



# Curriculum Handbook 2018



Year 11

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## OTHER CONTACTS

School Curriculum and Standards Authority <http://www.scsa.wa.edu.au>

Tertiary Institutions Service Centre <http://www.tisc.edu.au>

**Please do not hesitate to contact College staff members if you require any assistance.**

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## Introduction

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The purpose of this handbook is to provide information for students who will be in Year 11 in 2018 and is one of the supports offered by St Mary's College to assist students in planning for the future.

As a College we try to provide an extensive range of opportunities to assist our students in courses leading to achievement of the Western Australian Certificate of Education (WACE) and subsequently entrance into University, TAFE, apprenticeships and the workforce. Regulations governing the pursuit of these goals, together with course descriptions, prerequisites and general advice are outlined for your close attention.

Decisions that need to be made by parents and student concerning the final two years of secondary education are often not easy. The regulations and procedures are complex and varied, and courses introduce terminology and concepts that may be new to many. This handbook is just one resource to help become more familiar with the choices available. Another important form of support will come in the form of individual student meetings.

**All students and parents were expected to attend the information evening where this handbook was distributed on July 20, 2017, at 6pm in the Library, however if you were unable to attend please do not hesitate to contact appropriate staff for direct personal assistance.**

Prior to choosing subjects for 2018, students and parents should:

- Read the material in this booklet
- Be aware of Year 10 prerequisites for each course – this preliminary choice will have to rely on Semester 1 results – confirmation of course choices will depend upon final **Year 10 results**
- Be aware of course choices needed for particular careers and/or post-secondary courses.
- Talk to respective subject teachers and Learning Area Coordinators if they have a question
- Appreciate that some courses may not eventually be timetabled if there is insufficient demand

## The Western Australian Statement of Student Achievement (WASSA)

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

The WASSA formally records, as relevant:

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

## The Western Australian Certificate of Education

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The WACE is awarded by the School Curriculum and Standards Authority (Authority) when students successfully meet the requirements of the WACE (see below). If you wish to achieve a WACE, the Authority requires you to complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses or a Certificate II (or higher) VET qualification.

# WACE Requirements

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To meet the WACE achievement requirements, you must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses\* or complete a Certificate II\*\* (or higher\*\*\*) VET qualification.

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

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

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

\*\*\*The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see the [WACE Manual](#)).

## Literacy and numeracy standards

You must demonstrate minimum literacy and numeracy standards based on skills regarded as essential for individuals to meet the demands of everyday life and work. These standards are equivalent to Level 3 of the Australian Core Skills Framework.

For the WACE literacy standard, you must:

- complete at least four units of an English course (English, Literature or English as an Additional Language or Dialect) post-Year 10, studied over at least two years
- meet the minimum standard of literacy either by achieving Band 8 or higher in the reading and writing components of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the literacy components of the Authority's Online Literacy and Numeracy Assessment (OLNA) in Year 10 or subsequently.

For the WACE numeracy standard, you must achieve either Band 8 or higher in the numeracy component of Year 9 NAPLAN or successfully complete the numeracy component of the OLNA in Year 10, or subsequently.

This means that if you have achieved Band 8 or above in the reading, writing or numeracy component of the Year 9 NAPLAN you will be considered to have pre-qualified for that component.

## Sitting the OLNA

If you **have not** pre-qualified in reading, writing or numeracy you are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If you do not meet the standard in Semester 1, then you must sit the OLNA in Semester 2, Year 10, and, if required, Semester 1, Year

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

### **International and mature-age students**

If you are an international and/or mature-age student, you are required to sit the OLNA at the first available opportunity.

If you **have not** pre-qualified through NAPLAN, and choose not to sit the OLNA, you will not qualify for the WACE.

### **Adjustments**

If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available.

If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN you will not qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.

After discussions with parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve the WACE.

### **Breadth and depth**

You must:

Complete a minimum of 20 units, which may include unit equivalents (see below) attained through VET or endorsed programs. This requirement includes at least:

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
- one pair of Year 12 units from each of List A subjects (the arts, languages and social sciences) and List B subjects (mathematics, science and technology) (see Appendix 3).

### **Achievement standard**

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

### **Unit equivalents**

The WACE requirements for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units. You may obtain unit equivalents through:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or

- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

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

Completed qualification	Total Equivalents	Year 11 Credit allocation (Unit equivalents)	Year 12 Credit allocation (Unit equivalents)	Satisfies the minimum VET qualification requirement for WACE
<b>Certificate I<sup>1</sup></b>	2 units	2	0	No
<b>Certificate II<sup>2</sup></b>	4 units	2	2	Yes
<b>Certificate III or higher – Partial</b>	4 units	2	2	Yes
<b>Certificate III or higher – Full</b>	6 units	2	4	Yes

<sup>1</sup> Equivalence is only awarded for completed Certificate I qualifications where the total achievement in units of competency is equal to or greater than 110 nominal hours (the equivalent of two course units).

<sup>2</sup> Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than 220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate II qualification requirement; however, the qualification will only contribute towards the WACE as two Year 11 unit equivalents.

## Study Options

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Year 11 gives you the opportunity to choose courses that reflect your strengths and interests, and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them.

The Authority provides a wide range of courses and programs for Year 11 and Year 12. Schools make decisions about which courses and programs they will offer. These decisions are based on a range of factors such as resources, staffing and community need. There are four types of WACE courses – ATAR, General, VET industry specific and Foundation courses.

### **WACE courses**

#### ***Australian Tertiary Admission Rank (ATAR) courses***

ATAR courses are designed for students who are aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.

#### ***General courses***

General courses are designed for students who are aiming to enter vocationally based training or the workforce straight 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.

#### ***Vocational Education and Training (VET) industry specific courses***

These courses are designed for students aiming to enter further vocationally based training or the workforce straight from school. They include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows more VET to be included into your secondary education program and have it contribute towards your WACE.

#### ***Foundation courses***

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.

These courses are not designed, nor intended, to be an alternative senior secondary pathway. They are not externally examined. However, they each have an EST which is set by the Authority.

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.

The **only** students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.

Students who have demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10 **are not** eligible to enrol in the relevant Foundation courses in Year 11.

From Semester 2 2017, students who have not demonstrated the minimum literacy standard are permitted to enrol in both the List A and List B Foundation courses (and, if the literacy standard is not achieved before the end of Year 11, Semester 1, remain enrolled in Foundation courses until the end of Year 12).

Students who demonstrate the minimum standard of:

- literacy in Semester 1 of Year 11 are not eligible to continue in the List A Foundation courses in Semester 2 of that year
- numeracy in Semester 1 of Year 11 are not eligible to continue in the Foundation List B courses unless they are yet to demonstrate the minimum literacy standard
- literacy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Year 12 in Foundation English and their other List A and List B Foundation courses studied in Year 11
- numeracy in Semester 2 of Year 11 or during Year 12 will be permitted to enrol in Foundation Mathematics and other List B Foundation courses in Year 12.

A full list of courses and their codes is provided in the WACE Manual.

### **Examples of some study options for students**

Table 1 shows examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which have previously been described.

**Table 1: Examples of study options**

<b>Student</b>	<b>Courses studied (with minimum C grade achievement)</b>	<b>Eligibility for WACE certification</b>	<b>Eligibility for ATAR</b>
<b>A</b>	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes*
<b>B</b>	four Year 11 ATAR courses two Year 11 General courses or Foundation courses four Year 12 ATAR courses two Year 12 General courses or Foundation courses	Yes (24 units, 12 Year 12)	Yes*

<b>C</b>	four Year 11 ATAR courses two Year 11 General courses or Foundation courses two Year 12 ATAR courses four Year 12 General courses or Foundation courses	No (24 units, 12 Year 12) but no Cert II	No
<b>D</b>	Year 11 ATAR courses two Year 11 General courses or Foundation courses one Year 12 ATAR course two Year 12 General courses or Foundation courses VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12 (24 units, 10 Year 12)	Yes (24 units, 10 Year 12)	No
<b>E</b>	four Year 11 General courses or Foundation courses VET Cert I four Year 12 General courses or Foundation courses VET Cert II	Yes (22 units, 10 Year 12)	No
<b>F</b>	four Year 11 General courses or Foundation courses one Year 11 General VET industry specific* three Year 12 General courses or Foundation courses one Year 12 General VET industry specific* Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12)	No
<b>G</b>	three Year 11 General or Foundation courses Certificate I – attributed to Year 11 (two unit equivalents) four Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (22 units, 12 Year 12)	No
<b>H</b>	three Year 11 General or Foundation courses VET Certificate I – attributed to Year 11 (two unit equivalents) three Year 12 General or Foundation courses VET Certificate II – attributed to Year 11 (two unit equivalents) and Year 12 (two unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12)	No
<b>I</b>	four Year 11 General or Foundation courses four Year 12 General or Foundation courses VET Certificate III – attributed to Year 11 (two unit equivalents) and Year 12 (four unit equivalents) Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 11	Yes (24 units, 12 Year 12)	No

\* Note: excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website)

### ***Completion of VET***

For students who do not complete at least four Year 12 ATAR courses, the successful completion of a Certificate II (or higher) qualification is one of the minimum requirements for achievement of the WACE. A Certificate II or higher can be obtained through various delivery arrangements with a registered training organisation (RTO). Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents), or
- a combination of the above.

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

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's website.

For more information on how VET contributes towards your WACE visit the Authority's VET page at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>. It is important you check with your school to confirm your VET qualification will meet the requirements to contribute to the WACE.

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

### ***Preliminary courses***

The Authority also offers Preliminary courses for those students who have been identified as having a learning difficulty and/or an intellectual disability.

They provide a relevant option for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions
- have been identified as having a recognised disability under the Disability Discrimination Act 1992 and meet the above criteria.

Preliminary courses **do not** contribute to achievement of the WACE. Students who meet the requirements of Unit Completion for Preliminary course units will have their progress documented in the WASSA.

## ***VET and Endorsed Course***

### **General features of programs**

The general features of the program types are summarised below.

#### **VET**

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one of the range of requirements for achieving a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents.

#### **Endorsed programs**

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

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

The list of endorsed programs is available on the Authority website (<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>).

You should discuss endorsed programs opportunities with the appropriate staff member at your school.

## **Enrolments**

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**This section is relevant to all students.** The College will enrol you in your selected WACE units, Preliminary units, VET and/or endorsed programs with the Authority. Changes to enrolments will be made through the College.

### **Enrolment criteria for Foundation course units and Preliminary course units**

#### **Foundation course units**

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

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

#### **Preliminary course units**

Preliminary courses provide a relevant option for students who cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education

plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

### **Enrolment in a WACE language**

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

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

You should discuss your enrolment options with your careers counsellor.

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

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

Eligibility criteria do not apply for this course in Year 11, but they do in Year 12. There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at [www.scsa.wa.edu.au/internet/Events\\_and\\_Forms/Application\\_Order\\_Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms). You should discuss your enrolment options with your year coordinator.

## **School Assessment**

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*This section is relevant to all students.*

### **Grades and school marks**

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

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

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

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

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

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

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

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

### **Adjustment of grades and school marks**

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

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

#### **Did you know?**

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

### **Externally set tasks**

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

### **Authenticity of work**

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

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

- copying someone's work in part or in whole and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person such as a parent, tutor or subject expert has contributed substantially

- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (oral, performance, production, portfolio submission) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable them to have an unfair advantage over other students.

### **Review of school assessments**

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

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

# ATAR Examinations

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

## ATAR examinations

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

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at [http://www.scsa.wa.edu.au/Senior\\_Secondary/Courses/WACE\\_Courses](http://www.scsa.wa.edu.au/Senior_Secondary/Courses/WACE_Courses). Follow the links to courses for Year 11s in 2015.

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

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

## Enrolling in examinations

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

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

## Special examination arrangements

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



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

# Appendices

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## Appendix 1: Courses offered at St Mary's College

School assessment only					ATAR courses 50% external examination, 50% school assessment
VET Industry Specific	Preliminary courses	Foundation (moderated with externally set task)	General (moderated with externally set task)		
1				Aboriginal and Intercultural studies	
2			Career and Enterprise	Career and Enterprise	
3					Chemistry
4	Dance				Dance*
5				Design: Photography	
6				Drama	Drama*
7		English	English	English	English
8			EALD	EALD	EALD
9		Food Science and Technology		Food Science and Technology	Food Science and Tech
10		Health Studies and Physical Education	Health Studies, Physical and Outdoor Education		
11	Hospitality				
12					Human Biology
13				Marine and Maritime Studies	
14	Visual Arts (Furniture)	Materials Design and Technology: Wood		Materials Design and Technology: Wood	Materials Design and Technology*: Wood
15		Mathematics	Mathematics	Mathematics Essential	Mathematics Methods
16					Mathematics Applications
17					Mathematics Specialist
18				Modern History	Modern History
19				Music: Contemporary	Music*: Contemporary
20				Outdoor Education	
21				Physical Education Studies	Physical Education Studies*
22					Physics
23				Politics and Law	Politics and Law
24					Psychology
25				Religion and Life	Religion and Life
26	Visual Arts	Visual Arts		Visual Arts	Visual Arts*

\* Courses with a written and practical examination.

## Appendix 2: Summary of courses

### The Arts

**Dance:** ATAR

**Drama:** ATAR, General

**Music:** ATAR, General

**Visual Arts:** ATAR, General

#### Dance ATAR

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

#### Drama ATAR

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

#### Drama General

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

#### Music ATAR

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists

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

### Music General

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

### Visual Arts ATAR

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

**THIS COURSE INVOLVES THE EXHIBITION OF ARTWORKS.**

### 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.

**THIS COURSE INVOLVES THE EXHIBITION OF ARTWORKS.**

## English

ATAR, General, Foundation

### English ATAR

**Pre-requisite/s:** 65% or above.

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

**Pre-requisite/s:** 50% Pass.

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

### English Foundation

**No pre-requisite.**

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

## English as an Additional Language or Dialect

ATAR, General, Foundation

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian

English (SAE) in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

### EAL/D ATAR

**Pre-requisite:** 60% in Year 10 English and satisfying the conditions required for enrolment in Year 12 ATAR EAL/D (please see the Head of Secondary or the Head of English for further details).

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

The English as an Additional Language or Dialect ATAR course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples and their central place in contemporary Australian society and culture as well as the contribution of Asian Australians to our society and heritage. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories and their contribution to Australian society.

#### Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts.

#### Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts.

### EAL/D GENERAL

**Pre-requisite:** Satisfying the conditions required for enrolment in Year 12 General EAL/D (please see the Head of Secondary or the Head of English for further details).

The English as an Additional Language or Dialect General course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media. Unit 1 to Unit 4 develop students' English skills in order to prepare them for a range of post-secondary settings. Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

### EAL/D FOUNDATION

**Pre-requisite:** Satisfying the conditions required for enrolment in Year 12 Foundation EAL/D (please see the Head of Secondary or the Head of English for further details).

The English as an Additional Language or Dialect Foundation course is designed for students beginning to acquire English as an additional language or dialect. These students come from diverse linguistic, cultural and educational backgrounds: they are possibly new to the Australian education system, from limited or disrupted schooling backgrounds; they may be bidialectal students, including Aboriginal students who speak Aboriginal English (AE), a creole or one or more Aboriginal languages; or they may have many years of formal education. The course builds on the wealth of cultural and

linguistic knowledge and life experience students bring to their study of Standard Australian English (SAE) in the process of development of cross-cultural language learning skills

## **Health and Physical Education**

**Health, Physical and Outdoor Education: Foundation**

**Outdoor Education: General**

**Physical Education Studies: ATAR, General**

### **Health, Physical and Outdoor Education Foundation**

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

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

### **Outdoor Education General**

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

### **Physical Education Studies ATAR**

**Pre-requisite/s:** Achieved a C grade in English.

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 must be prepared to be changed and involved in all practical sessions. A satisfactory literacy standard will be necessary to meet the written demands of this subject. Students will need to be prepared to dedicate significant amounts of outside school time toward completion of tasks, revision

and general study of theoretical concepts, as well as practising skills for their practical component. The theory component of this course accounts for 70% of the result and the practical 30%.

### **Physical Education Studies General**

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

Students must be prepared to be changed and involved in all practical sessions. A satisfactory literacy standard will be necessary to meet the written demands of this subject. Students will need to be prepared to dedicate significant amounts of outside school time toward completion of tasks, revision and general study of theoretical concepts, as well as practising skills for their practical component. The theory and practical components both contribute 50% to the overall result in this course.

### **Humanities and Social Science**

**Aboriginal and Intercultural Studies:** General

**Career and Enterprise:** General, Foundation

**Modern History:** ATAR, General

**Politics and Law:** ATAR, General

**Religion and Life:** ATAR, General

#### **Aboriginal and Intercultural Studies GENERAL**

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

#### **Career and Enterprise General**

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

#### **Career and Enterprise Foundation**

Career education involves learning to manage and take responsibility for personal career development. This course is for students who have not demonstrated the literacy standard in the OLNA. The Career and Enterprise Foundation course involves recognising one's individual skills and talents, and using this understanding to assist in gaining and keeping work. The development of a

range of work skills and an understanding of the nature of work are significant aspects of this course. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

### **Modern History ATAR**

**Pre-requisite/s:** High B or above in English and a B or above in HASS.

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

### **Modern History GENERAL**

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

### **Politics and Law ATAR**

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of political and legal issues in society. Politics and Law aims to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

### **Politics and Law GENERAL**

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

### **Religion and Life ATAR**

**Pre-requisite:** Grade of A or B in Year 10 Religious Education

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

### Religion and Life General

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

## Mathematics

**Mathematics Methods:** ATAR

**Mathematics Specialist:** ATAR

**Mathematics Applications:** ATAR

**Mathematics Essential:** General

**Mathematics:** Foundation

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

If students have not yet achieved the required standard for achievement of the WACE in Mathematics, it will be necessary for them to undertake a Mathematics course.

### Mathematics Methods ATAR

**Pre-requisite:** A grade in 10.1 Mathematics

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

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

### Mathematics Specialist ATAR

**Prerequisite:** A grade in 10.1 Mathematics

**This unit must be studied with Mathematics Methods**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models

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

### Mathematics Applications ATAR

**Pre-requisite:** C grade in 10.1 Mathematics

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

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

### Mathematics Essential General

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

### Mathematics Foundation

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

## Science

**Chemistry:** ATAR

**Human Biology:** ATAR

**Marine & Maritime Studies:** General

**Physics:** ATAR

**Psychology:** ATAR

## Chemistry ATAR

**Pre-requisites:** C grade in 10.1 Science.

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

**Pre-requisites:** C grade in 10.1 Science.

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.

## Marine & Maritime Studies General

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

## Physics ATAR

**Pre-requisites:** B grade in 10.1 Science and C grade in 10.1 Mathematics.

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.

### Psychology ATAR

**Pre-requisites:** C grade in 10.1 Science and B grade in 10.1 English.

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..

## Technologies

**Design:** General

**Food Science and Technology:** General

**Materials Design and Technology:** ATAR, General

### Design General

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

### Food Science and Technology General

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

### Materials Design and Technology ATAR

Materials Design and Technology ATAR is a practical course where students will work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test the different characteristics of materials, and use strategies to develop innovative and creative ideas. They develop a clear understanding of the

elements and fundamentals of design, and apply a learned design process to successfully develop a product. Students apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

### Materials Design and Technology General

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

## Vet Courses offered by St Mary's College

### CUA10111 Dance: Certificate I

This course is aimed at Year 10/11 students. Some of the units covered are also in the Certificate II course. The focus of this qualification applies to allow learners to develop basic skills and knowledge to prepare for work in the live performance industry. The range of dance techniques associated with this qualification is limited.

### CUA20113 Dance: Certificate II

This course is aimed at Year 11 & 12 students and is delivered over two years. Some of the units are from the Certificate I course and some of the units are in the Certificate III course. The focus of this qualification is to provide a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the live performance industry.

### SIT20213 Certificate II in Hospitality

This course is delivered across one or two years and is aimed at Year 11 and 12 students. The focus of this qualification is a waitperson in a cafe. Students are expected to participate in **12 service periods** over a period of time **in a training restaurant serving real customers.**

### CUV20715 Certificate II in Visual Arts: Art

This course is delivered across two years and is aimed at Year 11 and 12 students. The focus of this qualification can be drawing, painting, printmaking and ceramics. This qualification allows learners to develop the basic creative and technical skills that underpin visual arts and craft practice.

### CUV20715 Certificate II in Visual Arts (Furniture)

This course is delivered across two years and is aimed at Year 11 and 12 students. The focus of this qualification is basic woodworking skills and creating an artistically designed piece of furniture.



## 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.

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

### Appendix 3: WACE breadth-of-study list for the WACE in 2017

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

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

MUS	Music	
PAE	Philosophy and Ethics	
PAL	Politics and Law	
POL	Polish <sup>#</sup>	
REL	Religion and Life	
RUS	Russian <sup>#</sup>	
TUR	Turkish <sup>#</sup>	
VAR	Visual Arts	

## Appendix 4: Frequently asked questions

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

### Answer:

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

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

### Answer:

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

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

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

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

### Answer:

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

What is Vocational Education and Training?

### Answer:

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

### What can I study as part of VET?

#### Answer:

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

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

#### Answer:

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

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

### Why would I choose VET?

#### Answer:

For many students, VET is more directly relevant and meaningful to their future career aspirations. VET qualifications can give you a competitive advantage when applying:

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

If you start your qualifications in the trade areas in Years 11 and 12, you can also get a head start on your peers who commence studying VET after they've left school. This means you can finish your apprenticeship earlier than someone who commences once they leave school.

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

**Answer:**

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

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

**Answer:**

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

This standard is required for students to:

- be eligible for a university admission rank (ATAR), and
- enrol in training and pre-apprenticeship courses.

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

**Answer:**

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

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

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

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

**Answer:**

Yes. You can obtain different types of support:

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

**Can I enrol in other courses while I'm studying Foundation courses?**

**Answer:**

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

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

**Answer:**

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

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

**Answer:**

You have a number of options:

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

### What if I don't achieve a WACE?

**Answer:**

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

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

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

## WALARBA-BUGARRI

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### **FOLLOW THE DREAM: PARTNERSHIPS FOR SUCCESS PROGRAM**

In 2011, St Mary's College implemented the Follow the Dream: Partnerships for Success Program on the Secondary Campus. Nyamba Buru Yawuru named the program 'Walarba Bugarri', which is literally translated as 'Follow the Dream'.

The Department of Education has supported this program in their schools for some time, the first program starting in 1997. St Mary's is fortunate to be the first Catholic school that the Polly Farmer Foundation, jointly with the Catholic Education Office is supporting with such a program.

The program incorporates an enrichment centre which is open to provide academic support to the most capable aspiring Indigenous students. This support will potentially lift the academic standards across the whole school.

The program at St Mary's involves students receiving out-of-hours and some in-school tutoring to assist them with their studies. Students are also given careers advice and each student on the program will be mentored to develop their own educational and personal goals. The progress of students is tracked over the year with and regular parent meetings established. The program also includes cultural experiences and excursions to academic institutions. This includes two camps during the year: a Middle School Cultural Camp to Port Smith and an Upper School Year 10 -12 Camp to visit post-school educational institutions and workplace options in Perth.

The FTD/PFS program has been running successfully in many locations around Australia. Programs operate across 26 sites nationally, with over 1000 students enrolled in such programs. The programs are backed by research in the form of a five year longitudinal study, conducted by Edith Cowan University. The findings of this study outlined the successes in addressing student retention and academic performance in high school.

The program requires a strong commitment from the selected students. Students must

- have a minimum of 85% attendance,
- have a positive attitude to their work,
- complete all assignments and homework ,
- attend the enrichment centre regularly.

This program will further enhance the successes we are experiencing at St Mary's and we look forward to celebrating the wonderful results that I know will generate from the efforts of our students involved in this program.

Paul Woodbridge

Follow the Dream: Partnerships for Success Coordinator

# CLONTARF FOUNDATION

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## WEST KIMBERLEY ACADEMY

Purpose and what we do

The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal men and by doing so, equip them to participate more meaningfully in society.

Using the passion that Aboriginal boys have for football allows Clontarf to attract the boys to school, but it is not a sporting program.

Each Clontarf Academy, formed in partnership with the local school, is focused on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes.

Through a diverse mix of activities, the full-time, local Clontarf staff mentor and counsel students while the school caters for the educational needs of each student.

Since opening its first Academy for 25 boys on the campus of the Clontarf Aboriginal College in Perth, Western Australia in 2000, the Foundation has grown rapidly and has been consistently successful.

We now cater for over 2,500 boys in 45 schools across Western Australia, Northern Territory and Victoria.

Academy members are not selected on football ability, though obviously most of those attracted to the academy have some aptitude for the game. In order to remain in the academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to study of appropriate courses
- Embrace the Academy's requirements for behaviour and self discipline

## Deadly Sista Girlz

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The Deadly Sista Girlz Program aims to build proud Aboriginal and Torres Strait Islander girls that thrive in the Third Space. It is delivered by strong Aboriginal and Torres Strait Islander role models and mentors who offer a stable environment in which they can discuss current and personal issues they may be facing.

Each girl has the opportunity to be personally mentored throughout the program and also make positive social interactions with their fellow sistagirls in a fun and caring environment.

Deadly Sista Girlz focuses on:

- Building Self-esteem and confidence
- Building Pride in Aboriginal and TSI Identity
- Having practical Cultural Contribution in the community
- Having positive social interactions
- Building relationships based on Mutual Respect
- Encouraging Active Self-Development
- Yarning about Sexual and Women's Health; Drug and alcohol abuse; Healthy nutrition; Financial literacy; Healthy Relationships



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