Year 10

INFORMATION HANDBOOK

2023

This handbook contains information for students currently enrolled in Year 10. It provides a reference point for studies in Year 11 and Year 12 and, in particular, for the WACE.

Further information and advice is also available from the School Curriculum Standards Authority (the Authority) website. You should also speak with your teachers, VET coordinators, deputy principals and principal for personalised advice.

Abbreviations:

ATAR	**Australian Tertiary Admission Ranking**
OLNA	**Online Literacy and Numeracy Assessment**
SCSA	**The School Curriculum and Standards Authority**
SRMS	**Student Record Management System**
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**
WASN	**Western Australian Student Number**

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.

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.

** 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).

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.

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 or 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 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

In order to achieve the WACE students will be required to:

- demonstrate a **minimum standard of literacy and numeracy**, **and**
- complete one of three course combinations:
    - **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 (4 if doing a Cert II/ 3 if doing a Cert III or higher).**
        - Meet the requirements of **breadth and depth** of study.
        - Meet the **achievement standard**.

Breadth and depth requirement	Complete a **minimum of 20 course units** or the **equivalent, including:** • **Minimum of 10** Year 12 units or the equivalent. • Four units from an English learning area, post Year 10, including one pair of completed Year 12 English units. • One pair of Year 12 course units from **list A.** • One pair of Year 12 course units from **List B**. Students may only use up to 8 units of VET and endorsed programs as equivalents.
Achievement standard requirement	• At least **14 C grades** for both 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	• 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	• 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 2022

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

WACE subjects at Hope Christian College 2023

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)
English – ATAR	Accounting & Finance – ATAR
English - General	Human Biology - ATAR
English - Foundations	Chemistry - ATAR
Modern History – ATAR	Physics – ATAR
Politics & Law – ATAR	Integrated Science - General
Visual Arts - General	Mathematics Applications - ATAR
	Mathematics Essentials – General
	Mathematics Foundations
	Materials & Design (Woodwork) - General
	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 a course of study that provides 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 12	5 5				10 10	Y	Y
11 12	4 4	1 1			10 10	Y	Y
11 12		5 5			10 10	N	Y
11 12		4 4		1**	10 10	N	Y
11 12		3 3	1 1	1**	10 10	N	Y

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 – Mr Colin Cawcutt

Sciences – Mrs Natasha Harris

English – Ms Ellena Grimwood

Health & Physical Education – Mrs Lena King

SIDE Co-ordinator – Mr Christopher Phillips

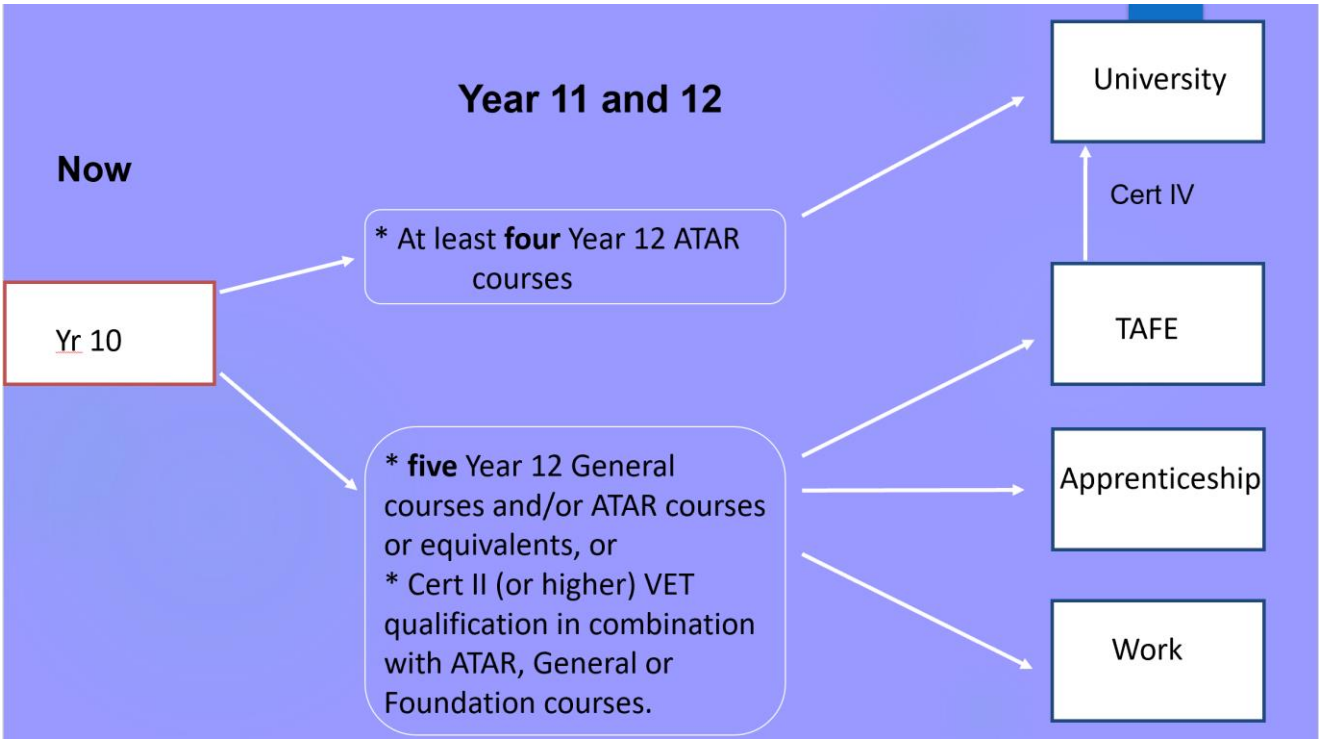
VET Facilitator – Mr Kevin Lewis

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#	DES	Design
CSL	Chinese: Second Language	EES	Earth and Environmental Science
DAN	Dance	EST	Engineering Studies
DRA	Drama	FST	Food Science and Technology
ECO	Economics	HBY	Human Biology
ENG	English	HPO	Health, Physical and Outdoor Education
ELD	English as an Additional Language or Dialect	ISC	Integrated Science
FBL	French: Background Language#	MMS	Marine and Maritime Studies
FSL	French: Second Language	MDT	Materials Design and Technology
GEO	Geography	MAT	Mathematics
GBL	German: Background Language#	MAA	Mathematics Applications
GSL	German: Second Language	MAE	Mathematics Essential
HEA	Health Studies	MAM	Mathematics Methods
HEB	Hebrew#	MAS	Mathematics Specialist
IFL	Indonesian: First Language#	OED	Outdoor Education
IND	Indonesian: Second Language	PES	Physical Education Studies
ITB	Italian: Background Language#	PHY	Physics
ISL	Italian: Second Language	PPS	Plant Production Systems
JBL	Japanese: Background Language#	PSY	Psychology
JFL	Japanese: First Language#		
JSL	Japanese: Second Language		
LIT	Literature		
MBS	Malay: Background Speakers#		
MPA	Media Production and Analysis		
GRE	Modern Greek#		
HIM	Modern History		
MUS	Music		
PAE	Philosophy and Ethics		
PAL	Politics and Law		
POL	Polish#		
REL	Religion and Life		
RUS	Russian#		
SIN	Sinhala		
TUR	Turkish#		
VAR	Visual Arts		

Appendix 2 – Post School Pathways



Appendix 3: 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 (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.

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.

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.

Human Biology (ATAR/ General)

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. Reproduction, genetics and inheritance are studied to understand the sources of variation that make each of us unique individuals. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.
An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

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.

Politics & Law (ATAR)

The Politics and Law ATAR course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

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.

Materials Design & Technology (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 practice 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 practice manufacturing processes and technologies, including principles of design, planning and management.