



Year 10

INFORMATION HANDBOOK - 2021

Abbreviations:

ATAR	Australian Tertiary Admission Ranking
OLNA	Online Literacy and Numeracy Assessment
SCSA	The School Curriculum and Standards Authority
the Authority	The School Curriculum and Standards Authority
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

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FOREWORD (Copied letter from the Executive Director - SCSA)

As a Year 10 student, you may have a clear idea about the courses you plan to choose and of the career pathway you hope to pursue. It is just as possible that you may be less certain and feel you need to keep your options open. You may have family or friends who have completed Years 11 and 12 recently and, therefore, have a sense of what the final years of secondary schooling involve. It could all be a complete mystery. Whatever your situation, this is a time for you think about your future and what you hope it will be.

This handbook contains information for those students currently enrolled in Year 10 and aims to help you prepare and make decisions for Years 11 and 12. As you read through, you will find information about course types, general advice for students, further resources and much more. If you already have some information about studying in Years 11 and 12, you should confirm what will be involved for students achieving a WACE in 2023. This handbook is a starting point for that process of confirmation.

Students entering Year 11 in 2022 must meet a number of requirements in order to be awarded a Western Australian Certificate of Education (WACE). These include a set of general requirements about course completion, demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. Further information about the WACE requirements can be found in this handbook.

Seeking advice from people who know you is an important part of your movement into these final years of your secondary education. As you begin selecting your courses for Years 11 and 12, take time to talk with your parents and teachers about the pathway that will work best for you and that meets your needs, interests and goals. The choices you make are a starting point as you move towards the end of your secondary schooling.

I urge you to look to your strengths but also consider the part that challenges can play in leading you to success. With that in mind, take the opportunity to enrol in courses and programs that challenge you to achieve the best you possibly can and which will provide you the best possible outcome for your senior secondary studies and post-school choices.

The next two years will be challenging and exciting. While November 2023 might seem a long time away, the time will go quickly. I wish you all the best with your studies.

ALLAN BLAGAICH
EXECUTIVE DIRECTOR
SCHOOL CURRICULUM AND STANDARDS

Understanding the WACE

Listed below are some terms needed to understand the process.

WACE: Western Australian Certificate of Education

The credential given to students who have successfully met the WACE requirements.

ATAR: Australian Tertiary Admissions Rank

This is a rank (*not a percentage*) that is generated based on a student's position relative to other students, based on the marks in their best FOUR ATAR subjects. You MUST complete 4 ATAR subjects in Year 12 to be given an ATAR.

OLNA: Online Literacy and Numeracy Assessment

OLNA is a requirement of the Authority that guarantees all students who achieve the WACE have a minimum standard of Literacy and Numeracy skills regarded as essential to meet the demands of everyday life and work.

COURSES

A course is often known as a subject and has two units at each Year level, for example, English General Year 11 is a course of two units; Unit 1 and 2, and English General Year 12 is a course of two units; Units 3 and 4.

BREADTH AND DEPTH

Refers to the minimum number of units or unit equivalents (attained through VET and /or endorsed programs) needed to attain the WACE.

VET – Vocational Education & Training

VET gives all students in Year 11 and Year 12 the opportunity to achieve nationally recognised training. These qualifications are delivered, assessed and controlled by registered training organisations (RTO) under the relevant VET regulatory body.

EST: EXTERNALLY SET TASK

This is a compulsory task set by the Authority in all General courses that all students throughout WA must sit in Year 12 in those courses. It is used to ensure that a course delivered at Hope Christian College is at the same level as a course in another school. This task is completed under test conditions, at school, in normal class time.

ENDORSED PROGRAMS

The Authority recognise that students participate in very worthwhile programs in addition to the school curriculum. In some cases, these can be counted towards the requirements of achieving the WACE.

SENIOR SECONDARY SCHOOLING

This handbook contains information for students currently enrolled in Year 10. It is designed to provide a reference point for studies in Year 11 and Year 12 and, in particular, for the WACE (Western Australian Certificate of Education).

WASSA – Western Australian Statement of Student Achievement

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

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

WACE – Western Australian Certificate of Education

The WACE is awarded by the School Curriculum and Standards Authority (the Authority) when ***students successfully meet the requirements of the WACE.***

WACE Achievement Requirements

To meet the WACE achievement requirements you must:

- 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 **4 Year 12 ATAR courses**,* **OR**
 - at least **five Year 12 General courses** ** and/or ATAR courses or equivalent, * **OR**
 - complete a **Certificate II***** (or higher****) **VET qualification** in combination with ATAR, General or Foundation courses.

* In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved/misadventure application for not sitting the examination in that course. **Students who do not sit the ATAR course examination will not have a course grade or mark recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.**

Note: For ATAR courses with practical components, students must complete both the written and practical examinations.

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

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

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

Literacy and Numeracy standard requirement

Students need to demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life. This standard is equivalent to Level 3 of the Australian Core Skills Framework.

For the WACE Literacy and Numeracy standard, students must demonstrate the minimum standard in each component by either pre-qualifying through achieving Band 8 or higher in the NAPLAN testing in Year 9 **or** by successfully completing the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10, Year 11 and Year 12.

Sitting the OLNA

If a student **has not** pre-qualified in reading, writing or numeracy they are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If they do not meet the standard in Semester 1, then they will have to sit the next round of OLNA testing in Semester 2 of Year 10, and, if required, in Semester 1 of Year 11. Students will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE Minimum standard of Literacy and Numeracy.

STUDY OPTIONS

Year 11 and 12 gives you the opportunity to choose courses that reflect your strengths and interests, and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them. Although the Authority provides a wide range of courses for Year 11 and Year 12, schools will ultimately make decisions about which courses to offer based on a range of factors, such as resources, staffing and community need.

There are four types of WACE courses – **ATAR, General, VET industry specific and Foundation courses.**

Courses at Hope Christian College are delivered at either an *ATAR (Australian Tertiary Admissions Rank) level, a General Level or at Foundation level.*

1. **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). **You must sit the final examination to complete the course.**
2. **General course units** are for students who are aiming to enter further training or the work force directly from school. These courses **will not be examined** by the Authority, however they each have an externally set task (EST) in Year 12 which is set by the Authority.
3. **Foundation courses** are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant support. They are not externally examined, however, they have an EST in Year 12 which is set by the Authority.
The **only** students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.
4. **Vocational Education and Training (VET) courses** are industry specific courses designed for students who are typically aiming to enter vocationally based training **or the workforce directly from school.** These industry specific courses count towards a student's WACE as a course unit credit.

UNIVERSITY BOUND STUDENTS – If you are considering entering University using an ATAR you will need to study **at least** 4 ATAR subjects in Year 11 and 4 ATAR subjects in Year 12. You can study more, however, if you study less than 4 ATAR subjects, you will not be awarded an ATAR but can graduate and receive the Western Australian Certificate (WACE), and still be university bound if you study a Certificate IV.

TRAINING AND WORKPLACE BOUND – IF YOU ARE NOT CONSIDERING ENTERING University immediately upon completion of Year 12, and are considering an alternative pathway to university, or considering Training Institutions or work, post school, you can achieve the WACE by studying 3 or less ATAR subjects in combination with general subjects and a Certificate II or higher.

Achieving the WACE

Students will be required to:

- demonstrate a **minimum standard of literacy and numeracy** , and
- complete
 - **4 or more Year 12 ATAR courses OR**
 - **At least 5 General courses** and/or ATAR courses or equivalent, **OR**
 - **a Certificate II or higher and the required General Courses.**

Breadth and depth requirement	<ul style="list-style-type: none"> • Complete a minimum of 20 course units or the equivalent. • Minimum of 10 Year 12 units or the equivalent. • 2 Completed Year 11 English units. • One pair of completed Year 12 English units. • One pair of Year 12 course units from each of list A and List B. • Students may only use up to 8 units of VET and endorsed programs as equivalents.
Achievement standard requirement	<ul style="list-style-type: none"> • At least 14 C grades in year 11 and Year 12 units. • At least 6 C grades in Year 12 units. • These C Grades can be reduced by completing the required VET/endorsed programs
Literacy & numeracy	<ul style="list-style-type: none"> • Achieve band 8 or above in Year 9 NAPLAN – Reading, Writing and Numeracy OR • Successfully meeting the standard in the Online Literacy and Numeracy Assessment (OLNA) conducted bi-annually in Years 10, 11 and 12
External Assessment	<ul style="list-style-type: none"> • All ATAR subjects have external examinations in Year 12. • All General and Foundation subjects have a moderated assessment task (EST) to be done under test conditions at school in Year 12, Semester 1.

WACE subjects at Hope Christian College 2021

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)
English – ATAR	Accounting & Finance – ATAR
English - General	Biology – ATAR
English - Foundations	Chemistry - ATAR
Modern History – ATAR	Physics – ATAR
Business Management & Enterprise – General	Integrated Science - General
Visual Arts - General	Mathematics Methods - ATAR
	Mathematics Applications - ATAR
	Mathematics Essentials - General
	Mathematics Foundations
	Physical Education Studies - General
	Outdoor Education - General

**The viability of offering these subjects will depend on student selection and teacher availability.*

MAKING CHOICES – The Next Step

It is essential that when you undertake your Senior Secondary studies you select course of study that provide you with:

- A reasonable likelihood of success;
- Clearly defined opportunities to enter employment, training or further education (University, Training College etc) in your preferred career field.

Note:

While every effort has been made to ensure that the information in this handbook is current and correct, it is ultimately the student's responsibility, in consultation with parents, to ensure that the entry requirements for Training institutions and University courses are met.

Before selecting courses of study for next year for Year 11 and 12, students, in association with their parents should:

1. Seek advice from their teachers and seriously consider their recommendations.
2. Be fully aware of the entry requirements for University or Training institutions.
3. Check the Tertiary Information Service Centre (TISC) Summary of Undergraduate Admission requirements to identify prerequisites for certain courses at Universities.
4. Investigate Australian Tertiary Admission rank (ATAR) cut-offs for entry into courses at the various Western Australian universities.
5. Carefully consider the degree of personal satisfaction and enjoyment likely to be obtained from the various subjects. You are more likely to have success in subjects you enjoy.

6. Be realistically aware of your capabilities since the study of a subject beyond the scope of your ability will most likely not result in success, regardless of the effort you put into it.

For most students there is no short cut to career choices. They must spend time and effort in assessing their own abilities, interests and values, seeking accurate up-to-date information, examining alternatives and talking with others.

Study Requirement and Study Skills for the Senior Years

Students in Year 11 and 12 must be able to demonstrate independent learning skills from week 1 of Term 1. The program of learning in each course of study will move along quite rapidly and build upon knowledge from week to week. Students will also be receiving more homework than in previous years and the quantity of work completed in each lesson will increase. It is assumed that students will have completed their *own daily* revision of concepts and material learned in their *own time* – this is regarded as *study*.

The brain will only recall information if it has a chance to synthesise it. It also recalls information more readily if that information has been presented more than once. The aim of a good study program is to repeatedly expose the brain to the information so that recall will be quicker and more comprehensive each time. Study is not an activity reserved solely for the night before a test or a week before exams. *Effective study is on-going and regular throughout each school term.*

Selecting Subjects for Senior Secondary

Before selecting subjects for study in Year 11 or Year 12, students must note the following:

1. Some university courses have prerequisite subjects, whilst for other courses certain subjects are strongly recommended. Students should be aware of these requirements before making their choice of Year 11 subjects. It's imperative you seek guidance from individual universities.
2. Students need to take note that ATAR courses need to be taken over a two year period. Subjects like Mathematics, Physics, Chemistry, English, Modern History, Biology and Accounting & Finance cannot be studied at a Year 12 level without the student having studied the Year 11 course.
3. Despite students selecting a subject, we may not be able to offer a particular subject due to student numbers and staff availability, however, arrangements for online learning may be possible.

General recommendations for selecting subjects:

Students with no university intentions:

Students should take mainly General/Certificate courses and should only take ATAR courses if they have the appropriate ability and interest in these subjects. Such students should take the equivalent of **five** courses. These students may wish to seek places in the External VET programs available for Year 11 and Year 12 students. Training college directed students are advised to study the highest mathematics they are capable of.

Students for whom University study is a realistic consideration:

Students who desire to undertake university study and who are capable academically should consider taking **five** ATAR courses in Year 11 with a view to completing **at least four ATAR courses** in Year 12.

Alternative pathways to University do exist for students with 3 ATAR courses and a Certificate IV.

Unit Equivalents - VET

VET Coordinator – Mr K Lewis

External Vet Qualifications

External VET gives all students in Year 11 and Year 12 the opportunity to achieve Nationally Recognised Qualifications through a program of study external to the school that is incorporated into the school year.

All VET qualifications require registered training organisations (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A certificate II or higher is one option for meeting the requirements to achieve the WACE. VET credit transfer can **contribute up to eight** out of the 20 units students need to achieve their WACE. Students partaking in these qualifications will be required to attend a Registered Training Organisation (RTO) for one/two days a week. These courses contain block weeks and an element of work experience. Please note that some of these certificates require a 2-year commitment.

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 is allocated only if the criteria for partial completion are met – see the WACE manual for further information)

Courses at a minimum of Certificate II level may include:

Shown below are examples of the certificate courses completed by students at Hope Christian College in previous years. The list of courses currently available will be given to the students by the VET Coordinator in consultation with the South Regional TAFE (previously known as SWIT) and the Bunbury Trade Training centres –

Automotive
Beauty services
Childcare
Business
Construction
Health & Community Services
Sport
Plumbing and Gas fitting
Electrical

***Please note that certificate choices may be added or deleted depending on interest and availability.**

Learner Profile

Students who choose External VET as an option enjoy the practical tasks and a lesser amount of theory compared to traditional school subjects, however, it is imperative the students ensure that they balance their academic commitments at school with their external course expectations. It is an ideal time to “test out” a career possibility while still at school. At the very least they will gain a Nationally Recognised Qualification and hopefully, cement their decision to pursue a career in an area that they are passionate about.

Examples of Study Options (SCSA)

Year of Study	ATAR	General	Foundation	Cert II + (unit equiv)	Endorsed (unit equiv)	Unit Equiv	ATAR Eligible	WACE Eligible
11	6	-	-	-	-	12	Y	Y
12	6	-	-	-	-	12		
11	4	2	-	-	-	12	Y	Y
12	4	1	-	-	1	11		
11	3	1	-	-	2	10	Y	Y
12	4	2	-	-	-	12		
11	2	3	-	-	-	10	N	Y
12	1	4	-	-	1	11		
11	-	5	-	-	1	11	N	Y
12	-	5	-	-	1	11		
11	-	4	2	-	-	12	N	N*
12	-	3	2	-	-	10		
11	-	2	2	2	1	11	N	Y
12	-	2	1	2	-	10		
11	1	2	-	4	-	10	N	Y
12	1	2	-	4	-	10		

Examples of Study Options Typical of Hope Students

Year of study	ATAR	General	Foundation	Cert II + (unit equiv)	Unit Equiv	ATAR Eligible	WACE Eligible
11	5				10	Y	Y
12	5				10		
11	4	1			10	Y	Y
12	4	1			10		
11		5			10	N	Y
12		5			10		
11		4		1**	10	N	Y
12		4			10		
11		3	1	1**	10	N	Y
12		3	1		10		

Completed qualification	Total equivalents	Year 11 Credit allocation (Unit equivalents)	Year 12 Credit allocation (Unit equivalents)	Satisfies the minimum VET qualification requirement for WACE
Certificate I*	2 units	2	0	No
Certificate II**	4 units	2	2	Yes
Certificate III or higher – Partial	4 units	2	2	Yes
Certificate III or higher – Full	6 units	2	4	Yes

Further Study

Students will access further training after school through a myriad of ways. For many Year 12 students, University study is their destination immediately after the end of Year 12. Some students study at Training College and then progress onto either University study, further Training College courses or the workplace.

It is important that you follow the pathway that is right for you, based on sound advice and investigation of the various options available to you. Choosing a pathway that allows you to be successful in an area that you have a passion for is the best possible scenario.

You can seek advice from your teachers, the VET coordinator, University websites, the Training College websites, TISC and the job guide.

Entry requirements change from year to year and it is important that you check these websites continually in order to stay up to date with the correct information.

TISC	www.tisc.edu.au
UWA	www.uwa.edu.au
Curtin	www.curtin.edu.au
Murdoch	www.murdoch.edu.au
ECU	www.ecu.edu.au
NOTRE DAME	www.nd.edu.au

Other Information

Student Information website

The Authority has launched a student information website that can be accessed via the Authority website homepage at <https://student.scsa.wa.edu.au/>.

Student Portal

The student portal is a space for Year 12 students to check and access personal information that relates to their WACE. Students will need their unique WA student number which can be obtained from the school.

The student portal can be found at <https://studentportal.scsa.wa.edu.au> .

You will be able to visit the portal to:

- check your personal details.
- check your enrolments.
- complete the student declaration and permission when you are in Year 12.
- download a copy of approved special examination arrangements.
- download a copy of the *Personalised written examination timetable*.
- check your results as a Year 12.

WACE Checker

The WACE checker allows the student to check their progress towards meeting the requirements of WACE. It is designed to determine whether you have met (or expected to meet) each of the requirements for the WACE.

Social Media

The Authority has two Facebook pages. They recommend the general Facebook page as the most relevant to Year 12 students and as a way to contact them (Authority) if you have any questions.

<https://facebook.com/SCSAWA> is for students in Years 10, 11 and 12, their parents, teachers and community stakeholders. The aim of the page is to provide information to students working towards the WACE and a WASSA.

If you prefer not to use social media you can email the Authority at info@scsa.wa.edu.au.

Parents and Community website

The Authority has created a new parents and community website to support parents and members of the community. It's been developed to guide parents and community members on:

- the *Western Australian Curriculum and Assessment Outline*, Kindergarten through to Year 10
- the *Western Australian Certificate of Education (WACE)*, Years 11 and 12

Parents and the community can access information about:

- what children and young people learn
- how they are assessed
- the standards children and young people are expected to reach at each year level.

Curriculum Leadership Team

The following people will be able to help with enquiries regarding curriculum decisions:

Principal – Mr Peter Stone

Deputy Principal: Academic Head – Mr Christopher Phillips

Heads of Learning Areas:

Mathematics – Mrs Sue Magill

Sciences – Mr David Tan

English – Ms Ellena Grimwood

Health & Physical Education – Mr Colin Cawcutt

SIDE & SwanOnline Co-ordinator – Mr Christopher Phillips

VET Facilitator – Mr Kevin Lewis

Appendix 1: List A and List B subjects

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

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
AIS Aboriginal and Intercultural Studies	ACF Accounting and Finance
ABL Aboriginal Languages of Western Australia	APS Animal Production Systems
HIA Ancient History	AIT Applied Information Technology
ARA Arabic*	AET Automotive Engineering and Technology
AUS Auslan*	AVN Aviation
BME Business Management and Enterprise	BLY Biology
CAE Career and Enterprise	BCN Building and Construction
CFC Children, Family and the Community	CHE Chemistry
CBL Chinese: Background Language*	CSC Computer Science
CFL Chinese: First Language*	
CSL Chinese: Second Language	
DAN Dance	DES Design
DRA Drama	EE5 Earth and Environmental Science
ECO Economics	EST Engineering Studies
ENG English	FST Food Science and Technology
ELD English as an Additional Language or Dialect	HBY Human Biology
FBL French: Background Language*	HPO Health, Physical and Outdoor Education
FSL French: Second Language	
GEO Geography	ISC Integrated Science
GBL German: Background Language*	MMS Marine and Maritime Studies
GSL German: Second Language	
HEA Health Studies	MDT Materials Design and Technology
HEB Hebrew*	MAT Mathematics
	MAA Mathematics Applications
	MAE Mathematics Essential
	MAM Mathematics Methods
	MAS Mathematics Specialist
IFL Indonesian: First Language*	OED Outdoor Education
IND Indonesian: Second Language	
ITB Italian: Background Language*	PE5 Physical Education Studies
ISL Italian: Second Language	
JBL Japanese: Background Language*	PHY Physics
JFL Japanese: First Language*	
JSL Japanese: Second Language	
LIT Literature	PPS Plant Production Systems
MPA Media Production and Analysis	PSY Psychology
GRE Modern Greek*	
HIM Modern History	
MUS Music	
PAE Philosophy and Ethics	
PAL Politics and Law	
POL Polish*	
REL Religion and Life	
RUS Russian*	
TUR Turkish*	
VAR Visual Arts	

* To count as a List A course these languages must be studied at a registered school/provider or at a community organisation through a registered school or provider. Where a student is enrolled in the examination for one of these languages as a non-school candidate the course does not count for the WACE unit completion or breadth of study requirements.

Appendix 2: Subject Information

Mathematics Methods (ATAR)

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. 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 Methods 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 Applications (ATAR)

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

This course 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.

Mathematics Essential (GENERAL)

This course provides the opportunity for students to prepare for post-school options of employment and further training.

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.

Mathematics Foundations (FOUNDATON)

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.

Important Notes for Mathematics

- **Mathematics Bonus**
From 2017 onwards, a Tertiary Entrance Aggregate Mathematics bonus will apply for students studying Mathematics Specialist and/or Mathematics Methods. Ten percent of the scaled score/s in Mathematics Methods and Mathematics Specialist will be added to the Tertiary Entrance Aggregate, from which the ATAR will be derived.
- **Unacceptable Combinations**
 - Mathematics Applications and Mathematics Methods
 - Mathematics Applications and Mathematics Specialist

Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.

Scores from Mathematics Methods and Mathematics Specialist may both be used in the ATAR calculation.

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 student's 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.

Physics (ATAR)

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Unit 1 – Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2 – Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Chemistry (ATAR)

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Integrated Science (GENERAL)

The Integrated Science General course is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that understandings in science derive from a need to find solutions to real problems. This course seeks to reflect this creative element of science as inquiry. It involves students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others.

The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

Accounting & Finance (ATAR)

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

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

In a rapidly changing world, the impact of technology on financial and accounting practices has been vast. The use of computer systems for record keeping, and the communication of financial data is already vital, and will continue to shape future careers. Many of these careers have not yet evolved, but when they do, they will involve technology and financial practices at some level.

Business Management & Enterprise (GENERAL)

The Business Management and Enterprise General course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

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

Physical Education Studies (GENERAL)

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of Tennis, Netball, Basketball and Soccer.

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.

Modern History (ATAR)

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. Topics covered include Capitalism; The American experience and Nazism in Germany.

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 practice.

Biology (ATAR)

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts. Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Appendix 3 – Post School Pathways

