

# Curriculum Handbook 2016



**Year 11**

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## OTHER CONTACTS

School Curriculum and Standards Authority

<http://www.scsa.wa.edu.au>

Tertiary Institutions Service Centre

<http://www.tisc.edu.au>

**Please do not hesitate to contact College staff members if you require any assistance.**

# Foreword

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Dear Student

Whether you're aiming to start work straight after secondary school or undertake further studies, this handbook will help you decide which Year 11 and 12 study options best match your interests, skills, needs and learning levels.

You can choose from one or more of the following pathways to achieve your goals:

- Australian Tertiary Admission Rank (ATAR) subjects are designed for students seeking admission to university
- General course units are designed for students aiming to undertake further training or enter the workforce directly from school
- Vocational Education and Training is designed for those seeking to gain job-related knowledge, skills and experience
- Foundation course units are for students who need additional support to demonstrate the minimum standards for reading, writing and numeracy
- Preliminary course units are for students who need modification of the curriculum to meet special needs.

No matter what you decide to do after Year 12, it's essential to meet the minimum standards in reading, writing and numeracy. By meeting these standards, you will significantly increase your prospects of gaining employment or further training. You will also need to meet these standards to get into university. Support is available through Foundation courses in Year 11 and 12 if you haven't met the minimum standards. Please talk to your teacher or career counselor for more information.

While this Handbook lists a wide range of units available throughout Western Australia, it is important to understand that availability differs from school to school due to varying resources. Please talk to your school about how it can best meet your requirements and interests.

I encourage you to carefully read information in this handbook and discuss it with your parents or carers. I also urge you to talk to your teachers or school careers counselor about any questions that may arise from this booklet.

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

ALLAN BLAGAICH  
CHIEF EXECUTIVE OFFICER  
SCHOOL CURRICULUM AND STANDARDS AUTHORITY  
May 2015

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# Western Australian Certificate of Education

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This section is relevant to all students seeking to achieve the WACE in 2017.

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

## The WACE requirements

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

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

### General requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units or equivalents as described below
- complete at least four Year 12 ATAR courses (excluding unacceptable combinations) or complete\* a Certificate II (or higher) VET qualification. Note: the partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

### Breadth and depth

#### Students must:

- complete a minimum of 20 units or the equivalent. This requirement must include at least:
  - a minimum of ten Year 12 units or the equivalent
  - two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course
  - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

### Achievement standard

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

### Unit equivalence

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

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

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

There are five types of courses developed by the Authority (see Appendix 1 for a list of courses).

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

**Table 1: Types of courses developed by the Authority**

	<b>Courses</b>	<b>General features</b>
1	Australian Tertiary Admission Rank (ATAR) courses	ATAR course units are for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2	General courses	General course units are for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority.
3	Foundation courses	Foundation course units are for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4	Vocational Education and Training (VET) Industry specific courses	Vocational Education and Training industry specific courses are for students who are aiming to enter further training or the workforce directly from school. VET Industry Specific courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.
5	Preliminary course units	Preliminary course units are for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

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

**Table 2: Types of programs developed by the Authority**

	<b>Programs</b>	<b>General features</b>
1	VET programs	VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.

2	Endorsed programs	These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.
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In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. Appendix 2 provides a summary of each course.

### **Achievement of a WACE**

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

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

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

You are able to select across a range of courses at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses. The rank is used by universities as a selection mechanism. More information about the ATAR is available at the TISC website at <http://www.tisc.edu.au/>.

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

ATAR, General and Foundation courses are offered at two year levels – Year 11, comprising Units 1 and 2, and Year 12, comprising Units 3 and 4. The different certificates (I, II and III) available through VET industry specific courses are packaged as two or four units.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 early in the year after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VET industry specific course does not achieve course unit credits.

Appendix 4 provides answers to some frequently asked questions.

### **The Western Australian Statement of Student Achievement**

A Western Australian Statement of Student Achievement is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

### **Literacy and numeracy**

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 units from an English course and a pair of Year 12 units from an English course.

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 demonstrated Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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

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

## Vocational Education and Training

VET is nationally recognised and enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II VET qualification or higher to achieve your WACE.

You can begin training for your career while still at school by undertaking one or more VET qualifications in the industry areas that interest you. Among the range of VET qualifications on offer are school-based apprenticeships and traineeships which also require an on the job workplace component.

As with WACE courses, VET qualifications on offer do vary between schools. You should discuss these options with your careers counsellor.

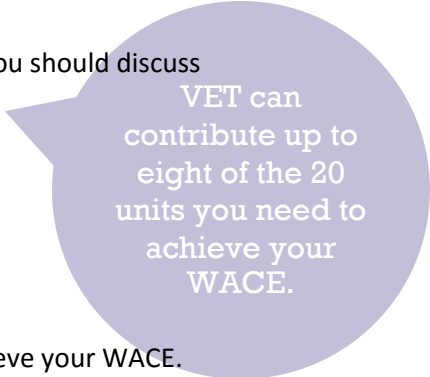
### How it all works

VET\* can contribute towards your WACE in two ways:

- as unit equivalence which is referred to as VET credit transfer
- as course unit credit through a VET industry specific course

VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE.

\* For more information on how VET contributes towards your WACE visit the Authority's VET page at [http://www.scsa.wa.edu.au/internet/Senior\\_Secondary/Vocational\\_Education\\_and\\_Training](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Vocational_Education_and_Training)



VET can contribute up to eight of the 20 units you need to achieve your WACE.



A VET industry specific course includes a full AQF qualification, mandatory workplace learning and may contribute to the Certificate II requirement. There are a broad range of qualifications to choose from across the 10 VET industry specific courses available. VET industry specific courses count towards your WACE as course unit credit, which allows more VET to be included into your secondary education program and have it contribute towards your WACE.

### 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 list of endorsed programs is available on the Authority website.

You should discuss endorsed programs opportunities with your careers counsellor.

### 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, VET industry specific courses, Foundation courses, VET qualifications, or endorsed programs to meet this requirement. Preliminary courses cannot be used for this requirement.

There are limits to the number of VET qualifications (not VET industry specific) 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 qualifications and endorsed programs but a maximum of four units from endorsed programs.

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

**Table 3: Examples of study options**

Student	Courses studied (with minimum C grade achievement)	Eligibility for WACE certification	Eligibility for ATAR
<b>A</b>	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes*
<b>B</b>	four Year 11 ATAR courses two Year 11 General courses or Foundation courses four Year 12 ATAR courses two Year 12 General courses or Foundation courses	Yes (24 units, 12 Year 12)	Yes*
<b>C</b>	four Year 11 ATAR courses two Year 11 General courses or Foundation courses two Year 12 ATAR courses four Year 12 General courses or Foundation courses	No (24 units, 12 Year 12) but no Cert II	No

<b>D</b>	Year 11 ATAR courses two Year 11 General courses or Foundation courses one Year 12 ATAR course two Year 12 General courses or Foundation courses VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 (24 units, 10 Year 12)	Yes (24 units, 10 Year 12)	No
<b>E</b>	four Year 11 General courses or Foundation courses VET Cert I four Year 12 General courses or Foundation courses VET Cert II	Yes (22 units, 10 Year 12)	No
<b>F</b>	four Year 11 General courses or Foundation courses one Year 11 General VET industry specific* three Year 12 General courses or Foundation courses one Year 12 General VET industry specific* Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12)	No
<b>G</b>	three Year 11 General or Foundation courses Certificate I – attributed to Year 11 (two unit equivalents) four Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (22 units, 12 Year 12)	No
<b>H</b>	three Year 11 General or Foundation courses VET Certificate I – attributed to Year 11 (two unit equivalents) three Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12)	No
<b>I</b>	four Year 11 General or Foundation courses four Year 12 General or Foundation courses VET Certificate III – attributed to Year 11 (two unit equivalents) and Year 12 (four unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 11	Yes (24 units, 12 Year 12)	No

\* Note: excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website)

# Enrolments

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This section is relevant to all students.

Your school will enrol you in your selected WACE units, Preliminary 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 after OLNA testing, not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation courses: the 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 after OLNA testing, not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation courses: the 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, General or Foundation 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 in a WACE language

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), you will need to complete an application for permission to enrol.

Enrolment criteria considerations include education, residency and time spent in the country where that language is spoken and use of that language outside the classroom. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application, stating the deadlines for submission, is available on the Authority website at [www.scsa.wa.edu.au/internet/Events\\_and\\_Forms/Application\\_Order\\_Forms](http://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](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). You should discuss your enrolment options with your year coordinator.

## School Assessment

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*This section is relevant to all students.*

### Grades and school marks

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

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations. These tables and the weighting for each are shown on the assessment outline for the pair of units which is developed by the school and provided to all students.

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

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR, General or Foundation course you complete. Marks are not reported for Preliminary courses.

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

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

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents. An endorsed program is allocated unit equivalence on the basis of 'average learning time.'

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

### Adjustment of grades and school marks

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

Grades assigned by your school are based on the Authority's grade descriptions for each course at both Year 11 and Year 12. 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

An externally set task (EST) is a common task that all students enrolled in a General or 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. The EST is marked by your teacher using a marking key provided by the Authority.

## Authenticity of work

All work that you submit for school assessment must be your own work. Any material that is included in your work that is not your own must be acknowledged appropriately.

Any activity that enables a student to gain an unfair advantage over other students in a school assessment task will be penalised in accordance with the school's assessment policy. Unacceptable activities include but are not limited to:

- copying someone's work in part or in whole and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person such as a parent, tutor or subject expert has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (oral, performance, production, portfolio submission) 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 them to have an unfair advantage over other students.

### Did you know?

All work submitted for assessment must be your own. If it is not, penalties apply.

## Review of school assessments

The school must inform you in writing of your grade and school mark 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

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

## ATAR examinations

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

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at [http://www.scsa.wa.edu.au/Senior\\_Secondary/Courses/WACE\\_Courses](http://www.scsa.wa.edu.au/Senior_Secondary/Courses/WACE_Courses). Follow the links to courses for Year 11s in 2015.

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](http://www.tisc.edu.au).

## Special examination arrangements

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



If you are applying for university admission, you should check that your course selections meet the entry requirements.

## Certification

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This section is relevant to all students. It provides information regarding the reporting of results in Year 12.

### Folio of achievement

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

- WACE
- WASSA
- ATAR course report
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 4).

### 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).

### 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
- state-wide distribution of combined scores in that course
- the number of candidates for that examination. 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). 

\* 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. \*\* Private candidates will receive a letter from the Authority notifying them of their ATAR course examination mark. \*\*\* A course that has a practical examination component will have the written and practical marks reported separately.



## Exhibitions and Awards

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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](http://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 subject 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 subject exhibitions and certificates of excellence).

Special general awards, special subject 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.

### **Subject exhibitions (ATAR courses)**

A subject 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 subject 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 ATAR course examination for that course.

### **Special subject awards (ATAR courses)**

A special subject award may be presented to a candidate not eligible for a subject exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a subject 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 VET industry specific courses or other VET qualifications.

## 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. 

**Table 4: Training package industry areas in which certificates of excellence may be granted**

Industry area*	Training package code
Automotive	AUR
Business Services	BSB
Community Services	CHC
Construction	CPC (or WA equivalent accredited courses)
Engineering	MEM
Health	HLT
Information and Communications	ICA
Music	CUS

Rural Production	AHC
Screen and Media	CUF
Sport and Recreation	SIS
Tourism, Hospitality and Events	SIT
Visual Arts, Craft and Design	CUV

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

**Table 5: Guide to the allocation of points for the certificates of merit and distinction**

Points (per unit)	ATAR courses	General courses	Foundation courses	VET qualifications	Points (per unit)
10	A				10
9	B			Cert IV+ Replaces two Year 11 and four Year 12 units	9
8		A		Cert III Replaces two Year 11 and four Year 12 units	8
7		B			7
6				Cert II Replaces two Year 11 and two Year 12 units	6

# Appendices

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## Appendix 1: Courses offered at St Mary's College

School assessment only					ATAR courses 50% external examination, 50% school assessment
VET Industry Specific	Preliminary courses	Foundation (moderated with externally set task)	General (moderated with externally set task)		
1				Aboriginal and Intercultural studies	
2			Career and Enterprise	Career and Enterprise	
3					Chemistry
4	Dance			Dance	Dance*
5				Design: Photography	
6				Drama	Drama*
7		English	English	English	English
8		Food Science and Technology		Food Science and Technology	Food Science and Technology
9		Health Studies and Physical Education	Health Studies, Physical and Outdoor Education		
10	Hospitality				
11					Human Biology
12				Integrated Science	
13	Visual Arts (Wood & Furniture)	Materials Design and Technology: Wood		Materials Design and Technology: Wood	Materials Design and Technology*: Wood
14		Mathematics	Mathematics	Mathematics Essential	Mathematics Methods
15					Mathematics Applications
16					Mathematics Specialist
17				Modern History	Modern History
18				Music: Contemporary	Music*: Contemporary
19				Outdoor Education	
20				Physical Education Studies	Physical Education Studies*
21					Physics
22				Politics and Law	

\* Courses with a written and practical examination.

School assessment only				ATAR courses 50% external examination, 50% school assessment
VET Industry Specific	Preliminary courses	Foundation (moderated with externally set task)	General (moderated with externally set task)	
23			Religion and Life	Religion and Life
24	Visual Arts	Visual Arts	Visual Arts	Visual Arts*

## Appendix 2: Summary of courses

### The Arts

**Dance:** ATAR, General

**Drama:** ATAR, General

**Music:** ATAR, General

**Visual Arts:** ATAR, General

#### Dance ATAR

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – 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.

#### Dance GENERAL

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

#### Drama ATAR

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

#### Drama GENERAL

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students’ work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and



sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and team work.

### **Music ATAR**

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

### **Music GENERAL**

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

### **Visual Arts ATAR**

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

**THIS COURSE INVOLVES THE EXHIBITION OF ARTWORKS.**

## Visual Arts GENERAL

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

**THIS COURSE INVOLVES THE EXHIBITION OF ARTWORKS.**

## English

**English:** ATAR, General, Foundation

### English ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

### English GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

### English FOUNDATION

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

## Health and Physical Education

**Health, Physical and Outdoor Education:** Foundation

**Outdoor Education:** General

**Physical Education Studies:** ATAR, General

### Health, Physical and Outdoor Education FOUNDATION

The course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. This course is for students who have not demonstrated the numeracy standard in the OLNA. Through the development of health literacy, students are better equipped to make appropriate and well informed health related decisions and to develop knowledge, understanding and skills which support them to make a positive contribution to the health and wellbeing of themselves and others.

Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan. The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

### Outdoor Education GENERAL

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

### Physical Education Studies ATAR

**Pre-requisite/s:** Achieved a C grade in English.

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

Students must be prepared to be changed and involved in all practical sessions. A satisfactory literacy standard will be necessary to meet the written demands of this subject. Students will need to be prepared to dedicate significant amounts of outside school time toward completion of tasks, revision and general study of theoretical concepts, as well as practising skills for their practical component. The theory component of this course accounts for 70% of the result and the practical 30%.

## Physical Education Studies GENERAL

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

Students must be prepared to be changed and involved in all practical sessions. A satisfactory literacy standard will be necessary to meet the written demands of this subject. Students will need to be prepared to dedicate significant amounts of outside school time toward completion of tasks, revision and general study of theoretical concepts, as well as practising skills for their practical component. The theory and practical components both contribute 50% to the overall result in this course.

## Humanities and Social Science

**Aboriginal and Intercultural Studies:** General

**Career and Enterprise:** General, Foundation

**Modern History:** ATAR, General

**Politics and Law:** General

**Religion and Life:** ATAR, General

## Aboriginal and Intercultural Studies GENERAL

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society and as such are a focus of this course. In Year 11, students explore the concept of leadership through the arts, sports and the struggle for civil rights in Australia and in other countries. Students also investigate how culture is expressed through the arts and how this cultural expression has changed over time. In Year 12, students investigate the relationship of First Nations peoples with the environment, and cultural interaction and resilience.

## Career and Enterprise GENERAL

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

## Career and Enterprise FOUNDATION

Career education involves learning to manage and take responsibility for personal career development. This course is for students who have not demonstrated the literacy standard in the OLNA. The Career and Enterprise Foundation course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

## Modern History ATAR

**Pre-requisite/s:** High B or above in English and a B or above in S&E.

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

## Modern History GENERAL

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

## Politics and Law GENERAL

The Politics and Law General course provides an examination of the processes of decision making concerning society's collective future. It aims to develop an understanding of the principles, structures, institutions and processes of Australia's political and legal system and the complexities of government, making comparisons with alternative political and legal systems.

## Religion and life ATAR

**Pre-requisite:** grade of A or B in Year 10

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

## Religion and Life GENERAL

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyse the role religion plays in human affairs and to explore issues of concern to religion.

## Mathematics

**Mathematics Methods:** ATAR

**Mathematics Specialist:** ATAR

**Mathematics Applications:** ATAR

**Mathematics Essential:** General

**Mathematics:** Foundation

The five mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

If students have not yet achieved the required standard for achievement of the WACE in Mathematics, it will be necessary for them to undertake a Mathematics course.

### Mathematics Methods ATAR

**Pre-requisite:** A grade in 10.1 Mathematics

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

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

### Mathematics Specialist ATAR

**Prerequisite:** A grade in 10.1 Mathematics

#### **This unit must be studied with Mathematics Methods**

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.

### **Mathematics Applications ATAR**

**Pre-requisite:** C grade in 10.1 Mathematics

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

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

### **Mathematics Essential GENERAL**

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

### **Mathematics FOUNDATION**

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

## **Science**

**Chemistry:** ATAR

**Human Biology:** ATAR

**Integrated Science:** General

**Physics:** ATAR

### **Chemistry ATAR**

**Pre-requisites:** Achieved a B (65%) for Extension Science at Year 10 level and at least a C grade in General English and B or above in 10.1 Mathematics.

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource

management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

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

### Human Biology ATAR

**Pre-requisites:** Achieved a mid C (55%) for Extension Science at Year 10 and at least a C grade in General English.

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.

### Integrated Science GENERAL

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

### Physics ATAR

**Pre-requisites:** Achieved an A (75% and above) for Extension Science at Year 10 level and a C in General English and a B grade (65% and above) 10.1 Mathematics.

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.



## Technologies

**Design:** General

**Food Science and Technology:** General

**Materials Design and Technology:** ATAR, General

### Design: Photography GENERAL

In the Design General course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students will focus on the photography context. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways.

### Food Science and Technology GENERAL

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

### Materials Design and Technology: Wood ATAR

Materials Design and Technology ATAR is a practical course where students will work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas. They develop a clear understanding of the elements and fundamentals of design, and apply a learned design process to successfully develop a product. Students apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

### Materials Design and Technology: Wood GENERAL

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

## **VET Industry Specific (VET Industry Specific)**

VET industry specific courses provide students with the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework (AQF) and to gain course unit credit towards the WACE.

These courses are based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II, and in some cases Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

VET industry specific courses are for students aiming to enter further training or the workforce straight from school.

A VET industry specific course contributes to your WACE as a course. It includes a full, nationally recognised AQF qualification and mandatory industry related workplace learning. VET industry specific courses enable you to count your VET as a WACE course and satisfy the Certificate II minimum requirement.

If you enrol in a VET industry specific course it means that you can undertake other VET qualifications and receive credit as VET credit transfer. This allows you to use more VET to make up your WACE program.

### **Course structure and completion requirements**

VET industry specific course units are packaged as two or four WACE course units, linked to a specified qualification with the full allocation of credit being awarded once you complete all of the course requirements. The duration of a VET industry specific course could be completed over one year or two years.

Because VET industry specific course units are paired in both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4), if you withdraw from a VET industry specific course after only one semester you will not receive any credit for those units. The Authority-developed Workplace Learning endorsed program is a mandatory co-requisite for a VET industry specific course. The number of unit equivalents required varies according to the qualification offered.

### **Course unit credit**

If you don't complete all the course requirements you may be eligible for some credit anyway. For a Certificate II or III VET industry specific course if you complete at least 110 nominal hours of the qualification and at least one workplace learning endorsed program you will receive Units 1 and 2 for that course. You may even be eligible for unit equivalence if you complete the qualification but have not been able to complete the mandatory workplace learning requirements. Ask your VET coordinator for more details.

Unlike other courses, receiving course unit credit for VET industry specific courses is reported as 'completed' and as having met 'the C standard' for each VET industry specific unit. The achievement descriptor 'completed' contributes in the same manner that a C grade or higher applies to all other WACE course units.

## Vet Courses offered by St Mary's College

### Dance: Certificate I (CUA10111)

This course is aimed at Year 11 students. Some of the units covered are also in the Certificate II course. The focus of this qualification applies to allow learners to develop basic skills and knowledge to prepare for work in the live performance industry or to further their dance education studies into Year 12. The range of dance techniques associated with this qualification is limited and previous dance experience is necessary. The course will develop a variety of aspects within nutrition, exercises and dance technique. The genres studied at this basic level are Jazz, Cultural, Ritual and Contemporary Dance.

### Dance: Certificate II (CUA20113)

This course is aimed at Year 11 /12 students and is delivered over two years. Some of the units are from the Certificate I course and some of the units are in the Certificate III course. The focus of this qualification is to provide a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the live performance industry. Students entering this qualification could be expected to demonstrate competence in at least one dance style at Certificate I level. Evidence of dance expertise may be reflected in grades achieved in different dance styles through dance societies that run examinations linked to certification levels.

### SIT10213 Certificate I in Hospitality - Back of house

This course can be delivered across one year and is aimed at Year 10/11 students. Some of the units are also in the Certificate II course. The focus of this qualification is to provide basic cooking skills for students. Students will work in a commercial kitchen and are required to participate in 6 service periods over a period of time.

### SIT20213 Certificate II in Hospitality - Front of House

This course is delivered across two years and is aimed at Year 11 and 12 students. Some of the units covered are also in the Certificate I course. The focus of this qualification is a waitperson in a cafe. Students are expected to participate in **12 service periods** over a period of time **in a training restaurant serving real customers.**

### CUV20111 Certificate II in Visual Arts: Art

This course is delivered across two years and is aimed at Year 11 and 12 students. The focus of this qualification can be drawing, painting, printmaking and ceramics. This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice.

### CUV20111 Certificate II in Visual Arts (Wood and Furniture)

This course is delivered across two years and is aimed at Year 11 and 12 students. The focus of this qualification is basic woodworking skills and creating an artistically designed piece of furniture.



## 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.

Further information about endorsed programs can be found at <http://wace1516.scsa.wa.edu.au/endorsed/>

### Appendix 3: WACE breadth-of-study list for the WACE in 2017

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

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Aboriginal and Intercultural Studies	Accounting and Finance
Aboriginal Languages of Western Australia	Animal Production Systems
Ancient History	Applied Information Technology
Arabic	Automotive Engineering and Technology
Business Management and Enterprise	Aviation
Career and Enterprise	Biological Sciences
Children, Family and the Community	Building and Construction
Chinese language courses	Chemistry
Dance	Computer Science
Drama	Design
Economics	Earth and Environmental Science
English	Engineering Studies
English as an Additional Language or Dialect	Food Science and Technology
French language courses	Health, Physical and Outdoor Education Foundation
Geography	Human Biological Science
German language courses	Integrated Science
Health Studies	Marine and Maritime Studies
Hebrew	Materials Design and Technology
Indonesian language courses	Mathematics
Italian	Mathematics: Specialist
Japanese language courses	Outdoor Education
Literature	Physical Education Studies
Malay language courses	Physics
Media Production and Analysis	Plant Production Systems
Modern Greek	Psychology
Modern History	
Music	
Philosophy and Ethics	
Politics and Law	
Religion and Life	
Visual Arts	

## Appendix 4: Frequently asked questions

Can I change from one study pathway to another or are they 'locked in'?

### Answer:

You can switch between course types. Your school will work with you to determine the enrolment that best meets your interests, aspirations and needs. There are points in the semester after which you should not change courses as it would be unlikely you could complete work. After Week 8 of Year 12 you cannot change

Will I be given credit for any ATAR course units or VET studies I've already completed?

### Answer:

Your school can choose for you to receive credit for any:

- VET unit of competency or VET qualification you've completed prior to Year 11, or
- WACE ATAR course units you've completed as a Year 10 student towards the WACE. Permission will be granted on the basis that studying WACE ATAR units is part of a longer-term program for students who are either gifted and talented, or accelerated language students.

In both cases, your principal needs to seek permission from the School Curriculum and Standards Authority.

Can I change my course selection once I've started studying?

### Answer:

You can change courses in Year 11 before the date published in the current year's edition of the WACE Activities Schedule (please refer to the Authority website). Your school will work with you to select courses that best meet your interests, aspirations and needs.

What is Vocational Education and Training?

### Answer:

Vocational Education and Training (VET) provides you with job-related knowledge and skills.

### What can I study as part of VET?

#### Answer:

You can undertake VET in a wide range of areas, including Automotive, Business Services, Community Services, Construction, Creative Industries, Engineering, Hospitality and Tourism, Information Technology, Primary Industries and Sport and Recreation.

### What can i do with a VET qualification gained through secondary school?

#### Answer:

VET gained through study at secondary school can provide you with training that offers direct entry into different occupations and industries.

Studying VET during secondary school can provide you with nationally-recognised qualifications. This means that they can be used anywhere in Australia to help you get entry-level jobs or advance you towards completion of a trade qualification.

### Why would I choose VET?

#### Answer:

For many students, VET is more directly relevant and meaningful to their future career aspirations. VET qualifications can give you a competitive advantage when applying:

- for jobs that support you while you're studying at a state training provider or university after school
- to study for higher VET qualifications after you've left school or
- for entry into University in some cases.

If you start your qualifications in the trade areas in Years 11 and 12, you can also get a head start on your peers who commence studying VET after they've left school. This means you can finish your apprenticeship earlier than someone who commences once they leave school.

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

**Answer:**

Yes. Schools are provided with a set of standard grade descriptions for each course that apply across Western Australia. Schools use these standards to measure student performance and award grades.

**Why do I need to meet the minimum literacy and numeracy standard?**

**Answer:**

To ensure students are well prepared for work and study after school, a minimum literacy and numeracy standard has been created for all Western Australian students leaving Year 12. Meeting this standard is valued by employers and post-school training providers.

This standard is required for students to:

- be eligible for a university admission rank (ATAR), and
- enrol in training and pre-apprenticeship courses.

**How can I demonstrate the minimum standard for literacy and numeracy?**

**Answer:**

In Year 9 you will have undertaken NAPLAN tests (including reading, writing and numeracy) to demonstrate your literacy and numeracy skills. If you were unable to meet the minimum standard for one or more of the tests, you must undertake an Online Literacy and Numeracy Assessment (OLNA) in Semester one of Year 10.

You will only need to demonstrate the minimum standard for those areas you did not meet in Year 9.

If you do not demonstrate the minimum standard in Semester 1, you will have up to five other opportunities before completing Year 12 (in March and September of each year).



**If I haven't demonstrated the literacy and numeracy requirements in Year 10, can I get support?**

**Answer:**

Yes. You can obtain different types of support:

- Year 10 teachers can help you identify specific skills and knowledge that you may require
- Foundation courses in Year 11 and 12 to develop your literacy, and numeracy capacity to the required standard. These courses focus on developing essential skills for life after school.

**Can I enrol in other courses while I'm studying Foundation courses?**

**Answer:**

Yes. 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.

**If I enrol in a Foundation course, can I 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 states the units they have achieved.

**What are my options if I don't meet the literacy and numeracy requirements by the end of Year 12?**

**Answer:**

You have a number of options:

- you can continue your study at a senior campus
- you can enrol in literacy and numeracy programs provided by State training providers, or
- in some instances, you can remain in your school for a further year of study.

## What if I don't achieve a WACE?

### **Answer:**

If you don't achieve a WACE, you can still study WACE units over multiple years. Credit from each WACE unit can contribute towards a certificate over a lifetime. The requirements may change over time. You will need to meet the minimum requirements that apply in your final year of study to achieve a WACE.

At the end of Year 12, all students get a WASSA that formally records everything you have done towards your WACE.

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

## WALARBA-BUGARRI

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### **FOLLOW THE DREAM: PARTNERSHIPS FOR SUCCESS PROGRAM**

In 2011, St Mary's College implemented the Follow the Dream: Partnerships for Success Program on the Secondary Campus. Nyamba Buru Yawuru named the program 'Walarba Bugarri', which is literally translated as 'Follow the Dream'.

The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program.

The program incorporates an enrichment centre which is open to provide academic support to the most capable aspiring Indigenous students. This support will potentially lift the academic standards across the whole school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring to assist them with their studies. Students are also given careers advice and each student on the program will be mentored to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program also includes cultural experiences and excursions to academic institutions. This includes two camps during the year: a Middle School Cultural Camp to Port Smith and an Upper School Year 10 -12 Camp to visit post-school educational institutions and workplace options in Perth.

The FTD/PFS program has been running successfully in many locations around Australia. Programs operate across 26 sites nationally, with over 1000 students enrolled in such programs. The programs are backed by research in the form of a five year longitudinal study, conducted by Edith Cowan University. The findings of this study outlined the successes in addressing student retention and academic performance in high school.

The program requires a strong commitment from the selected students. Students must

- have a minimum of 85% attendance,
- have a positive attitude to their work,
- complete all assignments and homework ,
- attend the enrichment centre regularly.

This program will further enhance the successes we are experiencing at St Mary's and we look forward to celebrating the wonderful results that I know will generate from the efforts of our students involved in this program.

Paul Woodbridge

Follow the Dream: Partnerships for Success Coordinator

# CLONTARF FOUNDATION

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## WEST KIMBERLEY FOOTBALL ASSOCIATION

Purpose and what we do

The Clontarf Foundation exists to improve the education, discipline, self esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.

Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school. But it is not a sporting program.

Each Clontarf Academy, formed in partnership with the local school, is focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.

Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to study of appropriate courses
- Embrace the Academy's requirements for behaviour and self discipline

# Wirrpanda Foundation

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## DEADLY SISTA GIRLZ PROGRAM

The Deadly Sista Girlz Program engages, inspires and empowers Aboriginal and Torres Strait Islander girls between 11-17 years.

We aim to connect with the girls as a friend, confidant, and a mentor to encourage the girls to become great role models in their community and achieve every success with their chosen career paths.

The Deadly Sista Girlz Program offers girls a stable environment in which they can discuss current and personal issues they may be facing and it allows the girls to trust and receive guidance in a safe environment.

Each girl has the opportunity to be personally mentored throughout the program and it is our goal to develop confidence and resilience so that they believe in themselves and the abilities to achieve success.

Deadly Sista Girlz addresses the issues of:

- Self esteem
- Identity
- Communication
- Women's health
- Drug and alcohol abuse
- Healthy nutrition
- Financial literacy

Aim:

The purpose of the Deadly Sista Girlz Program is to use our female role models to empower young Aboriginal and Torres Strait Islander girls to make informed decisions about their personal health and wellbeing to lead a positive and healthy lifestyle.

We want to give more opportunity to young Aboriginal and Torres Strait Islander girls to expand their thinking and dare to dream to be active members and leaders in their communities and create a brighter future for themselves, their families, their communities and the generations to come.



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