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Dear Student

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

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

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

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

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

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

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

ALLAN BLAGAICH
CHIEF EXECUTIVE OFFICER
SCHOOL CURRICULUM AND STANDARDS AUTHORITY

May 2015
This section is relevant to all students seeking to achieve the WACE in 2017.

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

THE WACE REQUIREMENTS

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

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

General requirements

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

Breadth and depth

Students must

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

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

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

Unit equivalence

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

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

For VET qualifications:

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

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

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

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

Table 1: Types of courses developed by the Authority

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

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

Table 2: Types of programs developed by the Authority

<table>
<thead>
<tr>
<th>Programs</th>
<th>General features</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET programs</td>
<td>VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.</td>
</tr>
<tr>
<td>Endorsed programs</td>
<td>These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.</td>
</tr>
</tbody>
</table>
In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. Appendix 2 provides a summary of each course.

**ACHIEVEMENT OF A WACE**

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

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

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

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

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

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

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

Appendix 4 provides answers to some frequently asked questions.

**THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT**

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

**LITERACY AND NUMERACY**

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

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

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

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

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

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

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

VOCATIONAL EDUCATION AND TRAINING

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

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

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

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

How it all works

VET* can contribute towards your WACE in two ways:

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

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

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

ENDORSED PROGRAMS

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

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

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. The list of endorsed programs is available on the Authority website.

You should discuss endorsed programs opportunities with your careers counsellor.

MULTIPLE PATHWAYS TO ACHIEVE THE WACE

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

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

The following shows examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described. ■
### Table 3: Examples of study options

<table>
<thead>
<tr>
<th>Student</th>
<th>Courses studied (with minimum C grade achievement)</th>
<th>Eligibility for WACE certification</th>
<th>Eligibility for ATAR</th>
</tr>
</thead>
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<tr>
<td>A</td>
<td>six Year 11 ATAR courses five Year 12 ATAR courses</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>Yes*</td>
</tr>
<tr>
<td>B</td>
<td>four Year 11 ATAR courses two Year 11 General courses or Foundation courses four Year 12 ATAR courses two Year 12 General courses or Foundation courses</td>
<td>Yes (24 units, 12 Year 12)</td>
<td>Yes*</td>
</tr>
<tr>
<td>C</td>
<td>four Year 11 ATAR courses two Year 11 General courses or Foundation courses two Year 12 ATAR courses four Year 12 General courses or Foundation courses</td>
<td>No (24 units, 12 Year 12) but no Cert II</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>Year 11 ATAR courses two Year 11 General courses or Foundation courses one Year 12 ATAR course two Year 12 General courses or Foundation courses VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 (24 units, 10 Year 12)</td>
<td>Yes (24 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>E</td>
<td>four Year 11 General courses or Foundation courses VET Cert I four Year 12 General courses or Foundation courses VET Cert II</td>
<td>Yes (22 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>F</td>
<td>four Year 11 General courses or Foundation courses one Year 11 General VET industry specific* three Year 12 General courses or Foundation courses one Year 12 General VET industry specific* Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td>Yes (20 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>G</td>
<td>three Year 11 General or Foundation courses Certificate I – attributed to Year 11 (two unit equivalents) four Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td>Yes (22 units, 12 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>H</td>
<td>three Year 11 General or Foundation courses VET Certificate I – attributed to Year 11 (two unit equivalents) three Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12</td>
<td>Yes (20 units, 10 Year 12)</td>
<td>No</td>
</tr>
<tr>
<td>I</td>
<td>four Year 11 General or Foundation courses four Year 12 General or Foundation courses VET Certificate III – attributed to Year 11 (two unit equivalents) and Year 12 (four unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 11</td>
<td>Yes (24 units, 12 Year 12)</td>
<td>No</td>
</tr>
</tbody>
</table>

* Note: excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website)
This section is relevant to all students.

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

ENROLMENT CRITERIA FOR FOUNDATION COURSE UNITS AND PRELIMINARY COURSE UNITS

Foundation course units

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

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

Preliminary course units

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

ENROLMENT IN A WACE LANGUAGE

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

Enrolment criteria considerations include education, residency and time spent in the country where that language is spoken and use of that language outside the classroom. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application, stating the deadlines for submission, is available on the Authority website at www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms.

You should discuss your enrolment options with your careers counsellor.

ENROLMENT CRITERIA FOR EAL/D AS A YEAR 12 STUDENT

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

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

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

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

GRADES AND SCHOOL MARKS

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

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

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

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

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

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

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

Grades are not assigned for Preliminary units. Student achievement is recorded as ‘completed’ or ‘not completed’. Course completion is determined by the school according to criteria set by the Authority.
ADJUSTMENT OF GRADES AND SCHOOL MARKS

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

Grades assigned by your school are based on the Authority’s grade descriptions for each course at both Year 11 and Year 12. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

EXTERNALLY SET TASKS

An externally set task (EST) is a common task that all students enrolled in a General or Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. The EST is marked by your teacher using a marking key provided by the Authority.

AUTHENTICITY OF WORK

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

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

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

REVIEW OF SCHOOL ASSESSMENTS

The school must inform you in writing of your grade and school mark by a date specified annually by the Authority (usually in late October).

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

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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/Senior_Secondary/Courses/WACE_Courses. Follow the links to courses for Year 11s in 2015.

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

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

Enrolling in examinations

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

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

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 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
• ATAR course report
• Award certificates achieved.

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

Western Australian Statement of Student Achievement (WASSA)

A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling.

The statement of student achievement formally records, as relevant:

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

ATAR Course Report

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

• school marks***
• moderated school marks***
• examination marks***
• combined score
• state-wide distribution of combined scores in that course
• the number of candidates for that examination.

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

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

** Private candidates will receive a letter from the Authority notifying them of their ATAR course examination mark.

*** A course that has a practical examination component will have the written and practical marks reported separately.
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.scса.wa.edu.au/internet/Senior_Secondary/Exhibitions_and_Awards.

**ELIGIBILITY FOR EXHIBITIONS AND AWARDS**

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

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

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

**PEAK AWARDS**

**Beazley medal: WACE**

The Beazley medal: WACE is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions (see below).
**Beazley medal: VET**
The Beazley medal: VET is awarded to the eligible student who has demonstrated the most outstanding performance in a VET Certificate II or higher and in their other WACE achievements.

**AWARDS FOR OUTSTANDING ACHIEVEMENT**

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

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

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

**AWARDS FOR OUTSTANDING ACHIEVEMENT IN AN ATAR COURSE**
These awards relate to ATAR courses only.

**Subject exhibitions (ATAR courses)**
A subject exhibition may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a subject exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the ATAR course examination for that course.
Special subject awards (ATAR courses)
A special subject award may be presented to a candidate not eligible for a subject exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a subject exhibition.

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

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

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

AWARDS FOR OUTSTANDING ACHIEVEMENT IN VET

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

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

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

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

AWARDS FOR OUTSTANDING ACHIEVEMENT IN THE WACE

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

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

- Certificates of merit – 150–189 points
- Certificates of distinction – 190–200 points.
Table 4: Training package industry areas in which certificates of excellence may be granted

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

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

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

<table>
<thead>
<tr>
<th>Points (per unit)</th>
<th>ATAR courses</th>
<th>General courses</th>
<th>Foundation courses</th>
<th>VET qualifications</th>
<th>Points (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>B</td>
<td></td>
<td>Cert IV+</td>
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<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
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<td></td>
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<tr>
<td>8</td>
<td></td>
<td>A</td>
<td>Cert III</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and four Year 12 units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>B</td>
<td></td>
<td>Cert II</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replaces two Year 11 and two Year 12 units</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td>6</td>
</tr>
</tbody>
</table>
Appendices

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# Appendix 1: Courses

<table>
<thead>
<tr>
<th>VET industry specific</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Applied Information Technology</td>
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<tr>
<td>Automotive</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business Management and Enterprise</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
<td>Career and Enterprise</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Services</td>
<td></td>
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</tr>
<tr>
<td>Construction</td>
<td></td>
<td></td>
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<tr>
<td>Creative Industries</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English as an Additional Language/Dialect</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses with a written and practical examination.*
<table>
<thead>
<tr>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination 50% school assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Intercultural Studies</td>
<td>Aboriginal and Intercultural Studies</td>
</tr>
<tr>
<td>Aboriginal Languages of Western Australia*</td>
<td></td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Animal Production Systems</td>
<td>Animal Production Systems</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Automotive Engineering and Technology</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>Aviation</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Building and Construction</td>
<td></td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>Business Management and Enterprise</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Career and Enterprise</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Children, Family and the Community</td>
</tr>
<tr>
<td>Chinese: Background Language</td>
<td>Chinese: Background Language</td>
</tr>
<tr>
<td>Chinese: First Language</td>
<td>Chinese: First Language</td>
</tr>
<tr>
<td>Chinese: Second Language</td>
<td>Chinese: Second Language*</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Dance</td>
<td>Dance*</td>
</tr>
<tr>
<td>Design</td>
<td>Design*</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama*</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>Earth and Environmental Science</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Engineering Studies</td>
</tr>
<tr>
<td>Essential English</td>
<td>English</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect</td>
<td>English as an Additional Language/Dialect*</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>French: Background Language</td>
<td>French: Background Language*</td>
</tr>
<tr>
<td>French: Second Language</td>
<td>French: Second Language*</td>
</tr>
</tbody>
</table>
### VET industry specific

<table>
<thead>
<tr>
<th>VET Industry Specific</th>
<th>Preliminary Courses</th>
<th>School Assessment Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Health Studies and Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Studies, Physical and Outdoor Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hospital and Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary Industries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religion and Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sport and Recreation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

* Courses with a written and practical examination.
<table>
<thead>
<tr>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination 50% school assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>German: Second Language</td>
<td>German: Second Language*</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Health Studies</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Human Biology</td>
</tr>
<tr>
<td>Indonesian: First Language</td>
<td>Indonesian: First Language</td>
</tr>
<tr>
<td>Indonesian: Background Language*</td>
<td>Indonesian: Background Language*</td>
</tr>
<tr>
<td>Indonesian: Second Language*</td>
<td>Indonesian: Second Language*</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Italian: First Language</td>
<td>Italian: First Language</td>
</tr>
<tr>
<td>Italian: Second Language*</td>
<td>Italian: Second Language*</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>Marine and Maritime Studies</td>
<td>Marine and Maritime Studies</td>
</tr>
<tr>
<td>Materials Design and Technology</td>
<td>Materials Design and Technology*</td>
</tr>
<tr>
<td>Mathematics Essential</td>
<td>Mathematics Methods</td>
</tr>
<tr>
<td>Mathematics Applications</td>
<td>Mathematics Applications</td>
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<tr>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
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<tr>
<td>Media Production and Analysis</td>
<td>Media Production and Analysis*</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
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<tr>
<td>Music*</td>
<td>Music*</td>
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<tr>
<td>Outdoor Education</td>
<td>Outdoor Education</td>
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<tr>
<td>Philosophy and Ethics</td>
<td>Philosophy and Ethics</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>Physical Education Studies*</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Plant Production Systems</td>
<td>Plant Production Systems</td>
</tr>
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<td>Politics and Law</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Religion and Life</td>
<td>Religion and Life</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Visual Arts*</td>
</tr>
</tbody>
</table>
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 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 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 professional industries allowing students to maximise university 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. 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.
Students listen, compose, perform and analyse music, across different times, places, cultures and contexts. 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 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.

**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.
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.

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 develops academic English skills to prepare students for a range of post-secondary destinations in further education, training and the workplace.

Foundation

The EAL/D Foundation course is designed for students
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 Standard Australian English (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.

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.

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 ecotourism.

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.

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

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), you will need to complete an application for permission to enrol. (See Enrolment in a WACE language on page 6 of this document).
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 with a background in the language the opportunity to strengthen their personal connections to the Chinese language and culture. 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.
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 with a background in the language the opportunity to strengthen their personal connections to the French language and culture. 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 contexts and topics, develop literacy in the French 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 with a background in the language the opportunity to strengthen their personal connections to the German language and culture. 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 contexts and topics, develop literacy in the German 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 continues to build 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.

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.

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
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 with a background in the language the opportunity to strengthen their personal connections to the Indonesian language and culture. 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.

**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 with a background in the language the opportunity to strengthen their personal connections to the Italian language and culture. 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 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 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.
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 with a background in the language the opportunity to strengthen their personal connections to the Japanese language and culture. 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: First 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.

**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.

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: ATAR, 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.

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.
Automotive: VET industry specific
The VET industry specific Automotive course uses nationally endorsed training packages providing opportunities for students to complete Certificate I and Certificate II pre-vocational and trade qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Business Services: VET industry specific
The VET industry specific Business Services course uses nationally endorsed training packages providing opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Community Services: VET industry specific
The VET industry specific Community Services course uses nationally endorsed training packages providing opportunities for students to complete Certificate II and Certificate III qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Construction: VET industry specific
The VET industry specific Construction course uses nationally endorsed training packages and accredited courses providing opportunities for students to complete Certificate I and Certificate II qualifications as a trade or Para-professional pathway whilst undertaking industry related placement/employment through mandatory workplace learning.

Creative Industries: VET industry specific
The VET industry specific Creative Industries course uses nationally endorsed training packages providing opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications across a breadth of performance related industries (which include Screen and Media, Music, Visual Arts and Live Performance and Entertainment) whilst undertaking industry related placement/employment through mandatory workplace learning.

Engineering: VET industry specific
The VET industry specific Engineering course uses nationally endorsed training packages providing opportunities for students to complete Certificate I and Certificate II pre-vocational and trade qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Hospitality and Tourism: VET industry specific
The VET industry specific Hospitality and Tourism course uses nationally endorsed training packages providing opportunities for students to complete Certificate I and Certificate II qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Information Technology: VET industry specific
The VET industry specific Information Technology course uses nationally endorsed training packages providing opportunities for students to complete Certificate I, Certificate II and Certificate III qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.
VET industry specific courses are for students aiming to enter further training or the workforce straight from school.

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

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

Course structure and completion requirements

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

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

Course unit credit

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

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

Primary Industries: VET industry specific

The VET industry specific Primary Industries course uses nationally endorsed training packages providing opportunities for students to complete Certificate I and Certificate II qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.

Sport and Recreation: VET industry specific

The VET industry specific Sport and Recreation course uses nationally endorsed training packages providing opportunities for students to complete Certificate I and Certificate II qualifications whilst undertaking industry related placement/employment through mandatory workplace learning.
**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.

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

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

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

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

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

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

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

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

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

What is Vocational Education and Training?

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

What can I study as part of VET?

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

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

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

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

Why would I choose VET?

For many students, VET is more directly relevant and meaningful to their future career aspirations.

VET qualifications can give you a competitive advantage when applying:

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

If you start your qualifications in the trade areas in Years 11 and 12, you can also get a head start on your peers who commence studying VET after they’ve left school. This means you can finish your apprenticeship earlier than someone who commences once they leave school.
Will comparisons between results in the General and Foundation courses at different schools be fair?

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

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

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

This standard is required for students to:
- be eligible for a university admission rank (ATAR), and
- enrol in training and pre-apprenticeship courses.

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

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

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

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

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

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

Can I enrol in other courses while I’m studying Foundation courses?

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

If I enrol in a Foundation course, can I get a WACE?

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

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

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

What if I don’t achieve a WACE?

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

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