YEAR 10
HANDBOOK
2014

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Government of **Western Australia**
School Curriculum and Standards Authority

WACE
Western Australian Certificate of Education

Foreword

Dear student

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

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

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

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

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

ALLAN BLAGAICH
CHIEF EXECUTIVE OFFICER
SCHOOL CURRICULUM AND STANDARDS AUTHORITY

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Western Australian Certificate of Education

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

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

The WACE requirements

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

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

General requirements

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

Breadth and depth

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

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

Achievement standard

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

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

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

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

- VET qualifications
  - o Certificate I is equivalent to two Year 11 units
  - o Certificate II is equivalent to two Year 11 and two Year 12 units
  - o Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

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

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

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

1. VET programs
2. Endorsed programs

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

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

Achievement of a WACE

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

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

Appendix 2 provides a summary of each course. Have a read to see which courses available at your school interest you most.

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

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

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

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

Unlike other WACE courses, VETis course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETis course after only one semester will not receive VETis course unit credit for that academic year.

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

Appendix 4 provides answers to some frequently asked questions.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12.

Literacy and numeracy

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

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

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

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

There are three assessment components:
- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the

school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

VET programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

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

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your careers counsellor.

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

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

There are 10 VETis courses. Each course uses a training package qualification in which competency electives maybe prescribed, as well as workplace learning. Completed industry specific courses count towards your WACE requirements as courses, which means they can be studied in addition to the eight unit equivalents outlined above.

Endorsed programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You should discuss endorsed programs opportunities with your careers counsellor.

Multiple pathways to achieve the WACE

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

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

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

Table 1:   Examples of study options

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

Enrolments

This section is relevant to all students.

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

Enrolment criteria for Foundation course units and Preliminary course units

Foundation course units

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

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

Preliminary course units

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

Enrolment criteria for WACE language courses

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), there is a form that needs to be completed to ensure you are permitted to enrol in the selected course.

Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms. You should discuss your enrolment options with your careers counsellor.

Enrolment criteria criteria for EAL/D as a Year 12 student

If you do not speak Standard Australian English as your home language or are profoundly deaf and have had limited schooling in English or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D.

Eligibility criteria do not apply for this course in Year 11, but they do in Year 12.

There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms. You should discuss your enrolment options with your year coordinator.

School assessment

This section is relevant to all students.

Grades and school marks

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

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

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

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

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

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

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

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

Adjustment of grades and school marks

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

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

Externally set tasks (EST)

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

Authenticity of work

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

Your school's assessment policy will outline the penalties for submitting another's work as your own. Work which could not be considered your own could include, but is not limited to:

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

- copying someone's work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

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

Review of school assessments

Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

ATAR examinations

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

ATAR examinations

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

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

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in examinations

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

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

Special examination arrangements

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

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

Certification

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

Folio of achievement

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

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

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

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units.

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

Exhibitions and awards

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

Your achievements in Year 11 and Year 12 will be used to determine if you are granted an award by the Authority.

Full details regarding exhibitions and awards are available on the Authority website at www.scsa.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.

Eligibility for exhibitions and awards

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

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

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

Peak awards

Beazley medal: WACE

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

Beazley medal: VET

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

Awards for outstanding achievement

General exhibitions

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

General exhibition (ATSI)

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

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[1] A full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.

Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATSI).

Special general award

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

Awards for outstanding achievement in an ATAR course

These awards relate to ATAR courses only.

Course exhibitions (ATAR courses)

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

Special course awards (ATAR courses)

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

Certificates of excellence (ATAR courses)

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

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

Special certificate of excellence (ATAR courses)

A special certificate of excellence is awarded to candidates not eligible for the award of a certificate of excellence because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for the award of a certificate of excellence.

Awards for outstanding achievement in VET

VET exhibitions

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

Special VET awards

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

Certificates of excellence (VET)

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

Table 2:   Training package industry areas in which certificates of excellence may be granted

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

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

Special certificate of excellence

A special certificate of excellence (VET) may be presented to a student not eligible for the certificate of excellence (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of excellence (VET).

Awards for outstanding achievement in the WACE

Certificates of merit and certificates of distinction

Certificates of merit and certificates of distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken together with the student's level of achievement. These awards will be based solely on the grades awarded to students by their schools

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

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

Table 3:   Guide to the allocation of points for the certificates of merit and distinction

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

Appendices

Appendix 1: Courses

	VETis	Preliminary courses	School assessment only — Foundation (moderated with externally set task)	General (moderated with externally set task)	ATAR courses 50% external examination, 50% school assessment
1				Aboriginal and Intercultural Studies	Aboriginal and Intercultural Studies
2				Aboriginal Languages of Western Australia*	
3				Accounting and Finance	Accounting and Finance
4				Ancient History	Ancient History
5				Animal Production Systems	Animal Production Systems
6			Applied Information Technology	Applied Information Technology	Applied Information Technology
7	Automotive				
8				Automotive Engineering and Technology	
9				Aviation	Aviation
10				Biology	Biology
11				Building and Construction	
12		Business Management and Enterprise		Business Management and Enterprise	Business Management and Enterprise
13	Business Studies				
14			Career and Enterprise	Career and Enterprise	Career and Enterprise
15				Chemistry	Chemistry
16				Children, Family and the Community	Children, Family and the Community
17				Chinese: Background Language	Chinese: Background Language
18				Chinese: First Language	Chinese: First Language
19				Chinese: Second Language	Chinese: Second Language*

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* Courses with a written and practical examination.

	School assessment only				ATAR courses 50% external examination, 50% school assessment
	VETis	**Preliminary courses**	**Foundation** (moderated with externally set task)	**General** (moderated with externally set task)	
20	Community Services				
21				Computer Science	Computer Science
22	Construction				
23	Creative Industries				
24				Dance	Dance*
25				Design	Design*
26				Drama	Drama*
27				Earth and Environmental Science	Earth and Environmental Science
28				Economics	Economics
29	Engineering				
30				Engineering Studies	Engineering Studies
31		English	English	Essential English	English
32			English as an Additional Language/Dialect	English as an Additional Language/Dialect	English as an Additional Language/Dialect*
33		Food Science and Technology		Food Science and Technology	Food Science and Technology
34				French: Background Language	French: Background Language*
35				French: Second Language	French: Second Language*
36				Geography	Geography
37				German: Background Language	German: Background Language*
38				German: Second Language	German: Second Language*
39		Health Studies and Physical Education	Health Studies, Physical and Outdoor Education	Health Studies	Health Studies
40	Hospitality and Tourism				
41				Human Biology	Human Biology
42				Indonesian: First Language	Indonesian: First Language

| | School assessment only | | | | ATAR courses |
	VETis	Preliminary courses	Foundation (moderated with externally set task)	General (moderated with externally set task)	50% external examination, 50% school assessment
43				Indonesian: Background Language	Indonesian: Background Language*
44				Indonesian: Second Language	Indonesian: Second Language*
45	Information Technology				
46				Integrated Science	Integrated Science
47				Italian: Background Language	Italian: Background Language*
48				Italian: Second Language	Italian: Second Language*
49				Japanese: First Language	Japanese: First Language
50				Japanese: Background Language	Japanese: Background Language*
51				Japanese: Second Language	Japanese: Second Language*
52				Literature	Literature
53				Marine and Maritime Studies	Marine and Maritime Studies
54		Materials Design and Technology		Materials Design and Technology	Materials Design and Technology*
55		Mathematics	Mathematics	Mathematics Essential	Mathematics Methods
56					Mathematics Applications
57					Mathematics Specialist
58				Media Production and Analysis	Media Production and Analysis*
59				Modern History	Modern History
60				Music	Music*
61				Outdoor Education	Outdoor Education
62				Philosophy and Ethics	Philosophy and Ethics
63				Physical Education Studies	Physical Education Studies*
64				Physics	Physics
65				Plant Production Systems	Plant Production Systems

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* Courses with a written and practical examination.

	VETis	Preliminary courses	School assessment only Foundation (moderated with externally set task)	General (moderated with externally set task)	ATAR courses 50% external examination, 50% school assessment
66				Politics and Law	Politics and Law
67	Primary Industries				
68				Psychology	Psychology
69		Religion and Life		Religion and Life	Religion and Life
70	Sport and Recreation				
71		Visual Arts		Visual Arts	Visual Arts*

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* Courses with a written and practical examination.

Appendix 2: Summary of courses

The Arts

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

Dance ATAR

The Dance ATAR course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to create unique dance works. They investigate how technologies are used to extend and enhance dance design. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Dance General

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

Design ATAR

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Design General

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

Drama ATAR

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

Drama General

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

Media Production and Analysis ATAR

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Media Production and Analysis General

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

Music ATAR

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of

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

Music General

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

Visual Arts ATAR

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

Visual Arts General Course

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

Visual Arts Preliminary Course

In the Visual Arts Preliminary course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes an exploration of materials and techniques. Students are encouraged to explore and represent their ideas and gain an appreciation of visual arts. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

English

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

English ATAR

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

English General

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

English Foundation

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

English Preliminary

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

English as an Additional Language/Dialect ATAR

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

English as an Additional Language/Dialect General

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

English as an Additional Language/Dialect Foundation

The EAL/D Foundation course is designed for students who speak another language or dialect as their first or 'home' language and who have not demonstrated the literacy standard in the OLNA. EAL/D focuses on the mechanics of Standard Australian English (SAE) and its use in the community, the workplace or in further education or training. Practical, relevant tasks delivered through a range of engaging contexts teach students to become effective communicators, code switching between languages or dialects successfully.

Eligibility for enrolment in English as an Additional Language/Dialect

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

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

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

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

Literature ATAR

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Literature General

In the Literature General course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Health and Physical Education

Health Studies: ATAR, General
Health and Physical Education: Preliminary
Health, Physical and Outdoor Education: Foundation
Outdoor Education: ATAR, General
Physical Education Studies: ATAR, General

Health Studies ATAR

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Health Studies General

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

Health and Physical Education Preliminary

The course focuses on providing students with opportunities to enhance their health, safety, wellbeing and physical activity participation. Throughout the course, students are encouraged to strengthen their sense of self as well as build and maintain satisfying relationships. The course assists with their development of resilience, decision making and taking actions to promote their health, safety and physical activity participation. Opportunities are provided for students to use resources for themselves and the communities with which they identify and to which they belong.

Students may acquire movement skills that enable them to participate in a range of physical activities as a foundation for lifelong participation. Through this, they have opportunities to develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, interpersonal, behavioural and social skills.

Health, Physical and Outdoor Education Foundation

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

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

Outdoor Education ATAR

Through interaction with the natural world, the Outdoor Education ATAR course aims to develop an understanding of our relationships with the environment, others and ourselves, and ultimately contribute towards a sustainable world. The integrated approach within this course allows for practical activities, theoretical concepts, and relationship with the environment to be incorporated into a meaningful program of learning. It provides students with an opportunity to develop essential life skills and physical activity skills, an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course aims to develop self-awareness and leadership through opportunities to plan for, and facilitate, outdoor experiences.

The course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

Outdoor Education General

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General

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

Physical Education Studies ATAR

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

Physical Education Studies General

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

Humanities and Social Science

Aboriginal and Intercultural Studies: ATAR, General
Accounting and Finance: ATAR, General
Ancient History: ATAR, General
Business Management and Enterprise: ATAR, General, Preliminary
Career and Enterprise: ATAR, General, Foundation
Economics: ATAR, General
Geography: ATAR, General
Modern History: ATAR, General
Philosophy and Ethics: ATAR, General
Politics and Law: ATAR, General
Religion and Life: ATAR, General, Preliminary

Aboriginal and Intercultural Studies ATAR

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society and as such are a focus for this course. In Year 11, students explore the relationship of First Nations peoples with the environment and also cultural interaction and resilience. In Year 12, students investigate the concept of media representation within and between cultures in Australia and other countries, and also the concepts of heritage and

cultural identity in an Australian context. In both years students critically explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective.

Aboriginal and Intercultural Studies General

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

Accounting and Finance ATAR

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the 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. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Accounting and Finance General

The Accounting and Finance General course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to engage in sound financial decision making. Students develop an understanding that financial decisions have far reaching consequences. Through the preparation, examination and analysis of financial documents and procedures, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding of these principles and practices enables students to analyse their own financial data and that of small businesses, and make informed decisions based on that analysis.

Ancient History ATAR

The Ancient History ATAR course enables students to evaluate life in early civilisations, based on the analysis and interpretation of physical and written remains which provide evidence for ancient sites, events and individuals. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation, systems of law and religion. Students also examine the possible motivations and actions of individuals, and evaluate how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the skills and complexities of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the historical skills associated with the analysis and evaluation of sources.

Ancient History General

The Ancient History General course enables students to study life in early civilisations, based on the interpretation of the physical and written remains of different ancient societies. The study of ancient civilisations illustrates the development of distinctive features of contemporary societies; for example, social organisation and religion. The course also explores the possible motivations and actions of individuals, and how they shaped the political, social and cultural landscapes of the ancient world. Students are introduced to the process of reconstructing the past using often fragmentary evidence from a range of written and archaeological sources, and the skills associated with the analysis of historical sources.

Business Management and Enterprise ATAR

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Business Management and Enterprise General

The Business Management and 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.

Business Management and Enterprise Preliminary

The Business Management and Enterprise Preliminary course focuses on students recognising the knowledge, concepts and principles underpinning how a business operates within a cycle of establishment, day-to-day running, and continuing viability of business. Through engaging in business activities, students are encouraged to recognise business opportunities, ways of creating products and providing services, and the marketing of these items. Students also have the opportunity to develop interpersonal and business skills, and to learn how to behave responsibly and demonstrate integrity in business.

Career and Enterprise ATAR

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise ATAR course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. Key components of the course include: the study of different career development theories and the application of these theories to an individual's career development; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that globally affect work, workplaces and careers.

Career and Enterprise General

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

Career and Enterprise Foundation

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

Economics ATAR

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

Economics General

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics General course aims to develop students' understanding of the process of economic decision making in relation to the allocation, utilisation and distribution of scarce resources. A key focus is on wealth and wellbeing. The study of Economics provides a framework for examining economic events and issues at the individual, business and societal level.

Geography ATAR

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological

hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Geography General

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

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.

Modern History General

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Philosophy and Ethics ATAR

The Philosophy and Ethics ATAR course engages students with three classical questions of the human condition: 'What is real?'; 'How do we know?' and 'How should we live?' Within this context, the course gives students the opportunity to explore the world of concepts from both contemporary and historical perspectives. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgements.

Philosophy and Ethics General

The Philosophy and Ethics General course requires students to ask the questions: What is real?'; 'How do we know?' and 'How should we live?' They examine some elements of reasoning and the basic components of argument. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgements.

Politics and 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.

Politics and Law General

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

Religion and life ATAR

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

Religion and Life General

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

Religion and Life Preliminary

The Religion and Life Preliminary course provides students with opportunities to learn about one or more religions. Students learn to use information about religion and follow suitable steps that assist with, and help them to engage with, their own learning. Students also develop skills that help them to learn about religion and the role it plays in the lives of people and in society.

Languages

Aboriginal Languages of WA: General
Chinese: Second Language: ATAR, General
Chinese: Background Language: ATAR
Chinese: First Language: ATAR
French: Second Language: ATAR, General
French: Background Language: ATAR
German: Second Language: ATAR, General
German: Background Language: ATAR
Indonesian: Second Language: ATAR, General
Indonesian: Background Language: ATAR
Indonesian: First Language: ATAR
Italian: Second Language: ATAR, General
Italian: Background Language: ATAR
Japanese: Second Language: ATAR, General
Japanese: Background Language: ATAR
Japanese: First Language: ATAR

Aboriginal Languages of WA General

This General course provides opportunities for students to appreciate the interrelationship of language, land and culture and the importance of linguistic and cultural diversity through learning a traditional language and learning about traditional cultures. The course is designed to equip students with the skills needed to function in a culturally and linguistically diverse community, and to provide the foundation for life-long language learning. For learners of an Aboriginal language of Western Australia, literacy development in the language also extends literacy development in English.

Chinese: Second Language ATAR

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

Chinese: Second Language General

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

Chinese: Background Language ATAR

The Chinese: Background Language ATAR course builds on and further develops a student's language capability through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the Chinese culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Chinese language as well as extend literacy development in English.

Chinese: First Language ATAR

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

French: Second Language ATAR

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

French: Second Language General

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

French: Background Language ATAR

The French: Background Language ATAR course builds on and further develops a student's language capability through engagement with the French-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the French culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to

function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the French language as well as extend literacy development in English.

German: Second Language ATAR

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

German: Second Language General

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

German: Background Language ATAR

The German: Background Language ATAR course builds on and further develops a student's language capability through engagement with the German-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the German culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the German language as well as extend literacy development in English.

Indonesian: Second Language ATAR

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

contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

Indonesian: Second Language General

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

Indonesian: Background Language ATAR

The Indonesian: Background Language ATAR course builds on and further develops a student's language capability through engagement with the Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the Indonesian culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Indonesian language as well as extend literacy development in English.

Indonesian: First Language ATAR

The Indonesian: First Language ATAR course is designed for students with a cultural and linguistic background in Indonesian. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Indonesian-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Indonesian and English languages.

Italian: Second Language ATAR

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

Italian: Second Language General

The Italian: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of Italian-speaking communities. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local

community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

Italian: Background Language ATAR

The Italian: Background Language ATAR course builds on and further develops a student's language capability through engagement with the Italian-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the Italian culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Italian language as well as extend literacy development in English.

Japanese: Second Language ATAR

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

Japanese: Second Language General

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

Japanese: Background Language ATAR

The Japanese: Background Language ATAR course builds on and further develops a student's language capability through engagement with the Japanese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. The course affords students the opportunity to strengthen their personal connections to the Japanese culture and language, and enhances the development of their bilingual competence and bicultural identity. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society, a culturally and linguistically diverse local community, and continues to build the foundation for life-long language learning.

Relevant and engaging tasks, delivered through a range of appropriate topics, texts and issues, develop literacy in the Japanese language as well as extend literacy development in English.

Japanese: First Language ATAR

The Japanese: Frist Language ATAR course is designed for students with a cultural and linguistic background in Japanese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Japanese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Japanese and English languages.

Application for enrolment in a language course

All students wishing to study a WACE language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2.

Further guidance and advice related to enrolments in a language course can be found on the Authority website at www.scsa.wa.edu.au

Mathematics

Mathematics Methods: ATAR
Mathematics Specialist: ATAR
Mathematics Applications: ATAR
Mathematics Essential: General
Mathematics: Foundation
Mathematics: Preliminary

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

Mathematics Methods ATAR

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

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

Mathematics Specialist ATAR

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Mathematics Applications ATAR

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

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

Mathematics Essential General

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

Mathematics Foundation

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

Mathematics Preliminary

The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as 'completed' or 'not completed'. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Science

Animal Production Systems: ATAR, General
Aviation: ATAR, General
Biology: ATAR, General
Chemistry: ATAR, General
Earth and Environmental Science: ATAR, General
Human Biology: ATAR, General
Integrated Science: ATAR, General
Marine and Maritime Studies: ATAR, General
Physics: ATAR, General
Plant Production Systems: ATAR, General
Psychology: ATAR, General

Animal Production Systems ATAR

In the Animal Production Systems ATAR course students learn about the sustainable operation and management of selected animal enterprises. Students explore, analyse and understand the ways that people manage natural resources, such as plants, animals, climate, soil and water to meet personal and community needs. They analyse and evaluate food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics, agricultural ethics and product marketing.

Animal Production Systems General

In the Animal Production Systems General course students learn about and apply operational practices to selected animal enterprises. Students apply natural resources, such as plants, animals, soil and water to the objective of meeting personal and community needs. They work with food and fibre production systems, applying sustainable farming practices and using appropriate agricultural technologies. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Aviation ATAR

The Aviation ATAR course draws from the disciplines of science, engineering, environmental science, mathematics and information technology to develop a broad variety of skills, processes, understandings that promote the safe and effective operations of the aviation industry. The course provides students with the opportunity to investigate the importance of aviation to our society, and to learn the skills and knowledge required to make informed decisions on issues relating to aviation. Students taking the Aviation ATAR course can learn to fly and manage aircraft.

Aviation General

The Aviation General course draws from a range of disciplines to develop in students a broad variety of skills, processes and understandings related to aspects of the aviation industry. The Aviation General course covers the same five content areas as the Aviation ATAR course—aerodynamics, performance and operation, human factors, aviation skills, and aviation development—but in more general contexts. Students investigate the importance of aviation to our society and learn skills and knowledge required to make informed decisions on issues relating to aviation. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and further training.

Biology ATAR

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Biology General

The Biology General course provides opportunities for students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the living world. They conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt to real world situations.

Students explore the diversity of organisms and how scientists make sense of the natural world. A local area study will be conducted to understand the dynamics of ecosystems. They study cells and cell processes, adaptations of organisms and the transition of genetic material to the next generation.

Chemistry ATAR

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

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

Chemistry General

The Chemistry General course provides students with the opportunity to develop their understanding of the chemistry of materials encountered in their lives and everyday chemical reactions. Students apply chemical language by using symbols and formulae for common substances. The role of chemistry in contributing to a sustainable future, and in assisting in the protection of the natural environment, is considered; and students explore the chemistry of a range of materials, including crude oil, vegetable oils, biofuels and polymers. An appreciation of the experimental nature of chemistry is developed through laboratory activities.

Earth and Environmental Science ATAR

This ATAR course explores our planet as a dynamic global system involving interactions between the geosphere, hydrosphere, atmosphere and the biosphere. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around

them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Management of environmental issues is explored, with students having opportunities to discuss issues and draw evidence-based conclusions.

Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

Earth and Environmental Science General

This General course encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence in the context of the dynamic planet Earth. A multidisciplinary approach, including geological and environmental sciences, encourages students to be curious about the world around them and to apply scientific principles to develop a balanced view of the benefits and challenges presented by the utilisation of resources. Sustainable management of resource use and its effects on the environment are a focus.

Students conduct practical investigations and have the opportunity to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations and ecosystems. This course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

Human Biology ATAR

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Human Biology General

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Integrated Science ATAR

The Integrated Science ATAR course enables students to investigate science issues in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics, and can also include less traditional areas, such as forensic science and biotechnology. Integrated Science encourages students to be questioning, reflective and critical thinkers about scientific issues. Students apply their scientific knowledge in areas such as vehicle safety and driving, personal lifestyle choices, the management of water resources, environmental issues associated with biodiversity and conservation, and sustainable use of energy. Students develop a range of practical skills and techniques through investigations and fieldwork in context, and use scientific evidence to make informed decisions about scientific issues.

Integrated Science General

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

Marine and Maritime Studies ATAR

The Marine and Maritime Studies ATAR course provides students with opportunities to engage in unique theoretical and practical learning experiences, and to equip them with a broad range of skills and knowledge. Students study oceanography concepts to develop a strong understanding of the interdependence between components of the marine environment; conduct research into the safe and sustainable management of the oceans' resources; and are also introduced to the world of maritime archaeology. As well, nautical craft and hull design features, and maritime history and archaeology, are investigated.

Marine and Maritime Studies General

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills. Students investigate oceanography concepts to explore the interdependence between components of the marine environment, and consider issues around the sustainable management of Western Australian fisheries.

Physics ATAR

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and

using evidence to make and justify conclusions are transferable skills that are developed in this course.

Physics General

This General course enables students to apply physics principles to understand practical situations in the world around them. In this practical-based course, students conduct investigations in the areas of light, sound, heat, movement and electricity. Students develop their skills of observation, measurement, analysis of data and scientific communication. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Plant Production Systems ATAR

In the Plant Production Systems ATAR course students learn about the sustainable operation and management of selected plant enterprises. Students explore, analyse and understand the ways that people manage natural resources, such as plants, climate, soil and water, to meet personal and community needs. They analyse and evaluate food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics, agricultural ethics, and product marketing.

Plant Production Systems General

In the Plant Production Systems General course students learn about and apply operational practices to selected plant enterprises. Students apply natural resources, such as plant varieties, climate, soil and water, to the objective of meeting personal and community needs. They work with food and fibre production systems, applying sustainable farming practices, and using appropriate agricultural technologies. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Psychology ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Psychology General

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Technologies

Applied Information Technology: ATAR, General, Foundation
Automotive Engineering and Technology: General
Aviation: ATAR, General
Building and Construction: General
Children, Family and the Community: ATAR, General
Computer Science: ATAR, General
Design: ATAR, General
Engineering Studies: ATAR, General
Food Science and Technology: ATAR, General, Preliminary
Materials, Design and Technology: General, Preliminary

Applied Information and Technology ATAR

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

Applied Information and Technology General

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

Applied Information Technology Foundation

A key focus of the Applied Information Technology Foundation course is the development of literacy and numeracy skills within an information and communication technology (ICT) context. This course is for students who have not demonstrated the numeracy standard in the OLNA. The course develops the ability to use ICT in a personal context, including skills that enable the use of a range of digital and multimedia tools to produce personal digital products and digital solutions. It also develops knowledge and skills associated with computer systems, the personal management of data, personal time management, and being responsible, ethical and informed digital citizens.

Automotive Engineering and Technology General

In the Automotive Engineering and Technology general course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems

and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Aviation ATAR

The Aviation ATAR course draws from the disciplines of science, engineering, environmental science, mathematics and information technology to develop a broad variety of skills, processes, understandings that promote the safe and effective operations of the aviation industry. The course provides students with the opportunity to investigate the importance of aviation to our society, and to learn the skills and knowledge required to make informed decisions on issues relating to aviation. Students taking the Aviation ATAR course can learn to fly and manage aircraft.

Aviation General

The Aviation General course draws from a range of disciplines to develop in students a broad variety of skills, processes and understandings related to aspects of the aviation industry. The Aviation General course covers the same five content areas as the Aviation ATAR course—aerodynamics, performance and operation, human factors, aviation skills, and aviation development—but in more general contexts. Students investigate the importance of aviation to our society and learn skills and knowledge required to make informed decisions on issues relating to aviation. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and further training.

Building and Construction General

The Building and Construction General course encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn and practise building processes and technologies, including principles of design, planning and management.

Children, Family and the Community ATAR

The Children, Family and the Community ATAR course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of diversity within society and examine a range of factors which impact on the ability of individuals and families to develop skills and lead healthy lives. Promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable communities. Students are exposed to developmental theories and the domains of development. Alternative perspectives, policies and practices are examined when working individually and collaboratively in forming community partnerships. Students demonstrate initiative when advocating for others about issues of inequity and injustice, and understand that beliefs, values and ethics influence decisions made by individuals, families, communities and governments.

Children, Family and the Community General

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management,

decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

Computer Science ATAR

In the Computer Science ATAR Course students explore the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems in the course of understanding the building blocks of computing. Students explore the principles related to the analysis and creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the development and use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Computer Science General

In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Design ATAR

In the Design ATAR course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The Design ATAR course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

Design General

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

Engineering Studies ATAR

The Engineering Studies ATAR course provides opportunities for students to investigate, research and present information through a design process, and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop

engineering technology skills and to understand the interrelationships between engineering projects and society.

Engineering Studies General

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

Food Science and Technology ATAR

The Food Science and Technology ATAR course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments, and understand systems that regulate food availability, safety and quality. The effect of under-consumption and over-consumption of nutrients on health, and diet-related health conditions that affect individuals and families, are examined. Recipes and processing techniques are trialled and adapted to develop food products which are assessed for suitability and end use. Students examine influences on the supply of food, and issues associated with food safety, security and sustainability. Biotechnology, genetic modification processes, food consumption patterns, and issues of food diversity and equity in Australian society are reviewed. The food and allied health sectors represent a robust and expanding area of Australian and global employment markets.

Food Science and Technology General

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

Food Science and Technology Preliminary

In the Food Science and Technology Preliminary course students develop their interests and skills through the production of food-related tasks, and consider various reasons for eating food. They experience a variety of new foods, and explore the diversity of food available at local markets to guide meal planning. Students develop knowledge of the sensory and physical properties of food and apply these when selecting and preparing raw and processed foods to prepare quality, palatable home-made meals. They develop a range of practical food-related skills, such as being able to follow recipe instructions, accurately measure ingredients, select suitable preparation equipment and

appliances, use simple cooking techniques, and appropriate clean-up procedures. Students demonstrate an awareness of personal hygiene, personal safety and food safety when handling food in a kitchen setting.

Materials Design and Technology ATAR

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

Materials Design and Technology General

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

Materials Design and Technology Preliminary

This course is designed to allow students to work with materials so that they may develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they may have opportunities to solve problems, generate ideas and communicate what they do. This enables them to make more informed decisions about the use of materials and technology in a real-life context.

VET Industry Specific (VETis)

Automotive: VETis
Business Services: VETis
Community Services: VETis
Construction: VETis
Creative Industries: VETis
Engineering: VETis
Hospitality and Tourism: VETis
Information Technology: VETis
Primary Industries: VETis
Sport and Recreation: VETis

Automotive: VETis

The VETis Automotive General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework (AQF) and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Business Services: VETis

The VETis Business Services General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

Community Services: VETis

The VETis Community Services General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

Construction: VETis

The VETis Construction General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and accredited courses and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Creative Industries: VETis

The VETis Creative Industries General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

Engineering: VETis

The VETis Engineering General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Hospitality and Tourism: VETis

The VETis Hospitality and Tourism General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Information Technology: VETis

The VETis Information Technology General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

Primary Industries: VETis

The VETis Primary Industries General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

Sport and Recreation: VETis

The VETis Sport and Recreation General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate I and Certificate II qualifications and access industry related placement/employment through mandatory workplace learning.

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

VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.

Students studying VETis can achieve full or partial, nationally recognised qualifications. Students can achieve Certificates I, II, III or IV in the area they choose.

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

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

Time and completion requirements

VETis course units are packaged as four WACE course units, linked to a specified qualification, and course unit credit is only awarded upon the completion of all of the course requirements.

Unlike other WACE courses, VETis course units are paired in both the Year 11 (Unit 1 and Unit 2) and the Year 12 (Unit 3 and Unit 4) syllabuses. A student who withdraws from a VETis course after only one semester will not receive VETis course unit credit for that academic year.

VETis courses can be delivered over one year or two years, with class contact time a notional 55 hours for each course unit.

The number of Workplace Learning endorsed program unit equivalents to be completed varies according to the qualification offered. Students must complete all components of the course before the full allocation of VETis course unit credits can be certified on the student's WACE statement of results.

Course unit credit

Course unit credit for VETis courses is awarded as 'completed' for each VETis course unit. The achievement descriptor 'completed' contributes in the same manner as a C grade for all other course units.

Regardless of the academic year in which a VETis course is completed, WACE course credit is allocated across both Year 11 (Unit 1 and Unit 2) and Year 12 (Unit 3 and Unit 4). That is, part of the achievement allocation of a VETis course is either retrospective or projected credit, depending on the year in which the course requirements are completed.

Endorsed Programs

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the Authority, or it may have been

developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the School Curriculum and Standards Authority.

Endorsed programs address areas of learning not covered by courses.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

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

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

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

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

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

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

Appendix 3: WACE breadth-of-study list for the WACE in 2016

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

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

Appendix 4: Frequently asked questions

Why are there so few courses in the Foundation group?

Answer:

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

Results will be meaningful and valued by post-school training providers and employers.

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

Answer:

The Foundation courses are designed specifically for students who do not demonstrate the required literacy and numeracy standards. These courses focus strongly on supporting these students to develop improved standards of literacy and numeracy. These courses will provide opportunities for schools to offer teaching programs that focus on the skills essential for post-school life.

Students enrolled in Foundation English and Foundation Mathematics will be able to enrol in other courses from the General and the ATAR groups of courses.

Students who have achieved the minimum standard of literacy or numeracy before the end of Semester 1 in Year 11 will not be eligible to enrol in the respective Foundation courses.

Can a student enrolled in Foundation courses get a WACE?

Answer:

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

Why has a literacy and numeracy standard been introduced?

Answer:

Concern has been expressed by industry, universities and State training providers that some students are not demonstrating sufficient literacy and numeracy skills for enrolment in some training and pre-apprenticeship courses, university courses or for the workplace.

The OLNA is referenced to a national standard (the *Australian Core Skills Framework*) that describes work-ready literacy and numeracy. The assessment will provide additional information to students, parents and teachers in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy.

Who has to sit the OLNA?

Answer:

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

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

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

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

Answer:

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

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

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

Answer:

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

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

Answer:

Yes. The Authority will provide schools with a set of grade descriptions for each course. Schools will measure student performance against these standards when awarding grades.

The Authority will implement a range of moderation processes to assist schools with their assessment and measurement of student achievement. This will help ensure results are fair and comparable, regardless of the school students are attending or the courses they are studying.

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

Answer:

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

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