outstanding achievement in an ATAR course ......................... 52
  Course exhibitions (ATAR courses) ..................................................... 52
  Special course awards (ATAR courses) .............................................. 52
  Certificates of excellence (ATAR courses) .......................................... 52
  Special certificate of excellence (ATAR courses) .............................. 52
Awards for outstanding achievement in VET ............................................ 52
  VET exhibitions .................................................................................. 52
  Special VET awards ........................................................................... 52
  Certificates of excellence (VET) ......................................................... 52
  Special certificate of excellence ........................................................... 53
Awards for outstanding achievement in the WACE ................................. 53
  Certificates of merit and certificates of distinction ............................ 53
Appendix 4 THE AUSTRALIAN TERTIARY ADMISSION RANK ..................... 54
Foreword

Dear student

This 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.

We 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.
The courses you choose for Year 12 need careful consideration as you need to be aware of:

- the requirements for Secondary Graduation (WACE)
- the requirements for Attainment
- the requirements for University Entrance or State Training Provider
- the post-secondary options in education and training

There needs to be a balance of:

- knowing the rules and regulations of the School Curriculum and Standards Authority (SCSA).
- meeting the prerequisites of the various post-secondary courses,
- consideration for your interests, abilities and academic achievement so far.

Please Note: The information in this handbook is current at time of publication but is subject to change due to prescribed changes made by state authorities.

### WACE REQUIREMENTS: Summary

<table>
<thead>
<tr>
<th>Requirements/Standards</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy and Numeracy standard</strong></td>
<td></td>
</tr>
<tr>
<td>English competence</td>
<td></td>
</tr>
<tr>
<td>Complete the Literacy and Numeracy Assessment Requirement (NAPLAN Band 8 or higher/ Pass OLNA Reading, Writing and Numeracy) to demonstrate a minimum standard based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. Complete four units from an English course of study. Two units must be studied in the final year of schooling.</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement Standard</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Achieve a minimum of 14 C grades in Year 11 and Year 12 units (or equivalents) including at least 6 C grades in Year 12 units (or equivalents). Complete four or more Year 12 ATAR courses &amp;/ OR complete a Certificate II or higher.</td>
</tr>
<tr>
<td><strong>Breadth &amp; Depth</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete at least 20 units (or equivalents) including a minimum of 10 Year 12 units. Two Year 11 and two Year 12 units from an English course. Complete at least 1 course from List A (arts/languages/humanities) and List B (mathematics/sciences/technology) courses in Year 12.</td>
</tr>
<tr>
<td><strong>Examinations Externally Set Tasks</strong></td>
<td>WACE courses: all students in Year 12 who are enrolled in ATAR courses sit exams. ALL ATAR courses have compulsory exams. All General/Foundation courses in Year 12 have a compulsory Externally Set Task.</td>
</tr>
</tbody>
</table>

### SECONDARY ATTAINMENT

Wanneroo Secondary College would like to see all of our students gain Secondary Attainment. To achieve Secondary Attainment a student needs to gain either:

1. An ATAR score in excess of 55 **OR**
2. Completion of a Certificate II or III

Please note – Any student who pursues an ATAR pathway in Year 12 against school recommendations will be required to enrol in a Certificate II course as one of the six subjects studied.
Western Australian Certificate of Education (WACE)

**WACE requirements – 2017 and beyond**

Achievement of your WACE acknowledges that at the end of your senior secondary schooling you have achieved or exceeded the required minimum standards in an educational program that has met the requirements for breadth and depth, the achievement standard and literacy and numeracy standard.

**These requirements are:**

**Breadth-and-depth**

Completion of a minimum of 20 units or the equivalent. This must include at least:

- 10 units or the equivalent at Year 12
- Two Year 11 units from an English course and one pair of Year 12 units from an English course
- One pair of units completed in Year 12 from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

**Achievement standard**

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, with a minimum of six C grades or the equivalent at Year 12.
- Completion of at least four Year 12 ATAR courses or of a Certificate II (or higher) VET qualification.

**Literacy and numeracy standard**

- Completion of at least four units of an English course post-Year 10 and studied over at least two years.
- Demonstration of the minimum standard of literacy and numeracy. (in Reading, Writing & Numeracy from NAPLAN Level 8 or above or a pass in OLNA.)

Further detailed explanations of these requirements may be found in the explanatory notes at the end of this booklet.

**List A and B Courses offered;**

<table>
<thead>
<tr>
<th>List A (Arts/Languages/Social Sciences)</th>
<th>List B (Mathematics/Science/Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAE  Career and Enterprise</td>
<td>AIT  Applied Information Technology</td>
</tr>
<tr>
<td>CFC  Children, Family &amp; Community</td>
<td>CHE  Chemistry</td>
</tr>
<tr>
<td>DAN  Dance</td>
<td>DES  Design: Technical Graphics</td>
</tr>
<tr>
<td>DRA  Drama</td>
<td>EST  Engineering Studies</td>
</tr>
<tr>
<td>ENG  English</td>
<td>FST  Food Science and Technology</td>
</tr>
<tr>
<td>ELD  English as an Additional Language or Dialect</td>
<td>HBY  Human Biology</td>
</tr>
<tr>
<td>GEO  Geography</td>
<td>ISC  Integrated Science</td>
</tr>
<tr>
<td>HEA  Health Studies</td>
<td>MDT  Materials Design and Technology: Wood/Metal</td>
</tr>
<tr>
<td>MPA  Media Production and Analysis</td>
<td>MAA  Mathematics Applications</td>
</tr>
<tr>
<td>HIM  Modern History</td>
<td>MAE  Mathematics Essentials</td>
</tr>
<tr>
<td>MUS  Music</td>
<td>MAM  Mathematics Methods</td>
</tr>
<tr>
<td>VAR  Visual Arts</td>
<td>MAS  Mathematics Specialist</td>
</tr>
<tr>
<td></td>
<td>MPA  Mathematics Applications</td>
</tr>
<tr>
<td></td>
<td>PES  Physical Education Studies</td>
</tr>
<tr>
<td></td>
<td>PHY  Physics</td>
</tr>
</tbody>
</table>
Achievement of a WACE

The types of courses developed by the Authority are:

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 do not have examinations but have an Externally Set Task set by the Authority.

3. **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. (Learning Centre)

4. **Foundation** course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy. These courses have an Externally Set Task set by the Authority.

5. Vocational Education and Training industry specific (VETi) courses for students who are aiming to enter further training or the workforce directly from school. VETi 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.

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

1. **VET programs**: Certificate Courses; Certificate 2 or 3

2. **Endorsed programs**: ADWL Workplace Learning

Achievement standard

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 (Certificates), 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.

Appendix 3 provides answers to some frequently asked questions.
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 50-minute, 45-item multiple-choice of Reading
- one 50-minute, 45-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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.

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 (these may be available through our Joondalup Campus). 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 VET 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 mean they can be studied in addition to the eight unit equivalents.

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.
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.

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.

You can mix and match courses and VET to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school. See the summary of each course.

You are able to select across a range of course units at a range of levels to suit a variety of skills and post-school aspirations.

**UNIVERSITY PATHWAY**

If you wish to head to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. You may choose 6, 5 or 4 ATAR courses, as part of your six units. ATAR 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.

**GENERAL TAFE/EMPLOYMENT PATHWAY**

If you wish to head to Training WA (TAFE) or employment you will need to achieve a minimum of a Certificate II qualification. You must choose one of the Certificate Courses and then the remaining five courses from the range of General Courses. Some TAFE courses and trades such as Electrical and Information Technology require ATAR level Mathematics Courses.

More information is available at; http://tasonline.tafe.wa.edu.au/

**COMPOSITE PATHWAY**

If you are unsure whether you wish to pursue the University or Training/Employment Pathway and have been recommended for ATAR courses based on your current achievement and wish to keep your options open within your six courses you need to choose either four ATAR courses and a Certificate for possible direct entry to university OR 1, 2 or 3 ATAR courses and a Certificate for an Alternate Entry to university such as Portfolio or Preparation course entry. The Certificate 2 will gain you high points for a TAFE/Training aggregate.

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 Year 11 studied as Semester units, Unit 3 and Unit 4 must be studied as a pair (ie a year long unit). 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.
School assessment

This section is relevant to all students.

Grades and school marks

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. 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 transfer from an ATAR course to a General course). 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. 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 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.

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. The 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 or, tutor) has contributed substantially.
- using material directly from sources such as books, journals or the internet without acknowledgement.
- 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 work in 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 (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.
Senior secondary certification

**Folio of achievement**
At the end of senior secondary schooling, all students will receive a folio of achievement. The folio will contain one or more of the items listed in the table below.

**Contents of the folio of achievement**

**Western Australian Certificate of Education (WACE)**
This certificate is issued to Year 12 students who meet the specified requirements.

**Certificate of Distinction and Certificate of Merit**
These certificates are awarded to students who meet the eligibility criteria listed in Section 8.

**Western Australian Statement of Student Achievement (WASSA)**
A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling.

The **statement of student achievement** formally records, as relevant:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units *
- school grades and school marks in General and Foundation units *
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)

* In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are reported as a year-long course unless a student completes Unit 1 and enrolls in Unit 2 in another course at the end of Semester 1. In this case, Unit 1 and Unit 2 will be reported separately.

A sample statement of student achievement is provided on pages 88 and 89 of this manual.

**ATAR Course Report**
An ATAR course report is issued to students (excluding private candidates*) who sit an ATAR course examination in that course. The ATAR course report records:

- school marks**
- moderated school marks**
- examination marks**
- combined score

** A course that has a practical examination component will have the written and practical marks reported separately.

The ATAR course report shows how the student performed relative to all other students who completed the course (represented by a location on a graph).
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/higer 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, or 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.

For details on the calculation of the ATAR please see the relevant Appendix

ALTERNATE ENTRY PATHWAYS:
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: Communication and Media Studies, English and Creative Writing, Games Art and Design, Graphic Design, Journalism, Photography, Public Relations, Radio, Screen Production, Sound, Theatre and Drama, and Web Communication.

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

SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS
As outlined below there is a pathway to the universities through completing a Certificate IV at TAFE after leaving school. These requirements are summarised below.

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.

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 via this pathway is very competitive.
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**
www.careercentre.dtwd.wa.gov.au

**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
## W.S.C. Offerings Year 12, 2017

<table>
<thead>
<tr>
<th>Assessed at school</th>
<th>VET</th>
<th>School assessment</th>
<th>ATAR School &amp; External Exams</th>
<th>ATAR University Aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Certificate 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology C2IT</td>
<td>VETIS Foundation Preliminary</td>
<td>School assessment General/EST’s</td>
<td>Applied Information Technology ATAIT</td>
<td></td>
</tr>
<tr>
<td>Business C2BU C3BU</td>
<td>Business</td>
<td>Career and Enterprise GTCAE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts Digital Photography C2VA C3VA</td>
<td></td>
<td>Children Family Community GTCFC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Fashion Design Technology C2AFDT</td>
<td></td>
<td>Dance GTDAN</td>
<td>Dance ATDAN</td>
<td></td>
</tr>
<tr>
<td>Japanese C2JAP</td>
<td></td>
<td>Design GTDEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama GTDRA</td>
<td>Drama ATDRA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering Studies GTEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essential English GTENG</td>
<td></td>
<td>English ATENG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English as an Additional Language/Dialect GTEDL</td>
<td>English as an Additional Language/Dialect ATELĐ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Science and Technology GTFSTH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geography ATGEO</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Studies GTHEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human Biology ATHBY</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated Science GTISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Design &amp; Technology Metal/Wood GTMDTM/W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics FT/PTMAT</td>
<td>Mathematics Essential GTMAE</td>
<td>Mathematics Applications ATMAA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Methods ATMAM</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics Specialist ATMAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Production and Analysis GTMPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Production and Analysis ATMPA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music C2MUS C3MUS (ATAR)</td>
<td>Creative Industries</td>
<td>Physical Education Studies GTPES</td>
<td>Music ATMUS</td>
<td></td>
</tr>
<tr>
<td>S&amp;R Outdoor C3S&amp;R C2OR</td>
<td>Sport and Recreation</td>
<td></td>
<td>Physics ATPHY</td>
<td></td>
</tr>
<tr>
<td>S&amp;R Sports Coaching C3//2S&amp;R</td>
<td></td>
<td>Visual Arts GTVAR</td>
<td>Visual Arts ATVAR</td>
<td></td>
</tr>
</tbody>
</table>
The Arts

Dance: ATAR, General
Drama: ATAR, General
Media Production and Analysis: ATAR, General
Music: ATAR, Certificate 2/3
Visual Arts: ATAR, General

DANCE: DAN

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 ATDAN

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.

Cost: approx.: $30 per unit $60 pa

Dance General GTDAN

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.

Cost: approx.: $30 per unit $60 pa

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 ATDRA**

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.

Cost: approx.: $40 per unit $80 pa

**Drama General GTDRA**

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 and design 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.

Cost: approx.: $40 per unit $80 pa
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 ATMPA**

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.

Cost: approx.: $30 per unit $60 pa

**Media Production and Analysis General GTMPA**

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.

Cost: approx.: $30 per unit $60 pa
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 artist 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 ATMUS
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.

Cost: approx.: $50 per unit $100 pa

Music Students should also be able to complete the Certificate 3 in Music.

Music General See Certificate 2 Music
It is recommended that students attend an interview with the Music teachers before selecting Music regarding Instrument choices, lesson attendance and expectations.

Cost: approx.: $45 per unit $90 pa
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 ATMUS

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.

Cost: approx.: $80 per unit $160 pa

Visual Arts General GTMUS

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.

Cost: approx.: $80 per unit $160 pa
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 ETENG**
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.

Cost: approx.: $40 per unit $80 pa

**English General GTENG**
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.

Cost: approx.: $40 per unit $80 pa

**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.

Cost: approx.: $40 per unit $80 pa
English Preliminary: for Learning Centre students PTENG

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.

Cost: approx.: $35 per unit $70 pa
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 (SAE) 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 ATEL D

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 ATAR course develops academic English skills to prepare students for tertiary study.

English as an Additional Language/Dialect General GTENG

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.

Cost: approx.: $40 per unit $80 pa

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
Certificates in Sport & Recreation 2/3

PHYSICAL EDUCATION: PES

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. GTPES
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.
Cost: approx.: $25 per unit $50 pa

HEALTH STUDIES: HEA

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 GTHEA
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.
Cost: approx.: $25 per unit $50 pa
Career and Enterprise General: GTCAE

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 2 units:
- Unit 3 – Securing and Maintaining Work through Self-Management
- Unit 4 – Career Management and Workplaces in a Changing World

Cost: approx.: $25 per unit $50 pa

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.

ADWL Cost: approx.: $90 per annum
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 GTGEO

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 2 units:

- Unit 3 – Global Environmental Change
- Unit 4 – Planning Sustainable Places

Cost: approx.: $30 per unit $70 pa
Modern History ATAR GTHIM

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 formulate and support their own interpretations; and communicate their findings in a variety of ways.

The Modern History ATAR course is divided into 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 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

Cost: approx.: $30 per unit $70 pa

Certificates 2/3 in Business: see the section on Certificates.
Japanese: Second Language:
Certificate 2 in Applied Languages: Japanese

**JAPANESE - Second Language**

*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- (Certificate 2 Applied Languages)**

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.

Cost: approx.: $60 per annum
Mathematics

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: MAS ATMAS
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.
Specialist students must study Mathematics Methods as well.
Cost: approx.: $25 per unit $50 pa

Mathematics Methods ATAR: MAM ATMAM
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.
Cost: approx.: $25 per unit $50 pa
**Mathematics Applications ATAR: MAA ATMAA**

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.  
**Cost:** approx.: $25 per unit $50 pa

**Mathematics Essential General: MAE GTMAE**

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.  
**Cost:** approx.: $25 per unit $50 pa

**Mathematics Foundation: MAT**

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 PTMAT**

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.  
**Cost:** approx.: $20 per unit $40 pa


**Science**

Chemistry: ATAR  
Human Biology: ATAR  
Integrated Science: General  
Physics: ATAR

---

**CHEMISTRY: CHE**

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 ATCHE**

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 examine 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 specialized 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.

Cost: approx.: $30 per unit $60 pa
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 ATHBY
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.
Cost: approx.: $30 per unit $60 pa
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 GTISC

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.
Cost: approx.: $35 per unit $70 pa
Physics ATAR ATPHY

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.

Cost: approx.: $25 per unit $50 pa
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 ATAIT

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.

Cost: approx.: $25 per unit $50 pa
Children Family & Community Living Independently provides opportunities for students to develop an understanding of the factors that impact on the ability of individuals and families to develop skills and lead healthy lives. It provides them with the skills for further study at TAFE or tertiary entry and then to a career in the industry or simply to be able to live healthy lives.

Children, Family & Community: GENERAL: GTCFC

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways.

Cost: Approx...$25 per unit $50 pa.

DESIGN – Technical Graphics: DEST

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 GTDEST

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.

Cost: approx. $70 per unit $140pa
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 GTFST**

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.

Cost: approx.: $105 per unit $210 pa
Certificate II Applied Fashion Design and Technology C2AFDT

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. **This is a two year course**.

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.

**Competencies** similar to those listed below will be included.

<table>
<thead>
<tr>
<th>Use a sewing machine</th>
<th>Participate in environmentally sustainable work practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify fibres and fabrics</td>
<td>Sew components</td>
</tr>
<tr>
<td>Design and produce a simple garment</td>
<td>Modify patterns to create basic styles</td>
</tr>
<tr>
<td>Identify design process for fashion designs</td>
<td>Operate computing technology in a textiles, clothing &amp; footwear workplace</td>
</tr>
<tr>
<td>Follow defined OH&amp;S policies and procedures</td>
<td></td>
</tr>
<tr>
<td>Draw and interpret a basic sketch</td>
<td></td>
</tr>
<tr>
<td>Apply quality standards</td>
<td></td>
</tr>
</tbody>
</table>

For more details contact Ms Aston, in T&E Home Economics.
Cost: approx.: $140 per annum

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. This is a 2 year course.

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.

Competencies similar to those below are included:

- Conduct basic oral communication for social purposes in Japanese
- Conduct basic workplace oral communication in Japanese
- Read and write basic documents for social purposes in Japanese
- Read and write basic workplace documents in Japanese.

Cost: approx.: $60 per annum


The Certificate II in Applied Language will be offered to students in Year 12 who have completed Certificate 2 in Japanese.
Certificate II/ III Business C2BUS C3BUS

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.
Graduates will gain the skills and knowledge to undertake entry level administrative roles such as Receptionist, Administrative Assistant, Clerical Officer and the skills will be useful if you are working in a Small Business.
In Year 12 students will have the opportunity to complete the Certificate 3 when the Certificate 2 has been completed. The competencies to be mastered are listed below.

<table>
<thead>
<tr>
<th>Certificate II</th>
<th>Certificate III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to health and safety of self and others</td>
<td>Maintain business resources</td>
</tr>
<tr>
<td>Work effectively in a business environment</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>Work effectively with others.</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>Produce simple word processed document</td>
<td>Work effectively with diversity</td>
</tr>
<tr>
<td>Create and use spreadsheets</td>
<td>Design &amp; produce business documents</td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices.</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td>Create electronic presentations</td>
<td>Promote innovation in a team environment</td>
</tr>
<tr>
<td>Work Effectively with diversity</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>Organise and complete daily work activities</td>
<td>Design and produce text documents</td>
</tr>
<tr>
<td>Communicate in the Workplace</td>
<td>Recommend products and services</td>
</tr>
<tr>
<td>Use business technology</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
</tr>
<tr>
<td>Communicate electronically</td>
<td>Write simple documents</td>
</tr>
</tbody>
</table>

Cost: approx.: $75 per annum
Certificate II Information, Digital Media & Technology C2IT

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. This is a 2 year course.
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.
Units of competency similar to those below need to be mastered.

<table>
<thead>
<tr>
<th>Description of Competency</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to the health and safety of self and others</td>
<td></td>
</tr>
<tr>
<td>Access and use the internet</td>
<td></td>
</tr>
<tr>
<td>Operate a digital media technology package</td>
<td></td>
</tr>
<tr>
<td>Operate application software packages</td>
<td></td>
</tr>
<tr>
<td>Interact with ICT clients</td>
<td></td>
</tr>
<tr>
<td>Use computer operating system and hardware</td>
<td></td>
</tr>
<tr>
<td>Work and communicate effectively in an ICT environment</td>
<td></td>
</tr>
<tr>
<td>Capture a digital image</td>
<td></td>
</tr>
<tr>
<td>Use social media tools for collaboration and engagement</td>
<td></td>
</tr>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>Maintain interactive content</td>
<td></td>
</tr>
<tr>
<td>Detect and protect from spam and destructive software</td>
<td></td>
</tr>
<tr>
<td>Integrate commercial computing packages</td>
<td></td>
</tr>
<tr>
<td>Connect hardware peripherals</td>
<td></td>
</tr>
</tbody>
</table>

Cost: approx.: $45 per annum
Certificate II Music C2MUS

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 are listed below. Whilst students need an active interest in Music and some knowledge they do not need an extensive background in Music to complete the course. For details see Mr McPherson

Certificate II students should have the opportunity to complete this course as a VETis Program in Creative Industries if they gain and can complete work placements within the Music Industry. If this is completed, students would then gain C grade equivalents for the course. In order to have this opportunity students also should choose the Endorsed Program for Workplace Learning, ADWL.

Qualification pathways
This certificate is for students with limited or no vocational experience and without a relevant lower level music qualification. Competencies will be completed within a Music Industry context.

- Develop and apply creative arts industry knowledge.
- Play or sing simple musical pieces.
- Develop ensemble skills for playing or singing music.
- Play music from simple written notation.

Cost: approx.: $45 per annum

Certificate III Music C3MUS

ATAR Music students with an Instrumental Music background in Lower School will have the opportunity to complete a Certificate III in Music in conjunction with the ATAR Music course.

Qualification Pathways.
Competencies such as those listed below will need to be mastered for completion of the Certificate.

- Work effectively in the music industry
  - Make a music demo
  - Perform music as a soloist
  - Notate music
  - Develop ensemble skills for playing or singing music
  - Prepare for performances

Cost: approx.: $60 per annum
Certificate II / III Sport and Recreation – Outdoor Focus C2/C3S&R OR

**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 are 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 2 & 3 Sport and Recreation (Outdoor Focus) 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
- Surf Rescue
- Snorkelling
- Bushwalking
- Mountain Biking
- Climbing
- Abseiling
- 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... ....

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

**Charges:**
- Course $155.00
- Camps approx. $140.00 per camp

<table>
<thead>
<tr>
<th>COMPETENCIES include;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use social media tools for collaboration &amp; engagement</td>
</tr>
<tr>
<td>Provide First Aid</td>
</tr>
<tr>
<td>Respond to emergency situations</td>
</tr>
<tr>
<td>Demonstrate surf survival and self-rescue skills</td>
</tr>
<tr>
<td>Demonstrate basic surfing manoeuvres in controlled situations</td>
</tr>
<tr>
<td>Demonstrate snorkeling activities</td>
</tr>
<tr>
<td>Minimise environmental impact</td>
</tr>
<tr>
<td>Demonstrate basic off-road cycling skills</td>
</tr>
<tr>
<td>Demonstrate basic cycling skills</td>
</tr>
<tr>
<td>Use and maintain temporary or overnight site</td>
</tr>
<tr>
<td>Demonstrate navigation skills in a controlled environment</td>
</tr>
<tr>
<td>Follow Health and Safety policies</td>
</tr>
<tr>
<td>Assist in conducting outdoor recreation sessions</td>
</tr>
</tbody>
</table>

**Certificate III - Sport and Recreation (Outdoor Focus)**

| Develop and extend critical and creative thinking skills |
| Plan and conduct sport and recreations sessions |
| Organise personal work priorities and development |
| Provide customer service |
| Respond to emergency situations |
| Undertake risk analysis of activities |
| Follow Work and Health and Safety Policies |
| Manage Conflict |
| Assist in conducting outdoor rec activities |
| Demonstrate surf survival and self-rescue skills |
| Demonstrate basic surfing manoeuvres in controlled conditions |
| Demonstrate bush walking skills in a controlled environment |
| Perform basic water rescues |
| Work effectively in an S&R environment |
| Demonstrate abseiling skills on artificial surfaces |
| Safeguard an abseiler using a single rope belay system |
Certificate II/ III Sport and Recreation – Sports Coaching C2/3S&R SC

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, soccer, netball, AFL and volleyball.
- Basketball coaching.
- Tennis/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.

Competencies as listed below need to be mastered.

Certificate II Sport and Recreation
Organise and complete daily work activities
Provide equipment for activities
Maintain equipment for activities
Provide quality service
Work effectively in sport, fitness and recreation environment
Provide First Aid
Respond to emergency situations
Maintain sport, fitness and recreation industry knowledge
Participate in Work and Health and Safety

Certificate III Sport and Recreation
Develop and extend critical and creative thinking skills
Organise personal work priorities and development
Provide First Aid
Use social media tools for collaboration and engagement
Plan and conduct sport and recreation sessions
Provide customer service
Respond to emergency situations
Undertake risk analysis of activities
Follow Work and Health and Safety policies
Manage Conflict
Teach the intermediate skills of volleyball
Teach the intermediate tactics and strategies of volleyball
Interpret and apply the rules and regulations of tennis
Project the intermediate skills of Australian football

Cost: approx.: $85 per annum
**Certificate II Visual Arts (Photography) C2VC**

**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. **This is a 2 year course.**

**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.

Units of competency similar to those below will comprise the skills to be gained.

<table>
<thead>
<tr>
<th>Make simple creative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>Use basic drawing techniques</td>
</tr>
<tr>
<td>Source and use information relevant to own arts practice</td>
</tr>
<tr>
<td>Capture photographic images</td>
</tr>
<tr>
<td>Develop digital imaging skills</td>
</tr>
<tr>
<td>Capture a digital image</td>
</tr>
<tr>
<td>Edit a digital image</td>
</tr>
<tr>
<td>Organise and complete daily work activities</td>
</tr>
</tbody>
</table>

**Charges** -The course will attract a charge of $150 per year.

**Certificate III Visual Arts (Photography):**
Students who pre-qualify in Year 11 may be offered the opportunity to complete Certificate 3.
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/

VET Industry Specific (VETis) May be offered.

Business Services: 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
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.

Sport and Recreation: VETis
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.


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 /or TAFE (Training WA).

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

<table>
<thead>
<tr>
<th></th>
<th>Year 12</th>
<th>See Main Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>GTENG/ FTENG</td>
<td></td>
</tr>
<tr>
<td>Mathematics Essential</td>
<td>GTMAE/FTMAE</td>
<td></td>
</tr>
<tr>
<td>Health Studies</td>
<td>GTHES/FTHPO</td>
<td></td>
</tr>
<tr>
<td>Workplace Learning</td>
<td>ADWL 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>Certificate III Business/ C2 Skills for Work &amp; Vocational Pathways</td>
<td></td>
</tr>
</tbody>
</table>

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

**Preliminary courses** offered will include:
- English PTENG
- Mathematics PTMAE
- And possibly;
- Career and Enterprise

Endorsed Program; **Workplace Learning: ADWL**

In addition students have access to one or more of the following nationally recognised vocational education and training qualifications:
- Certificate II Skills for Work and Vocational Pathways
- Certificate I Business

To assist in the transition to work and post school pathways, each student in the Learning Centre should have had an **Individualised Educational Learning Plan** negotiated in a meeting/s with the teacher Mr Busing, parents and in conjunction with the student’s individual needs.

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

For further details please contact the Learning Centre Teacher **Ms Lynn De Giosa** or the Learning Support Coordinator **Ms Anita O’Brien**.
Appendix 1 – 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.

Table 1: VET credit transfer and unit equivalence for completed Certificates

<table>
<thead>
<tr>
<th>Completed qualification</th>
<th>Total Equivalents</th>
<th>Year 11 Credit allocation (Unit equivalents)</th>
<th>Year 12 Credit allocation (Unit equivalents)</th>
<th>Satisfies the minimum VET qualification requirement for WACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I¹</td>
<td>2 units</td>
<td>2</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>Certificate II²</td>
<td>4 units</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Certificate III or higher – Partial</td>
<td>4 units</td>
<td>2</td>
<td>2</td>
<td>Yes</td>
</tr>
<tr>
<td>Certificate III or higher – Full</td>
<td>6 units</td>
<td>2</td>
<td>4</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix 2 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 www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms.

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 www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms.

You should discuss your enrolment options with your year coordinator.
Appendix 3 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 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.
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.
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>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td></td>
<td></td>
<td>Cert IV+</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td></td>
<td></td>
<td>Cert III</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></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</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 4 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.

SCALING

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 (Please click on the link 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 (click on the link below to see an explanation under Unacceptable Course Combinations).
• 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.