

# OCEAN REEF

SENIOR HIGH SCHOOL

*Opportunity Challenge Growth*



**OCEAN REEF**  
SENIOR HIGH SCHOOL

# 2023 Curriculum Handbook

PATHWAYS and  
COURSE SELECTIONS

# YEAR

# 11

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## Contacts

For all enquiries please contact a member of the Year 10 team either by email (preferred) or through the school office.

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## Course Selections

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The diversity of courses that Ocean Reef Senior High School offers provides opportunities for you to prepare for a range of post-secondary pathways, including further education; training or employment.

Each school in Western Australia determines the courses (subjects) they can offer and thus there can be variations from school to school. This can mean they not all courses are offered if transferring between schools during Year 11 and 12, or offering a course that aligns to your interests and abilities. This booklet has been prepared to assist in making informed educational decisions for 2023 and beyond.

Students entering Year 11 in 2023 have three WACE Pathway options for the course completion requirement to achieve the Western Australian Certificate of Education (WACE). An ATAR Pathway, a General Pathway and a Training Pathway.

Students and parents are asked to be familiar with the contents of the publications from The School Curriculum and Standards Authority: [Year 10 Information Handbook](#) and the [Year 12 Information Handbook](#).

The recommended *Prerequisites* for ATAR courses are included in the detailed course descriptors. If you have not achieved the prerequisites, you will be strongly encouraged not to choose these courses as it may place students at educational risk. Parent/carer authorisation will be required for selections against school recommendation as limited opportunity will be available to select a replacement course during Year 11 and 12.

### Preparing for WACE and Course Selections

1. As you consider which will be the best option for you and begin the process of selecting your courses for Years 11 and 12, talk with your parents/family members about the courses and programs that will work best for you, as well as those who have a sense of your goals and aspirations.
2. Reflect on your school recommended WACE pathway. This recommendation is a starting point, to assist with course selections for a two-year WACE program, and whilst not binding, is designed to guide you towards successful achievement of WACE by the end of 2024.
3. Collect relevant information about university, training and career options post-school. Find out about the courses and careers that interest you and check whether there are any prerequisites that you need to factor into your course selection.
4. Visit the [Senior Secondary SCSA website](#), you will find materials and information relating to Years 11 and 12 including: an overview of the WACE and the course materials and the Syllabus and Support material documents.
5. Study the resources available in the Connect Year 10 Students > Library Folder > Planning for Year 11 - 2023 Information:
  - The ORSHS Curriculum Handbook - Pathways and Course Selections, Year 11 – 2023
  - The ORSHS 2023 Course Selection Form
  - The Department of Education Individual Pathway Planning Year 11 booklet.
  - The School Curriculum and Standards Authority Handbook for Year 10 and Year 12, <https://senior-secondary.scsa.wa.edu.au/>
  - University Admissions 2023 (most current publication)
  - TAFE Admissions Guide 2022 (most current PDF publication)
6. Review your NAPLAN or OLNA results. To achieve WACE, you will need to demonstrate reading, writing and numeracy at CAT 3 OLNA. You may have achieved this in Year 9 if your NAPLAN result was Band 8 or higher. There are four OLNA testing rounds during Year 11 and 12.
7. There is **very limited opportunity to change courses once selected** for Year 11 and 12, select courses that will provide a **two year pathway** to further study or employment.
8. Use the Course Selection Form to select SIX (6) courses in order of preference as well as TWO (2) reserve courses, to be studied over a two-year program for Years 11 and 12.
9. Select an ENGLISH Course, either ATAR or General as the completion of four units of English by the end of Year 12 is a mandated requirement for WACE.
10. Students who choose an **ATAR Pathway** will need to select a **minimum of four ATAR** courses, including ATAR English/ATAR Literature, and up to two General Courses, or Certificate Qualifications.
11. Students who have not yet met the minimum standard of Numeracy and/or Literacy (OLNA CAT 1) may wish to select the Certificate II Skills for Work and Vocational Pathways.
12. Students who have NOT demonstrated the minimum standard of NUMERACY (CAT 1 or CAT 2) through OLNA are strongly encouraged to select the General Mathematics Essentials Course.

13. Students will be scheduled to attend an in-school WACE Pathway Planning appointment with a Pathway Planning Facilitator.
14. During this appointment, students and families will complete the course selection form.
15. Some students may be required to attend a second WACE Planning appointment if their selections cannot be matched or the courses offered are not able to be resourced, the student would then need to re-select from the courses available.
16. Payment is required in full, a deposit or payment plan as confirmation of the child's enrolment, courses and timetable.

## School Curriculum and Standards Authority

The School Curriculum and Standards Authority (SCSA or the Authority) is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian Schools. The Authority is the body that awards the **Western Australian Certificate of Education (WACE)** and collects the information recorded in the **Western Australian Statement of Student Achievement (WASSA)**.

## The WACE

Is awarded by the Authority to students in Western Australia on successful completion of their senior secondary education. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE. Achievement of the WACE signifies that the student has successfully met the *breadth and depth standard*, the *achievement standard*, and *literacy and numeracy competence* requirements in their senior years of secondary schooling.

The Authority issues to all Year 12 students at the completion of their secondary schooling the **WASSA**. A formal record of what students leaving school at the end of Year 12 have achieved as a result of their senior school education in Western Australia.

Year 11 and 12 students are enrolled in a combination of Australian Tertiary Admission Rank (ATAR) and General Courses. Some students are also gaining credit towards achievement of the WACE by undertaking one of the **Vocational Education and Training (VET)** qualifications and/or one or more of the Endorsed Programs.

Each WACE unit is nominally 55 hours of contact time per semester, however for some VET courses the unit time is dependent on the qualification and may require more than 55 hours per semester.

For WACE courses:

1. Units 1 and 2 are typically studied as a year-long course in Semester One and then Two of Year 11, an (E) is the code when combined for the yearlong course and grades are reported to the Authority as a pair at the end of the year, and where a single unit is studied this is reported separately.
2. Units 3 and 4 are typically studied in Year 12, (T) is the codes for a yearlong course in Semester One and Two, the units must be studied and reported to the Authority as a pair. The Semester One Report records a Progress Grade and the Semester Two Report or Year 12 Statement of Results is the final Course Grade reported to the Authority.

## Course Selection

Meeting the requirements for the WACE or for entrance to a TAFE/training provider or a university depends largely on a student's ambitions and abilities. When choosing a pathway of study, consider:

**Abilities** - it is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your OLNA or NAPLAN data, end of Semester One Year 10 achievement and teacher recommendations are the best indicators. If you do not meet the prerequisites outlined, you will not be recommended to select the course.

**Future goals** - ensure the courses chosen meet any pre-requisite criteria for university, future employment or further study. If your career goals are unknown, select courses that offer breadth and depth, flexibility, interest and a realistic chance of success.

## WACE Course Pathways

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There are three types of WACE programs offered:

1. ATAR Pathway (for direct entry to University), where a minimum of four (4) ATAR courses are selected, the school recommends students select five (5) ATAR courses and one (1) General course or Certificate qualification,
2. General Pathway, where a minimum of four (4) General courses are selected,
3. Training Pathway - non-university, and includes a Vocational Education and Training (VET) qualification.

**Students choose a pathway with six courses that they will continue to study from Year 11 to the end of Year 12.** To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at **least one** Year 11 and one Year 12 course unit from each of **List A and List B. English/Literature**, either ATAR or General courses will need to be selected.

Once a student has commenced their program of study, course changes are discouraged and the school is advised by the Authority not to permit students to transfer unless there are exceptional circumstances ie,

- the proposed transfer will support the educational needs of the student,
- it is agreed how the student will complete the education program (e.g. during private study periods, during school holidays),
- it is agreed how the student will complete the assessment program (or how the assessment program will be modified for this student but still meet the syllabus requirements and allow the student to be ranked with the other students enrolled in the unit), and
- consideration is given to the demands that the transfer will place on the teacher of the class into which the student is transferring.

All WACE courses described are governed by the syllabuses and assessment structures of the Authority. These syllabus statements are available from the SCSA website – <http://senior-secondary.scsa.wa.edu.au/>

In accordance with SCSA policy, students are awarded a grade for each course at the end of Year 11 and Year 12. The grades appear on the student's Western Australian Statement of Student Achievement (WASSA) issued by the Schools' Curriculum and Standards Authority when the student has finished secondary school, and are based on school based assessments, Year 12 External Set Tasks (SCSA developed and implemented at school) and ATAR exams (SCSA developed and implemented as per their timeline).

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 but may be resulted with a separate semester grade if a student must change course.

### Transfer between courses

The School deadlines for course changes/transfers for Year 11 or Year 12 (ATAR/General/Certs) is supported by the dates advertised in the *Activities Schedule* published by the Authority.

Students enrolled in a Year 12 course are unable to transfer into a new course after the Term 1 final date for transfer provided in the current Authority *Activities Schedule*. The school will advertise dates to students and families through *Connect and the school's Website*. Enrolment in an ATAR courses requires the student to also complete the end of year WACE course examination, non-completion may result in non-achievement of the WACE.

There will be limited opportunity to change course once selected.

### Course Charges and Extra Cost Options

WACE and VET courses attract compulsory charges. There will be additional charges where extra cost activities are part of the Year 11 and 12 educational program, such as excursions and camps that students are expected to attend to enhance and support learning, which the course charges do not cover.

In Term 4, the parent or guardian will receive an information package which will include the updated additional cost charges, a Resource List, a statement of the course charges and voluntary contributions.

If the courses the student selects have textbooks and other resources on the Resource List, it is a requirement that they be purchased. Without textbooks, there is little chance of succeeding in the course as they are essential to supporting independent study and revision.

## Study and Homework

Before students decide on which pathway to study, they need to consider the type of commitment they can give out of school hours. Students studying ATAR (university pathway) courses need to do a minimum of three hours' study per course per week, each and every week. That means if a student is studying six ATAR courses, they need to dedicate a minimum of 18 hours to homework and/or study per week.

The recommended time for homework and study considered necessary for adequate learning is:

- for Year 11 is 2 to 3 hours per night and Year 12 is 3 to 4 hours per night.

Homework does not only consist of the work given to the student by the teacher, but also has a self-directed component. This may include organising notes, revision, research, exam study, practical study or additional tasks or questions.

## Attendance and Completion of the Assessment and Learning Program

Attendance and participation in class is the key to achieving success. Studies show that students who attend school regularly are more likely to succeed and achieve the WACE. Students should aim for **100% attendance**. The only acceptable reasons for absences are sickness or attendance at a school activity such as an excursion.

Personal commitments and holidays are not acceptable or authorised reasons for being absent from School. The Authority requires students complete the course learning and assessment program to be awarded a grade for each WACE course. No allowance can be made for non-completion of an assessment or the examination schedule for holidays, work or personal arrangements.

## Senior School Assessment and Reporting Policy

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It is essential in Year 11 and 12 that all out of class assessment tasks are submitted by the due date. Failure to do so jeopardises marks and lowers grades, preventing the student from achieving his or her potential. A student who has had the opportunity to complete the assessment but chooses not to submit by the due date will be allocated a mark of zero (0) as per the Senior Secondary School Assessment and Reporting Policy and the Authority guidelines. Absence from an in-class assessment due to sickness or misadventure requires the student to provide medical evidence.

School based assessments can include; research tasks, practical tests, portfolio, tests under timed conditions and examinations. For more specific information, please refer to Connect Policies for the Senior Secondary Assessment and Reporting Policy.

Students with special educational needs may require modifications/adjustments to their learning programs and assessments to access the curriculum equitably. The school will ensure students with special educational needs complete assessment tasks under appropriate conditions, guided by The *Guidelines for disability adjustment for timed assessments* on the Authority website at <http://senior-secondary.scsa.wa.edu.au/assessment/disabilityadjustment-guidelines>.

For the purpose of assessing special examination arrangements applications, the following operational definition is used: A mental health condition is a disorder or illness that affects a student's thought processes, judgement, perception of reality, or emotional and social wellbeing. The symptoms significantly impact on a student's cognitive functioning. The current presenting symptoms must be supported by evidence from a range of sources including a student's history, school observations and appropriate health professionals. A request for **extra working time** needs to be supported by compelling evidence from treating health professionals and the school that demonstrates significant impact of the student's executive functioning and a decline in academic productivity and performance that cannot be rectified by rest breaks.

## Examinations

All Year 11 and 12 **ATAR courses** require student complete **written examinations**. Some courses have a written and a practical examination (performance, oral, portfolio or production). The Authority sets, administers and marks the final ATAR examinations. Students enrolled in a Year 11 General courses complete school developed **Internally Set Tasks (IST's)** for each course under standard exam/test conditions in preparation for the Year 12 Authority developed mandated moderated task in Year 12, **the Externally Set Task (EST)**.

School examination dates for Year 11 and 12 are advertised on the school website at the start of the year and the Authority advertises their dates for Year 12 ATAR courses, usually by June for next October and November.

The IST is included in the Year 11 assessment outline for the pair of units. It is a 50-minute written assessment task developed by the School based on content from Unit 1 and/or 2, completed under standard exam/test conditions.

The ESTs are assessments for each Year 12 General and Foundation course, developed by the Authority and distributed to schools for administering to students. The Assessment table in the Year 12 course syllabus shows the course EST as a separate assessment type with a weighting of 15 per cent for the pair of units. The EST will take 50 minutes, is administered during the weeks in Term 2 designated by the Authority Activities Schedule, under standard test/exam conditions. The Authority informs schools during Term 3, in the previous year, of the Unit 3 syllabus content on which the EST will be based.

Students who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may have the school apply for them to sit an ATAR course examination under special conditions. Application is made prior to the examinations. Application can be for the written or practical ATAR course examinations.

There is an application form for special examination arrangements, completed by the school and returned along with supporting documentation to the Authority by the specified date in April. Late applications will only be considered in extenuating circumstances if the diagnosis of a new disability/illness occurs after this date.

The Authority does not automatically adopt a medical/psychological provider's advice or replicate the special arrangements that a school may have put in place for school-based assessment. The fact that a candidate has a disability/illness does not automatically entitle that candidate to special examination arrangements. Each application is considered individually and arrangements provided depend upon the functional impact of the disability during timed assessments.





## ATAR Pathway

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These courses are examined externally for the purposes of university entrance. Compulsory ATAR course written examinations covering the Year 12 courses are held in November every year, and practical examinations (eg Physical Education Studies) in the September/October holiday weeks. The examinations are administered by the Authority. It is recommended that students aiming for university entrance study a minimum of **five ATAR courses in Year 11** (and subsequently the corresponding five ATAR courses in Year 12).

Both the General and ATAR course cannot be selected for WACE for example: ATAR and General Human Biology, ATAR English and General English, ATAR Psychology and General Psychology, ATAR Physical Education Studies and General Physical Education Studies.

A student cannot use the following course combinations in the calculation of an ATAR. However, it may be possible to take both courses but the result of only one may be used in the ATAR calculation:

1. Mathematics Applications **with** Mathematics Methods
2. Mathematics Applications **with** Mathematics Specialist

## General Pathway

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General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority, for moderation purposes.

Some General courses have **defined** contexts. These courses are:

- Design: Dimensional and Photography General units only
- Materials Design and Technology: Metal, Textiles, Wood

Design students can enrol in more than one context in each course with defined contexts, but only a **maximum of four units** will count towards WACE requirements.

**General Courses** *do not* contribute to direct university entrance eligibility

## Training Pathway

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A Vocational Education and Training (VET) pathway is a combination of General Courses and an approved training qualification, e.g. Certificate II Creative Industries Media, and Endorsed Programs, e.g. Workplace Learning (ADWPL).

Of the 20 units required for a WACE, up to a maximum of **four Year 11 units** and **four Year 12 units** may be **substituted by VET qualifications and/or endorsed programs**. A student may choose to study VET qualifications and/or endorsed programs and be able to substitute using only VET qualifications (**up to a total of eight units**) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).

Vocational Education and Training provides you with the skills and knowledge to perform effectively in the workplace, in some instances qualifies you to do a specific job. VET can contribute directly to your career goals no matter what your destination.

VET qualifications comprise of units of competency. Each unit of competency describes the required skills, and knowledge for work in an industry. Completed qualifications recorded as part of your secondary studies are listed on the Western Australian Statement of Student Achievement (WASSA) along with individual units of competency achieved.

For VET to contribute towards the WACE you need to have been issued with a Unique Student Identifier and have it added to your student record. Students will be required to apply for a USI prior to commencing Year 11.

**Certificate Qualifications** are governed by the Australian Quality Training Framework and do not contribute to direct university entrance eligibility. Successful completion of these courses is an advantage for students who are aiming to apply for further training pathways (e.g. such as TAFE/Training Providers) and may be an advantage for students applying for alternative entry pathways to university (E.g. Portfolio Entry to Edith Cowan University). For information on alternative pathways to university, please contact individual universities directly.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II. A comprehensive account of VET procedures, and the process for identifying and presenting a case for a variety of special circumstances, is located on the Authority website.

Note: VET qualifications **do not** contribute to the WACE breadth of study requirement because they are not identified as List A or List B subjects.

## TAFE and Training Admission

Vocational Training and Education (VET) entrance requirements are consistent across all TAFE colleges and are based on the literacy and numeracy levels required for entry into a course

### For school leavers:

| Certificate                    | Prerequisite   | Prerequisite        |
|--------------------------------|--|---------------------|
| Certificate I                  | None   | None                |
| Certificate II                 | OLNA or NAPLAN 9 Band 8  | Cert I or II        |
| Certificate III                | OLNA or NAPLAN 9 Band 8  | Cert I or II        |
| Certificate IV                 | C grades in Y11 WACE General English, and<br>OLNA or NAPLAN 9 Band 8 | Cert II or III      |
| Diploma or<br>Advanced Diploma | Completion of WACE General or ATAR (min C grades) or equivalent      | Cert III or Cert IV |

### SELECTION CRITERIA

| Academic achievement - max 60 pts   | Work history – max 30 pts   |
|---|---|
| Derived from the highest points from either <ul style="list-style-type: none"> <li>Secondary education results (top 3 course results); or</li> <li>Completed AQF qualification</li> </ul> | Credit for total hours worked at 0.003 points per hour for <ul style="list-style-type: none"> <li>Employment;</li> <li>Work experience; and</li> <li>Community services/volunteer work</li> </ul> |

### COMPARATIVE POINT SCORES FOR SELECTION CRITERION “Academic Achievement”

Generated from the three completed full-year courses that award the highest points

|                  | WACE Stream 1<br>(ATAR) |           | WACE Stream 2<br>(completed Certificate) | WACE Stream 3<br>(General course) |           |
|------------------|-------------------------|-----------|--|-----------------------------------|-----------|
| Entry to Cert IV | 3 x A grade             | 60 points | Cert II 25 points<br>Cert III 45 points  | 3 x A grade                       | 48 points |
|                  | 3 x B grade             | 60 points |  | 3 x B grade                       | 45 points |
|                  | 3 x C grade             | 54 points |  | 3 x C grade                       | 42 points |



## University Admission

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The information provided is correct as time of publication, please refer to the TISC website for currency. <https://www.tisc.edu.au/static/home.tisc>

To be considered for university admission as a school leaver applicant, normally you must -

1. meet the requirements for the **Western Australian Certificate of Education (WACE)** prescribed by the School Curriculum and Standards Authority, and
2. achieve **competence in English** as prescribed by the individual universities, and
3. obtain a sufficiently high **ATAR/Selection Rank** for entry to a particular course, and
4. satisfy any prerequisites or special requirements for entry to particular courses.

For most courses, 2024 Year 12 students will be selected for admission to university in 2025 on the basis of their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank.

Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds.

A Mathematics bonus of 10% of the scaled score for each of Mathematics Methods ATAR and Mathematics Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics Methods ATAR and/or Mathematics Specialist ATAR course scaled scores are counted in the best four.

### PORTFOLIO ENTRY INTO SELECTED COURSES AT CURTIN UNIVERSITY

Alternative entry is available in selected courses for those who can demonstrate equivalence to Curtin's ATAR entry through the submission of a portfolio. You can visit <http://futurestudents.curtin.edu.au/school-leavers/how-to-get-in/flexible-entry-pathways/portfolio.cfm> for further information in regard to the portfolio requirements and application process. Please be advised that an interview might be required as part of the application process.

### PORTFOLIO ENTRY PATHWAY TO EDITH COWAN UNIVERSITY (ECU)

ECU offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four courses in Year 12, three of which need to be at ATAR level. Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.ecugetready.com.au](http://www.ecugetready.com.au).

### MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in English and Creative Writing, and Theatre and Drama; Bachelor of Communication degrees in Journalism, and Strategic Communication; Bachelor of Creative Media degrees in Games Art and Design, Graphic Design, Photography, Screen Production, and Sound. Students must satisfy Murdoch's English requirement, as outlined below, and should apply through TISC but submit their portfolios directly to Domestic Admissions at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline. For more information, see <https://portfolio.murdoch.edu.au/>.

The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for the Bachelor of Arts, Commerce, Design and Science courses. Separate evidence of English competence is also required. However, school leavers using a diploma achieved during their Years 11 and 12 must also have:

- achieved WACE; and
- met UWA's competence in English requirement.

## Pathways to Further Study or Employment

*Every student with a pathway to a successful future*

|                               |          |   |   |   |                     |   |                             |   |   |   |                               |   |                               |
|-------------------------------|----------|---|---|---|---------------------|---|-----------------------------|---|---|---|-------------------------------|---|-------------------------------|
| <b>ATAR PATHWAY</b>           | Option A | → | 4+ ATAR Courses                           | → | Complete Yr 11 & 12 | → | WACE                        | → | 70+ ATAR Score                          | → | Uni                           |   |                               |
|                               |          |   | 0-2 Cert II or III and/or General Courses |   |                     |   |                             |   |   |   |                               |   |                               |
| <b>GENERAL PATHWAY</b>        | Option B | → | 4+ ATAR Courses                           | → | Complete Yr 11 & 12 | → | WACE                        | → | Low ATAR (No Direct Entry to Uni Offer) | → | Enabling program or portfolio | → | Uni                           |
|                               |          |   | 0-2 Cert II or III and/or General Courses |   |                     |   |                             |   |   |   |                               |   |                               |
| <b>GENERAL PATHWAY</b>        | Option C | → | 5+ General Courses                        | → | Complete Yr 11 & 12 | → | WACE                        | → | TAFE entry                              | → | Cert III, IV or Diploma       | → | May be eligible for Uni entry |
|                               |          |   | 0-1 Cert II or III and/or WPL             |   |                     |   |                             |   |   |   |                               |   |                               |
| <b>TRAINING PATHWAY (VET)</b> | Option D | → | 4+ General Courses                        | → | Complete Yr 11 & 12 | → | WACE                        | → | TAFE entry or employment                |   |                               |   |                               |
|                               |          |   | Certificate II or III and WPL (C&E)       |   |                     |   |                             |   |   |   |                               |   |                               |
|                               | Option E | → | Complete Yr 11 & 12                       | → | WASSA, NO WACE      | → | Further study or employment |   |   |   |                               |   |                               |
|                               | Option F | → | Year 10, 11 or 12 EXIT School             | → | NO WASSA, NO WACE   | → | Further study or employment |   |   |   |                               |   |                               |

Further Study or Employment

## WACE 2023 Pathway Options

Select ONE (1) WACE Pathway Option :

|          | Recommended<br>OLNA Pre-req | Year of<br>Study | ATAR<br>Courses | General<br>Courses | Certificate<br>Qualification | Endorsed<br>Program | ATAR<br>Eligible | WACE<br>Eligible         | Pathway<br>Selected<br><input checked="" type="checkbox"/> |
|----------|-----------------------------|------------------|-----------------|--------------------|------------------------------|---------------------|------------------|--------------------------|--|
| ATAR     | CAT 3                       | 11               | 6               | -                  | -                            | -                   | Yes              | Yes                      | <input type="checkbox"/>                                   |
|          |                             | 12               | 6               | -                  | -                            | -                   |                  |                          |  |
|          | CAT 3                       | 11               | 5               | 1                  | *                            | -                   | Yes              | Yes                      | <input type="checkbox"/>                                   |
| 12       |                             | 5                | 1               | *                  | -                            |                     |                  |                          |  |
| General  | CAT 3                       | 11               | 4               | 2                  | *                            | -                   | Yes              | Yes                      | <input type="checkbox"/>                                   |
|          |                             | 12               | 4               | 2                  | *                            | -                   |                  |                          |  |
|          | CAT 2                       | 11               | -               | 6                  | *                            | -                   | No               | Yes                      | <input type="checkbox"/>                                   |
| 12       |                             | -                | 6               | *                  | -                            |                     |                  |                          |  |
| Training | CAT 2                       | 11               | -               | 6                  | *                            | 1+                  | No               | Yes                      | <input type="checkbox"/>                                   |
|          |                             | 12               | -               | 6                  | *                            | 1+                  |                  |                          |  |
|          | CAT 1                       | 11               | -               | 5                  | 1                            | -                   | No               | Yes                      | <input type="checkbox"/>                                   |
| 12       |                             | -                | 5               | 1                  | -                            |                     |                  |                          |  |
| CAT 1    | 11                          | -                | 5               | 1                  | 1+                           | No                  | Yes              | <input type="checkbox"/> |  |
|          | 12                          | -                | 5               | 1                  | 1+                           |                     |                  |                          |  |

\* The Certificate Qualification may replace 1 x General Course.  
 1+ Workplace Learning is combined with General Career and Enterprise.

## WACE requires six course selections

CHOOSE SIX (6) COURSES. At least ONE course from List A and at least ONE course from List B. Also choose TWO (2) reserve courses.

Select ATAR Courses: **The minimum ATAR selection is FOUR (4) courses.** Pre-requisite Year 10 grades listed are required for ATAR courses.

| List A (arts/social sciences) |       |                | List B (mathematics/science/technology) |                          |               |                             |   |
|-------------------------------|-------|----------------|---|--------------------------|---------------|-----------------------------|---|
|                               |       | Prerequisites  |   |                          | Prerequisites |                             |   |
| <input type="checkbox"/>      | AEENG | English        | 10ENG $\geq$ B                          | <input type="checkbox"/> | AEBLY         | Biology                     | 10SCI $\geq$ B                                      |
| <input type="checkbox"/>      | AELIT | Literature     | 10ENG $\geq$ B                          | <input type="checkbox"/> | AECHE         | Chemistry                   | 10CHEM $\geq$ B                                     |
| <input type="checkbox"/>      | AEGEO | Geography      | 10HASS $\geq$ C                         | <input type="checkbox"/> | AEHBY         | Human Biology               | 10SCI $\geq$ B                                      |
| <input type="checkbox"/>      | AEHIM | Modern History | 10HASS $\geq$ C                         | <input type="checkbox"/> | AEMAA         | Mathematics Applications    | 10MAT $\geq$ C                                      |
|                               |       |                |   | <input type="checkbox"/> | AEMAM         | Mathematics Methods         | 10MATA $\geq$ B                                     |
|                               |       |                |   | <input type="checkbox"/> | AEMAS         | Mathematics Specialist      | 10MATA $\geq$ A                                     |
|                               |       |                |   | <input type="checkbox"/> | AEMMS         | Marine and Maritime Studies | 10SCI $\geq$ B                                      |
|                               |       |                |   | <input type="checkbox"/> | AEPEP         | Physical Education Studies  | 10SCI $\geq$ B and 10PE $\geq$ B and 10ENG $\geq$ B |
|                               |       |                |   | <input type="checkbox"/> | AEPHY         | Physics                     | 10CHEM $\geq$ B and 10MATA $\geq$ B                 |
|                               |       |                |   | <input type="checkbox"/> | AEPSY         | Psychology                  | 10HASS $\geq$ C                                     |

Select General Courses:

| List A (arts/social sciences) |       | List B (mathematics/science/technology) |                          |        |                                   |
|-------------------------------|-------|---|--------------------------|--------|-----------------------------------|
| <input type="checkbox"/>      | GEENG | English                                 | <input type="checkbox"/> | GEDES  | Design – Dimensional              |
| <input type="checkbox"/>      | GELIT | Literature                              | <input type="checkbox"/> | GEDESP | Design – Photography              |
| <input type="checkbox"/>      | GEBME | Business Management & Enterprise        | <input type="checkbox"/> | GEEST  | Engineering Studies               |
| <input type="checkbox"/>      | GECAE | Career and Enterprise + ADWPL           | <input type="checkbox"/> | GEFST  | Food Science Technology           |
| <input type="checkbox"/>      | GECFC | Children Family and Community           | <input type="checkbox"/> | GEHBY  | Human Biology                     |
| <input type="checkbox"/>      | GEHEA | Health Studies                          | <input type="checkbox"/> | GEISC  | Integrated Science                |
| <input type="checkbox"/>      | GEVAR | Visual Arts                             | <input type="checkbox"/> | GEMAE  | Mathematics Essentials            |
|                               |       |   | <input type="checkbox"/> | GEMDT  | Materials Design Technology, Wood |
|                               |       |   | <input type="checkbox"/> | GEOED  | Outdoor Education                 |
|                               |       |   | <input type="checkbox"/> | GEOEM  | Outdoor Education (Marine Focus)  |
|                               |       |   | <input type="checkbox"/> | GEPES  | Physical Education Studies        |
|                               |       |   | <input type="checkbox"/> | GEPSY  | Psychology                        |

School Based Training Qualification: Maximum selection = ONE (1). Students at OLN (CAT1) need to complete a Certificate II or higher for WACE.

- |                          |       |  |
|--------------------------|-------|--|
| <input type="checkbox"/> | CECRI | Creative Industries (Media) Certificate II             |
| <input type="checkbox"/> | CEFSK | Skills for Work and Vocational Pathways Certificate II |
| <input type="checkbox"/> | CECSC | Community Services Certificate II                      |
| <input type="checkbox"/> | CETOU | Tourism Certificate II                                 |
| <input type="checkbox"/> | CEENG | Engineering Certificate II                             |
| <input type="checkbox"/> | CEMUS | Music Industry Certificate III                         |

# Courses Descriptors

## ARTS COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts>

**Design Photography:** General (Proposed charges GEDESP \$130.00)

**Visual Arts:** General (Proposed charges GEVAR \$120.00)

**Certificate II Creative Industries - Multimedia** (Proposed Charge Year 11 \$160.00)

**Certificate III Music Industry - Performance** (Proposed Charge Year 11 \$195.00)

### Design General Photography

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 a particular context - Photography. The Design General course also emphasises the scope of design in trade based industries allowing students to maximise vocational pathways. Students are advised not to select both Design Photography (Arts) and Design Dimensional (Technologies).

### Visual Arts General

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

### Certificate II Creative Industries - Multimedia



CUA20220 Certificate II in Creative Industries (Media) is offered in partnership via auspice with registered training organisation: North Metropolitan TAFE (RTO 52786). Successful completion of this course allows the student a direct pathway to the Diploma of Screen and Media course at North Metropolitan TAFE. The Student Handbook and Parent Handbook can be downloaded from their website [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au)

### Description

Successful completion of this course allows the student a direct pathway to the Diploma of Screen and Media course at North Metropolitan TAFE. The Student Handbook and Parent Handbook can be downloaded from their website [www.northmetrotafe.wa.edu.au](http://www.northmetrotafe.wa.edu.au) This qualification will provide the learner with an understanding of the basic terminology and skills practise in the Film and Television Industry. The students will undertake learning in a scaffolding manner with skills and knowledge from all units layering upon each other to build competency. This holistic delivery & assessments method enables the students to follow Industry practise, in a structured 'production' and 'post-production' format.

*The Certificate II in Creative Industries (Media) is delivered and studied over two years.*

### Job roles

This qualification will enable the learner to acquire an understanding of the departmental areas of a Film crew; their roles and responsibilities as well as skills practice. The learner will then be in a position to enter into the Film and Television Industry in an assistant position.

***The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.***

| CUA20220  | Certificate II in Creative Industries (Media)      |
|-----------|--|
| Comp Code | Competency   |
| BSBTWK201 | Work effectively with others                       |
| CUAPOS211 | Perform basic vision and sound editing             |
| ICTICT215 | Operate digital media technology packages          |
| CUADES201 | Follow a design process                            |
| CUAACD201 | Develop drawing skills to communicate ideas        |
| CUAPRP201 | Develop basic prop construction skills             |
| CUAIND211 | Develop and apply creative arts industry knowledge |
| CUASOU213 | Assist with sound recordings                       |
| CUACAM211 | Assist with basic camera shoots                    |
| CUAWHS312 | Apply work health and safety practices             |



### Certificate III Music Industry (Performance)

CUA30920 Certificate III in Music Industry (Performance) is offered to students under the auspices of the College of Sound and Music Production. (RTO 41549). Students and parents are welcome to contact the RTO for confirmation of this program by phone or email.

Phone: (03) 9592 4801

Email: [enquiries@cosamp.com.au](mailto:enquiries@cosamp.com.au)

Website: [cosamp.com.au](http://cosamp.com.au)

#### Description

This qualification is for the all-round development of the contemporary musician where you learn skills to prepare for performances, perform in groups, set up the PA equipment for the show and be involved in organising for an event.

The Certificate III in Music (Performance) is delivered over two years.

#### Job roles

This qualification allows learners to develop skills and knowledge to prepare for work as a band member.

***The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.***

| CUA30920  | Certificate III in Music Industry (Performance)               |
|-----------|---|
| Comp Code | Competency  |
| CUAIND313 | Work effectively in the music industry                        |
| CUAMPF312 | Prepare for musical performances                              |
| CUAIND314 | Plan a career in the creative arts industry                   |
| CUAMPF213 | Perform simple repertoire in ensembles                        |
| CUAMPF414 | Perform music as part of a group                              |
| CUAMPF314 | Make music demos  |
| CUADIG211 | Maintain interactive content                                  |
| CUACMP311 | Implement copyright arrangements                              |
| CUAMPF311 | Develop technical skills for musical performances             |
| CUAMPF313 | Contribute to backup accompaniment as part of a group         |
| CUAMLT302 | Apply knowledge of style and genre to music industry practice |



## ENGLISH COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english>  
<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/literature>

**English:** ATAR (Proposed charges AEENG \$47.00)

**English:** General (Proposed charges GEENG \$40.00)

**Literature:** ATAR (Proposed charges AELIT \$60.00)

**Literature:** General (Proposed charges GELIT \$50.00)

### 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.

### 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 COURSES

Further information, syllabus and support materials available from  
<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education>

- Health Studies:** General (Proposed charges GEHEA \$65.00)
- Outdoor Education:** General (Proposed charges GEOED \$423.00)
- Outdoor Education:** General (Marine Focus) (Proposed charges GEOEM \$423.00)
- Physical Education Studies:** ATAR (Proposed charges AEPES \$60.00)
- Physical Education Studies:** General (Proposed charges GEPES \$74.00)

### Health Studies General

In this 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.

### 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, snorkelling, 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. Students in this course will attend Period Zero classes to allow time to complete practical activities. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism. School fees include the cost of all activities: excursions to Rottnest (snorkelling/bike riding/overnight camp) and Dwellingup (high ropes course/hike/raft building/overnight camp).

### Outdoor Education General (Marine Focus)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. Outdoor Education General with a Marine focus includes the same theory components but experience activities are chosen from: snorkelling, sailing, navigation, roping, camp craft, surfing, sea kayaking. 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. Students in this course will attend Period Zero classes to allow time to complete practical activities. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism. School fees include the cost of all activities: excursions to Rockingham/Penguin Island (sea kayaking/snorkel/overnight camp) and Rottnest (snorkelling/bike riding/overnight camp).  
*NOTE: Preference will be given to students who have participated in the Marine Specialist Program in Year 10 and are on a General Pathway.*

### 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.

Students in this course will attend Period Zero classes to allow time to complete practical activities. Students will be required to sit an external written exam and practical exam at the end of Year 12 and use the result towards an Australian Tertiary Admission Rank (ATAR).

### Physical Education Studies General

This course 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. Students in this course will attend Period Zero classes to allow time to complete practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

## HUMANITIES AND SOCIAL SCIENCES (HASS) COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences>

**Business Management and Enterprise:** General (Proposed charges GEBME \$39.00)

**Career and Enterprise and ADWPL:** General (Proposed charges G1CAE + ADWPL \$160.00)

**Geography:** ATAR (Proposed charges AEGEO \$53.00)

**Modern History:** ATAR (Proposed charges AEHIM \$53.00)

**Psychology:** ATAR (Proposed charges AEPSY \$75.00)

**Psychology:** General (Proposed charges GEPSY \$39.00)

**Certificate II in Community Services** (Proposed charges \$40)

### 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.

### Career and Enterprise General (combined with Workplace Learning - ADWPL)

This is a combined course of Career and Enterprise (General) and Workplace Learning (Endorsed Program). Students are required to select ADWPL and complete 110 hours in the workplace. Students are required to complete two blocks of Workplace Learning (ADWPLE) where they are away from school one day per week (more information is listed below). 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.

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. 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 their knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace.

*Students complete two units of work placement in Year 11 (each placement consisting of 55 hours) and one work placement in Year 12. Engagement in a second unit of workplace learning in Year 12 is subject to students WACE progress and an extensive review of student progress (completed by Careers teachers, the HASS Head of Learning Area and Student Services).*



### 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.

### 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.

### Psychology ATAR

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

### Psychology General

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

### CHC22015 Cert II in Community Services

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

*The Certificate II in Community Services is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a RTO for the delivery of this qualification. On the basis of interest from students in the Certificate II in Community Services the school will initiate a formal partnership agreement for the delivery of the qualification.*

*The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.*

| <b>CHC22015</b>  | <b>Certificate II in Community Services</b>             |
|------------------|---|
| <b>Comp Code</b> | <b>Competency</b>                                       |
| CHCCOM001        | Provide first point of contact                          |
| CHCCOM005        | Communicate and work in health or community services    |
| CHCDIV001        | Work with diverse people                                |
| HLTWHS001        | Participate in workplace health and safety              |
| BSBWOR202        | Organise and complete daily work activities             |
| FSKOCM07         | Interact effectively with others at work                |
| FSKLRG09         | Use strategies to respond to routine workplace problems |
| BSBWOR201        | Manage personal stressors in the workplace              |
| HLTAID011        | Provide first aid                                       |



## MATHEMATICS COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/mathematics>

**Mathematics Specialist:** ATAR (Proposed charges AEMAS \$56.00)

**Mathematics Methods:** ATAR (Proposed charges AEMAM \$50.00)

**Mathematics Applications:** ATAR (Proposed charges AEMAA \$50.00)

**Mathematics Essential:** General (Proposed charges GEMAE \$35.00)

### 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 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 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.

## SCIENCE COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science>

**Biology:** ATAR (Proposed charges AEBLY \$63.00)

**Chemistry:** ATAR (Proposed charges AECHE \$60.00)

**Human Biology:** ATAR (Proposed charges AEHBY \$63.00)

**Human Biology:** General (Proposed charges GEHBY \$43.00)

**Integrated Science:** General (Proposed charges GEISC \$75.00)

**Marine and Maritime Studies:** ATAR (Proposed charges AEMMS \$358.00)

**Physics:** ATAR (Proposed charges AEPHY \$50.00)

### 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.

### 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.

### 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 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.

Ocean Reef Senior High School is ideally located for this course, the Indian Ocean is located a short distance from the school. The course has a strong focus on hands-on learning experiences, involving students in projects such as aquaculture and coastal monitoring programs. Students are given the opportunity to develop responsible and competent boat-handing and navigation skills and in doing so demonstrate an understanding of nautical concepts. They will be given the opportunity to gain a Recreational Skippers Ticket Qualification (included in the course fees). Students can develop additional seamanship skills relating to power boating and charting. Additional Costs (if optional extras are selected): Students may have opportunities to participate in various Marine Studies Camp and Excursions (costs vary).

### **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.



## SPECIALIST LEARNING PROGRAM

The Specialist Learning Program provides students diagnosed with ASD (without intellectual disability) with a targeted evidence-based program aimed at increasing age-appropriate academic engagement, organisational skills, social thinking, peer relationships and self-regulation. The Program Coordinator will work collaboratively with Curriculum Leaders to select courses that allows the students to reach their potential. The Certificate II in Skills for Work and Vocational Pathways is a nationally recognised qualification that is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways.

### Certificate II Skills for Work and Vocational Pathways

(Proposed charge Year 11 \$100.00 which includes the cost of a First Aid qualification)

FSK20119 Certificate II in Skills for Work and Vocational Pathways is offered in partnership via auspice with registered training organisation IVET Institute PTY Limited (RTO 40548).



#### Description

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

The [Certificate II in Skills for Work and Vocational Pathways](#) is delivered over two years.

This delivery schedule may be subject to change to accommodate students' needs and any special adjustments required. It is conditional on the number of students; the available resources; class management and any unforeseen events which may arise.

***The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.***

| FSK20119  | Certificate II in Skills for Work and Vocational Pathways                              |
|-----------|--|
| Comp Code | Competency   |
| FSKWTG009 | Write routine workplace texts  |
| FSKLRG009 | Use strategies to respond to routine workplace problems                                |
| FSKLRG011 | Use routine strategies for work-related learning                                       |
| FSKLRG010 | Use routine strategies for career planning   |
| BSBTWK301 | Use inclusive work practices   |
| FSKDIG003 | Use digital technology for non-routine workplace tasks                                 |
| BSBTEC202 | Use digital technologies to communicate in a work environment                          |
| FSKRDG001 | Recognise extremely short and simple workplace signs and symbols                       |
| FSKRDG010 | Read and respond to routine workplace information                                      |
| HLTAID011 | Provide First Aid  |
| FSKLRG006 | Participate in work placement  |
| FSKOCM007 | Interact effectively with others at work   |
| FSKNUM015 | Estimate, measure and calculate with routine metric measurements for work              |
| BSBWHS211 | Contribute to the health and safety of self and others                                 |
| FSKWTG001 | Complete personal details on extremely simple and short workplace forms                |
| FSKNUM014 | Calculate with whole numbers and familiar fractions, decimals and percentages for work |

## TECHNOLOGIES COURSES

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/technologies>

**Children, Family and the Community:** General (Proposed charges GECFC \$115.00)

**Design Dimensional:** General (Proposed charges GEDES \$112.00)

**Engineering Studies:** General (Proposed charges GEEST \$136.00)

**Food Science and Technology:** General (Proposed charges GEFST \$216.00)

**Materials Design and Technology (Wood):** General (Proposed charges GEMDTW \$139.00)

**Certificate II in Tourism** (Proposed charges \$330)

**Certificate II in Engineering** (Proposed charges \$144)

### 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. You will develop an understanding of the social, cultural, environmental, economic, political, and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives. You will learn to recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive, and sustainable communities.

Through the study of developmental theories, you will develop an understanding of human growth and the domains of development. You will 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. This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare, and health.

### Design Dimensional General

In the Design General course, you will develop skills and processes for current and future industry and engage fully with the multidimensional nature of contemporary design practice. Future designers learn to combine independent thinking and imagination with practical and technical skills using state of the art technology, manufacturing techniques and sustainable materials. You will be equipped with the knowledge and skills to understand design principles and processes, analyse problems, and devise innovative solutions. The course focuses on the Dimensional aspect of design; equipping students to engage in cutting edge practices with advanced manufacturing technologies like computer aided design (CAD), 3D computer modelling and laser cutting. New and emerging design software and rapid prototyping technologies will be utilised extensively in this course. The course emphasises the scope of design in trade-based industries allowing you to maximise vocational pathways in advertising, design, computer & web-based graphics and architecture. Students are advised not to select both Design Dimensional (Technologies) and Design Photography (Arts).

### Engineering Studies General

The Engineering Studies General course provides opportunities for students to design and make metal-based products that are developed through scientific and mathematical principles. It is a course that is essentially practical in nature, focusing on real-life contexts that prepares students for a future in the fabrication, mining, marine, automotive and aviation industries. It provides students with skills from which to safely operate tools, machinery, and equipment utilized in these industries. Students will integrate engineering principles as they apply the engineering process through a range of techniques to develop solutions.

### Food Science and Technology General

The Food Science and Technology General course provides opportunities for you 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. You will 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. Investigation will be undertaken into the food supply chain and value-adding

techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

### Materials Design and Technology General (Wood)

The Materials Design and Technology General course is predominantly a practical course utilising timber as the focus in the design and manufacture of various products ranging from a coffee table, flat-pack style storage unit to children's furniture. You will work through applying a design process to analyse and investigate design briefs, apply the principles and elements of design to concept sketches, and plan how to effectively manufacture your products. You will have the opportunity to develop and practise skills using wood-working processes to create these full-scale furniture products. This course will lead onto future study in Certificate courses at TAFE, the building industry and will give you a good understanding of the health and safety procedures in any industrial workshop environment.

### Certificate II in Tourism

This qualification reflects the role of individuals who have a defined and limited range of tourism operational skills and basic industry knowledge. This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

The SIT20116 Cert II in Tourism is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the SIT20116 Cert II in Tourism the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This delivery schedule may be subject to change to accommodate students' needs and any special adjustments required. It is conditional on the number of students; the available resources; class management and any unforeseen events which may arise.

***The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.***

| SIT20116   | Certificate II in Tourism                                     |
|------------|---|
| Comp Code  | Competency  |
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXWHS001 | Participate in safe work practices                            |
| SITXCOM002 | Show social and cultural sensitivity                          |
| SITXCCS003 | Interact with customers                                       |
| SITXFSA001 | Use hygienic practices for food safety                        |
| SITHFAB005 | Prepare and serve espresso coffee                             |
| SITHCCC003 | Prepare and present sandwiches                                |
| SITHCCC002 | Prepare and present simple dishes                             |
| SITHFAB004 | Prepare and serve non-alcoholic beverages                     |
| HLTAID011  | Provide First Aid   |
| SITHFAB002 | Provide responsible service of alcohol                        |

## Certificate II in Engineering

This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. Students will be introduced to safety in the engineering workshop, welding, machining and teamwork in the engineering industry. Students will have the opportunity to join metal using welding techniques and focus on using engineering tools and equipment to produce or modify objects.

The Certificate II in Engineering Pathways is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the MEM20413 Cert II in Engineering Pathways the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

***The Units of Competency listed are correct at the time of publication. However, the Units of Competency are subject to change on commencement of delivery of the course.***

| <b>MEM20413</b>  | <b>Certificate II in Engineering</b>                                 |
|------------------|--|
| <b>Comp Code</b> | <b>Competency</b>  |
| MEM13014A        | Apply principles of Occupational Health & Safety in work environment |
| MEMPE005A        | Develop a career plan for the engineering and manufacturing industry |
| MEMPE006A        | Undertake a basic engineering project                                |
| MSAENV272B       | Participate in environmentally sustainable work practices            |
| MSAPMSUP106A     | Work in a team   |
| MEM16008A        | Interact with computing technology                                   |
| MEM18001C        | Use hand tools   |
| MEM18002B        | Use power tools/hand held operations                                 |
| MEMPE001A        | Use engineering workshop machines                                    |
| MEMPE002A        | Use electric welding machines  |
| MEMPE003A        | Use oxy-acetylene and soldering equipment                            |
| MEMPE004A        | Use fabrication equipment  |

## ENDORSED PROGRAMS

Further information, syllabus and support materials available from:

<http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/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.

Additional endorsed programs are offered to students during the year who satisfy the program criteria and provide evidence of achievement/completion:

- Administration and Management –Magazine/Yearbook Committee, School Ball Committee, Student Council (ADAM)
- Austswim (PSWIM)
- Bronze Medallion (PRLBM) – Royal Lifesaving
- Community Service (ADCP)
- Elite Sports Performance (ADESP)
- Music Performance Ensembles (ADMPE)
- Off Campus Enrichment Program (ADOEP)
- Open Water Dive (PPADOW)
- Recreational Skippers Ticket (PDTRST)

### Workplace Learning (ADWPL)

(Proposed charge is included in the Year 11 G1CAE Career and Enterprise cost)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 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.

A maximum of four units (220 hours) can be achieved throughout Years 11 and 12. Successful completion of the hours, a Log book and a Skills Journal counts towards the WACE. The total number of hours completed in the workplace is reported on the student's WASSA.

If students are intending to complete Workplace Learning on a Building or Construction site, it is a requirement by law that they have completed the **Prepare to Work Safely in the Construction Industry (CPCWHS1011)**. This qualification must be completed before the student commences work placement. This is an additional charge of approximately \$80. The total number of hours completed in the workplace is reported on the student's WASSA.