YEAR 10 HANDBOOK
2014
WWW.SCSA.WA.EDU.AU
Hampton
SENIOR HIGH SCHOOL
Foreword

Dear student

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

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

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

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

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

ALLAN BLAGAICH
CHIEF EXECUTIVE OFFICER
SCHOOL CURRICULUM AND STANDARDS AUTHORITY

April 2014
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Western Australian Certificate of Education

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

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

The WACE requirements

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

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

General requirements

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

Breadth and depth

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

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

Achievement standard

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

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

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

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

- VET qualifications
  - Certificate I is equivalent to two Year 11 units
  - Certificate II is equivalent to two Year 11 and two Year 12 units
  - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.
There are five types of courses developed by the Authority (see Appendix 1 for a list of courses):

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

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

1. VET programs
2. Endorsed programs

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

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

**Achievement of a WACE**

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

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

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

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at [http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862](http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862).
If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

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

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

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

Appendix 4 provides answers to some frequently asked questions.

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

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

**Literacy and numeracy**

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

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

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

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

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

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

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

**VET programs**

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

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

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

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

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

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

**Endorsed programs**

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

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

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

You should discuss endorsed programs opportunities with your careers counsellor.
Multiple pathways to achieve the WACE

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

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

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

Table 1: Examples of study options

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

This section is relevant to all students.

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

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

**Foundation course units**

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

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

**Preliminary course units**

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

**Enrolment criteria for WACE language courses**

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

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

This section is relevant to all students.

**Grades and school marks**

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

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

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

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

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

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

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

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

**Adjustment of grades and school marks**

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

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

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

Authenticity of work

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

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

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

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

Review of school assessments

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

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

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

**ATAR examinations**

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

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at [http://wace1516.scsa.wa.edu.au/#syllabus](http://wace1516.scsa.wa.edu.au/#syllabus)

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.

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

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

Folio of achievement

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

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

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

The WASSA formally records, where appropriate:

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

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

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

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

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

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

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

Eligibility for exhibitions and awards

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

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

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

Peak awards

**Beazley medal: WACE**

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

**Beazley medal: VET**

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

Awards for outstanding achievement

**General exhibitions**

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

**General exhibition (ATSI)**

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

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\(^1\) A full-time student is one who is enrolled in at least four full-year or equivalent WACE courses in a registered secondary school.
Bureau of Statistics. A student may receive both a general exhibition and the general exhibition (ATS).

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

**Awards for outstanding achievement in an ATAR course**
These awards relate to ATAR courses only.

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

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

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

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

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

**Awards for outstanding achievement in VET**

**VET exhibitions**
A VET exhibition may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF VET Certificate II or higher and in their other course achievements. The student who is ranked first in the selection process for a VET certificate of excellence will be awarded the VET exhibition in that industry area.
Special VET awards
A special VET award may be presented to a student not eligible for the VET exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a VET exhibition. Only one award will be available in an industry area.

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

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

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

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

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

Certificates of merit and certificates of distinction

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

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

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

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

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

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## Appendix 1: Courses

<table>
<thead>
<tr>
<th>VETi</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Aboriginal and Intercultural Studies</td>
<td>Aboriginal and Intercultural Studies</td>
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<tr>
<td>2</td>
<td></td>
<td>Aboriginal Languages of Western Australia*</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>Accounting and Finance</td>
<td>Accounting and Finance</td>
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<tr>
<td>4</td>
<td></td>
<td>Ancient History</td>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Animal Production Systems</td>
<td>Animal Production Systems</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td>Applied Information Technology</td>
<td>Applied Information Technology</td>
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</tr>
<tr>
<td>7</td>
<td>Automotive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Automotive Engineering and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Aviation</td>
<td>Aviation</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Biology</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Building and Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Business Management and Enterprise</td>
<td>Business Management and Enterprise</td>
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</tr>
<tr>
<td>13</td>
<td>Business Studies</td>
<td></td>
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<tr>
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<td>Career and Enterprise</td>
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<td>Chemistry</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>16</td>
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<td>Children, Family and the Community</td>
<td>Children, Family and the Community</td>
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</tr>
<tr>
<td>17</td>
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<td>Chinese: Background Language</td>
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<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>Chinese: First Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>Chinese: Second Language</td>
<td>Chinese: Second Language*</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Community Services</td>
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*Courses with a written and practical examination.
<table>
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<tr>
<th>VETIs</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination, 50% school assessment</th>
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</thead>
<tbody>
<tr>
<td>21</td>
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<td></td>
<td></td>
<td>School assessment only</td>
</tr>
<tr>
<td>22</td>
<td>Construction</td>
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</tr>
<tr>
<td>23</td>
<td>Creative Industries</td>
<td></td>
<td></td>
<td>School assessment only</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>Dance</td>
<td>Dance*</td>
<td>School assessment only</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Design</td>
<td>Design*</td>
<td>School assessment only</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Drama</td>
<td>Drama*</td>
<td>School assessment only</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Earth and Environmental Science</td>
<td>Earth and Environmental Science</td>
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</tr>
<tr>
<td>28</td>
<td></td>
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<tr>
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<td>School assessment only</td>
</tr>
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</tr>
<tr>
<td>35</td>
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<td>French: Second Language</td>
<td>French: Second Language</td>
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</tr>
<tr>
<td>36</td>
<td>Geography</td>
<td></td>
<td>Geography</td>
<td>School assessment only</td>
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<tr>
<td>37</td>
<td></td>
<td></td>
<td>German: Background Language*</td>
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<tr>
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<td>German: Second Language</td>
<td>German: Second Language</td>
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</tr>
<tr>
<td>39</td>
<td>Health Studies and Physical Education</td>
<td>Health Studies, Physical and Outdoor Education</td>
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<td>Hospitality and Tourism</td>
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<td>Human Biology</td>
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<td>42</td>
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<td></td>
<td>Indonesian: First Language</td>
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</tbody>
</table>

* Courses with a written and practical examination.
<table>
<thead>
<tr>
<th></th>
<th>VETs</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses 50% external examination, 50% school assessment</th>
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<tr>
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<td>Indonesian: Second Language</td>
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<td>Italian: Background Language*</td>
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<td>48</td>
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<td>Japanese: Background Language*</td>
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<td>Literature</td>
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<td>Marine and Maritime Studies</td>
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<td>Materials Design and Technology</td>
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<td>Physical Education Studies*</td>
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<td>Physics</td>
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<td>Plant Production Systems</td>
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</table>

* Courses with a written and practical examination.
### School assessment only

<table>
<thead>
<tr>
<th>VETIs</th>
<th>Preliminary courses</th>
<th>Foundation (moderated with externally set task)</th>
<th>General (moderated with externally set task)</th>
<th>ATAR courses</th>
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<td>Politics and Law</td>
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<td>Religion and Life</td>
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<tr>
<td>70</td>
<td>Sport and Recreation</td>
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<td>Religion and Life</td>
<td></td>
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<tr>
<td>71</td>
<td>Visual Arts</td>
<td></td>
<td>Visual Arts</td>
<td>Visual Arts*</td>
</tr>
</tbody>
</table>

* Courses with a written and practical examination.
**Academic Standards Policy Years 10, 11 and 12**

A. All students in Year 10 need to achieve four C grades, one must be in English, to enable their transition into year 11. A competent grading for certificate courses will count equally as a C grade per certificate course.

B. Students enrolled in the extension classes need to achieve a B grade or better to select that course as part of their ATAR course in Year 11. As these selections are made following the semester 1 results, the course selections will be based on the semester 1 report. However, if the student then achieves a B grade by the end of semester 2 in an extension course, an ATAR selection in the course can be re-selected.

Students with officially diagnosed learning disabilities or other students with exceptional circumstances may be exempt from the requirements as set out in part A of this policy. The course councillors will always have discretion over individual circumstances that may influence a student’s situation.
**Introduction**

Hampton Senior High School has a history of excellence in academic and vocational studies catering for students aged from 12-17 years. In 2010 and 2012 Hampton Senior High School was presented with a Top Public School Award for outstanding Year 12 Results.

Hampton’s values are *Aspire, Innovate, Achieve*. Our plans include developing stronger partnerships with secondary schools which will broaden curriculum offerings through flexible delivery and will provide greater curriculum access for Hampton Senior High School students.

Hampton Senior High School wants to create future career opportunities for students. Our Senior School pathways in the final years lead to:

- Possible university entrance
- Possible vocational training courses
- Possible direct entry to work

This handbook provides students and their parents with an understanding of pathway information, details of specific courses and Senior Schooling at Hampton Senior High School. Students and parents are advised to consider carefully all of the options available at Hampton and to make themselves familiar with the contents of this Curriculum Handbook, as well as all other information available to them.

The school offers a comprehensive counselling program to assist in making these important decisions. Details are outlined in this handbook. Parents are an important part of this process and they are asked to be active participants in information sessions and counselling interviews.

*Labor, Omnia, Vincit* is a Latin phrase meaning *hard work conquers all*. Effort and commitment will be required at the senior level of education but the study skills learnt should help throughout life.

**School Charges**

*Contributions and Charges*

All applications for enrolment require an upfront charge to be paid to the school. All Year 11 and 12 courses attract COMPULSORY charges. Some subject are more expensive to run and thus deemed high cost options. The cost to enrol in each course is noted in the course details in this handbook. Our charges are comparative to those charged by other schools. A 50% deposit is required for each course before placement in subjects can be secured. This information will be forwarded to parents on completion of the course counselling process.

Invitations to extra curricula activities will only be issued to students who have paid the charges in full or have made arrangements to do so. Timed payment plans are available. Arrangements to pay charges may be made through the Business Manager.
Secondary Assistance Scheme
The Western Australian Department of Education provides an allowance to assist eligible families with secondary schooling costs. To be eligible for the allowance, the parent/guardian must hold a Centrelink or Veterans’ Affairs card.

The allowance consists of two components.
  $115 Clothing Allowance, paid directly to the parent/guardian or transferable to the school
  $235 Education Program Allowance, paid directly to the school

Application forms are to be completed at the school in Term 1.

For further information contact either Hampton Senior High School Admin Services on 9270 5700 or the Department of Education on 9264 4516.

Course Selection Process
The enrolment process used to help students select appropriate courses will consist of a number of stages including:

Career Education
Students will explore career pathways in a comprehensive program that runs weekly during Semester One of the school year.

Senior School Curriculum Handbook
This booklet contains information on:
  • The courses offered, prerequisites and future related areas of study
  • Senior Schooling at Hampton Senior High School
  • The West Australian Certificate of Education

Parent Information Evening
Parents will be invited to attend a Parent Information Evening. The Principal and experienced staff will address students about course selection and pathway options available for 2015.

Course Selection Interviews
The Course Counselling Team will issue appointments to meet with parents and students to assist with the course selection process. Students will be given guidance about which of the following pathways suits their needs and abilities – TAFE/ Vocational, University or Enterprise Education.

Students will be asked to submit their course selections and reserves.

In some cases, course selection will need to be reviewed based on results in second semester.

Students must attend an interview before they can be enrolled in courses in Year 11.
Achievement Data

Parents are often uncertain whether their child is capable of meeting the prerequisites required by certain subjects.

At course selection interviews, the following achievement data will be considered

- Semester 1 Reports
- NAPLAN/ MSE results
- Teacher Recommendations
- OLNA results

Teacher recommendations are based on the work habits and achievement observed by the students’ teachers.

Finalising Subject Selection

Hampton Senior High School offers a range of courses and vocational subjects. In some cases, this may involve flexible delivery with other schools. However, like all schools, the courses offered will only run if they are viable i.e. a sufficient number of students choose the subject.

If students choose a course that is not viable for 2015, they will be contacted regarding their reserve choices indicated on their initial subject selection sheet.

Students will be notified of their courses before the end of the year.

General Information for Students and Parents

Student Responsibilities

Enrolment in Senior Schooling carries certain obligations regarding behaviour, attendance, dress, attitude and effort. As part of the enrolment process students will be asked to sign an agreement indicating that they are prepared to accept these obligations. Parents will also be asked to sign the agreement.

Full Year Commitment Required

When choosing subjects for Year 11 students are making a commitment to study those subjects for the entire year. It is advisable to follow a Year 11 course through to the end of Year 12. This can be particularly important with Certificate Courses.

Changing Courses

Course changes are discouraged. Changing courses after the year has begun will reduce chances of success, as there is usually a prescribed body of content and assessment tasks that will need to be completed.

Course changes need to be discussed with parents/guardians and will only be considered after appropriate documentation has been submitted to the Deputy Principal. Changes will only be permitted for sound educational reasons and only if space is available in the destination subject. Course changes may result in an increase in course fees.
At the end of Year 11 student achievement and pathways will be reviewed and in some cases students will be interviewed by the Year Coordinator or Deputy Principal. The minimum standard for students in university pathway courses is to have attained a scaled score of 50% across at least 4 university pathway courses from their Year 11 results.

**Attendance Commitment**

Attendance and participation in class is the key to achievement success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. If you know you are going to be absent, see your teachers and your Year Coordinator before your absence to collect work to ensure that you keep up with your studies. You may need to provide the school with a medical certificate if you are away for an assessment.

**Homework/Study Commitment**

All Senior School pathways and course require the completion of homework. It is recommended that students in WACE stage 2 or 3 courses need to complete a minimum of 3 hours study per subject per week. Homework does not only consist of work given to you by the teacher, but includes a self-directed component. This may be organising your notes, revision, research and exam study. Hampton Senior High School offers Senior School students a Mentor class which aims to provide assistance for students to complete assessment tasks. Homework classes are also offered.

**Assessment Guidelines**

Students are required to hand all assessment work in on time for all Courses. Failure to do so jeopardises your grades, and does not allow you to achieve to your potential. Consequences for incomplete or late assignments are outlined in Hampton Senior High School Assessment Guidelines. It is recommended that parents and students read this information carefully.

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**Appendix 2**

**Summary of courses**
### Dance ATAR

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

### Dance General

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

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**The Arts Learning Area**

**Pathways for Dance**

**Dance:** ATAR, General

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance - Gifted &amp; Talented</td>
<td>Dance - Gifted &amp; Talented</td>
<td>Dance - Gifted &amp; Talented</td>
<td>Dance ATAR</td>
<td>Dance ATAR</td>
<td>Performer, Choreographer(WAAPA), Dance Teacher, Dance Education, Arts Admin &amp; Management, Exercise &amp; Sports Science, Arts Director, Studio Manager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (C Grade)</th>
<th>Year 12</th>
<th>Post School - TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts – Dance &amp; Drama</td>
<td>Dance - Dare to Dance</td>
<td>Dance - Dare to Dance</td>
<td>Dance General</td>
<td>Dance General</td>
<td>Dancewear &amp; Supplies-Retail, Small Business Operator, Costume Design, Marketing &amp; Promotions</td>
</tr>
</tbody>
</table>

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# THE ARTS LEARNING AREA

## PATHWAYS FOR DRAMA

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist Performing Arts - Drama</td>
<td>Specialist Performing Arts - Drama</td>
<td>Specialist Performing Arts - Drama</td>
<td>Drama ATAR</td>
<td>Drama ATAR</td>
<td>Performer, Director, ScriptWriter, Dramaturgy, Musical Theatre, Stage Manager, Set Design &amp; Construction, Lighting Design, Sound Design, Drama Teacher, Drama Education, Arts Administration &amp; Management, Drama Therapy</td>
</tr>
<tr>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11 (A or B Grades)</td>
<td>Year 12</td>
<td>Post School – TAFE</td>
</tr>
<tr>
<td>Performing Arts – Dance &amp; Drama</td>
<td>Drama</td>
<td>Youth Theatre</td>
<td>Drama General</td>
<td>Drama General</td>
<td>Arts Events, Coordination and Communication, Marketing and Public Relations</td>
</tr>
</tbody>
</table>

### 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.

### THE ARTS LEARNING AREA

#### PATHWAYS FOR MEDIA

<table>
<thead>
<tr>
<th>Media: ATAR, General</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>Media</td>
<td>Media</td>
<td>Media ATAR</td>
<td>Media ATAR</td>
<td></td>
<td>Web Design, Marketing Communications, Journalism, Radio, Public Relations, Video Editing, Games Technology, Multimedia Design, Advertising, Film &amp; Video, Photo media, Game Design &amp; Culture, Broadcasting, Screen Studies &amp; Animation Technology</td>
</tr>
<tr>
<td>Photography</td>
<td>Photography</td>
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<tr>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Year 11 (C Grade)</td>
<td>Year 12</td>
<td>Post School – TAFE</td>
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</tr>
<tr>
<td>Media</td>
<td>Media</td>
<td>Media</td>
<td>Media General</td>
<td>Media General</td>
<td></td>
<td>Film &amp; Television, Screen Studies &amp; Animation, 3D Animator, Video Editing, Technical Artist</td>
</tr>
<tr>
<td>Photography</td>
<td>Photography</td>
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</table>

**Media Production and Analysis ATAR**

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

**Media Production and Analysis General**

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

### The Arts Learning Area

#### Pathways for Visual Arts

**Visual Arts: ATAR, General**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School - UNIVERSITY</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (B or C Grades)</th>
<th>Year 12</th>
<th>Post School - TAFE</th>
</tr>
</thead>
</table>

**Visual Arts ATAR**

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

**Visual Arts General**

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.
### The English Learning Area

#### Pathways for English

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

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
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</thead>
</table>
| **English General (C Grade in Year 8 and 9)** narrative, imaginative, information, work based texts  
• issues associated with adolescence, post-compulsory schooling, work, further study and being members of the adult world.  
• grammar and spelling | **English Foundation (Students who do not pass OLNA)**  
Focus is skill building in relation to their everyday and work needs. | **English General (Students who achieve OLNA pass and C or satisfactory in Year 11 and do not require ATAR).**  
**English Foundation (Students who do not pass OLNA)** | Employment or TAFE  
Employment |
| **English General (Students who pass OLNA and have C grade in Year 10))** | **English General**  
Focus is on developing skills to assist their participation in work and society. | **English ATAR Students who completed English Extension and achieved OLNA pass.** | TAFE or Further study |
| **Students who achieve A and B grades in Year 8 & 9 and/or have demonstrated competency in NAPLAN scores**  
**English Extension** (University bound students) narrative, imaginative, information, texts that persuade, texts that reinforce and/or challenge attitudes and values  
• analytical essays | **English ATAR** | **English ATAR** | University Pathway |
**English ATAR**
The English ATAR course focuses on developing students’ analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

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

**English Foundation**
The English Foundation course aims to develop students’ skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in 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/Dialect ATAR

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

Eligibility for enrolment in English as an Additional Language/Dialect

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

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

The EAL/D course will be available to a student in Year 12:

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

**PATHWAYS FOR HEALTH & PHYSICAL EDUCATION**

**Health Studies:** ATAR, General  
**Physical Education Studies:** ATAR, General

<table>
<thead>
<tr>
<th>Certificate Courses</th>
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<tbody>
<tr>
<td><strong>Year 8</strong></td>
</tr>
<tr>
<td>General Physical Education and Recreation</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Health Education</td>
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</table>

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

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

**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. Students learn through integrated written, oral and active learning experiences. Students have opportunities to develop skills that enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, and/or volunteers.

**Physical Education Studies General**

Physical Education Studies contributes to the development of students’ physical, social and emotional growth. The 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 develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

**Certificate II Sport and Recreation**

This course focuses on a variety of practical and theoretical activities. It lends itself to an integrated approach between practical experiences, theoretical work, the environment and engagement by self and others through links with community agencies. Students of this course should gain a better understanding of themselves through exposure to a range of sports based activities. Students should have a keen interest in a broad range of sporting and recreational contexts and be prepared for a significant theoretical component of the course.

**Certificate II Sport Coaching**

This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for sport. Students of this course should gain a better understanding of themselves through exposure to a range of sport coaching based activities. The course will lean heavily on working in the fields of netball and basketball coaching. Students should have a keen interest in a broad range of sporting and recreational contexts and be prepared for a significant theoretical component of the course.

**Certificate II Outdoor Recreation**

This course focuses on a variety of practical and theoretical activities. The course lends itself to an integrated approach between practical experiences, theoretical work, the environment and engagement by self and others through links with community agencies. Students of this course should gain a better understanding of themselves through exposure to a range of challenging activities in varied outdoor settings. A desire to participate in open water activities and to be a competent swimmer is essential. There are also two compulsory three day camps to attend during this course which will incur additional charges.
### Humanities and Social Sciences Learning Area

#### Pathways for Society and Environment

**Economics:** ATAR

**Geography:** ATAR

**Modern History:** ATAR, General

**Certificate Course**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Pathways</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Further Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Course</td>
<td>General Course</td>
<td>General Course- Not aiming for direct entry to University</td>
<td>Certificate II Tourism</td>
<td>Certificate II Tourism</td>
<td>TAFE</td>
<td></td>
</tr>
<tr>
<td>Year 10 General</td>
<td>Year 10 Extension</td>
<td>Modern History General</td>
<td>Modern History General</td>
<td>University</td>
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</tr>
<tr>
<td>Year 10 Extension</td>
<td>Extension Course Aiming for direct entry to University</td>
<td>Modern History ATAR</td>
<td>Modern History ATAR</td>
<td>University</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Economics ATAR</td>
<td>Economics ATAR</td>
<td>University</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Geography ATAR</td>
<td>Geography General</td>
<td>University</td>
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</table>

**Economics ATAR**

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

**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 judgments 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.

Certificate II Tourism

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees. Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both.

Possible job titles include:
- documentation clerk for a tour wholesaler
- museum attendant
- office assistant for a small tour operator
- receptionist and office assistant in a professional conference organiser
- receptionist and office assistant in a retail travel agency
### PATHWAYS FOR INFORMATION COMMUNICATION TECHNOLOGY

**Accounting and Finance:** General  
**Applied Information Technology:** ATAR, General  
**Business Management and Enterprise:** ATAR,  
**Computer Science:** ATAR, General

### Certificate Courses

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 (A or B Grades)</th>
<th>Year 12</th>
<th>Post School – UNIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialist ICT</td>
<td>Graphics &amp; Animation</td>
<td>Graphics &amp; 3D Animation</td>
<td>Applied Information Technology ATAR</td>
<td>Computer Science ATAR Computer Science General</td>
<td>Game Developer, Systems Analyst and other IT specific careers</td>
</tr>
<tr>
<td>General (Business and ICT)</td>
<td>Online Media &amp; Publishing</td>
<td>Gaming</td>
<td>Applied Information Technology General</td>
<td>Applied Information Technology General</td>
<td>Website development, animator, publisher, game designer. Suitable for a wide range of careers.</td>
</tr>
<tr>
<td>Business</td>
<td>Business Management &amp; Enterprise</td>
<td>Business Management &amp; Enterprise ATAR</td>
<td>Business Owner, Manager, Advertising, Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate II Business (all year)</td>
<td>Accounting &amp; Finance General</td>
<td>Accounting &amp; Finance General</td>
<td>Accountant, Finance Careers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post School – TAFE</td>
<td>Certificate II Information, Digital Media &amp; Technology</td>
<td>Certificate II Information, Digital Media &amp; Technology</td>
<td>Animator, IT Technician, Help Desk, Graphic Design.</td>
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</tr>
<tr>
<td>Certificate II Business</td>
<td>Certificate II or III Business</td>
<td>Clerical, Receptionist</td>
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<tr>
<td>Certificate II Financial Services</td>
<td>Certificate II Financial Services</td>
<td>Office Assistant.</td>
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</tbody>
</table>
Accounting and Finance General
The Accounting and Finance General course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to engage in sound financial decision making. Students develop an understanding that financial decisions have far reaching consequences. Through the preparation, examination and analysis of financial documents and procedures, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding of these principles and practices enables students to analyse their own financial data and that of small businesses, and make informed decisions based on that analysis.

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

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

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

Business Management and Enterprise General
The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them
into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

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

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

**Certificate II in Business**
This certificate includes one core unit and 11 elective units. This provides students with skills in business documents and prepares them for office administration work applicable to most commercial organisations. Additionally, students will be able to apply their skills by running their own small business during the year. There are no pre-requisites for this course although units in Certificate I in Business or Certificate I in IT are recommended.

**Certificate III in Business**
This BSB30112 Certificate III in Business course will help to develop skills in customer service, financial processes and resources coordination. Students will also learn to create business documents, publications, databases, spreadsheets and presentations, as well as how to organise work priorities and identify opportunities for personal development. This certificate makes students work ready for better career opportunities in administration roles such as reception and office support

**Certificate II in Information Technology.**
Students are required to complete 8 Core units, 6 elective units. The core units require students to use a range of application software to a specific standard and work effectively in a simulated
workplace environment. The electives include basic computer maintenance, problem solving techniques, user documentation among other units. Students may work with the school’s IT Technician, providing ‘real’ and relevant work experiences with and IT professional in addition to the work required by the teacher.

**Certificate II in Financial Services**
The course will cover some of the basics of financial management including an understanding of the relevant financial industry, a working knowledge of company policy and procedures, budgeting and consumer debt and credit and savings plans.
MATHEMATICS LEARNING AREA

PATHWAYS FOR MATHEMATICS

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

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension Group</td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td>Double mathematics for university entry to specialist courses such as Engineering, Physical Sciences and Mathematics</td>
</tr>
<tr>
<td>Students doing ATAR content, plus Algebra</td>
<td>Mathematics Specialist</td>
<td>Mathematics Specialist</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: High A Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension Group</td>
<td>Mathematics Methods</td>
<td>Mathematics Methods</td>
<td>Single mathematics for university courses where further mathematics is likely to be needed. Also suitable for preparation for higher level training in technical areas</td>
</tr>
<tr>
<td>Students doing ATAR content, plus Algebra</td>
<td>Mathematics Applications</td>
<td>Mathematics Applications</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: B Grade or high C Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extension Group</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td>Single mathematics for students to develop general mathematical skills for further training or employment</td>
</tr>
<tr>
<td>Students doing ATAR content, plus Algebra</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: High A Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Group</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td>Single mathematics for students to develop general mathematical skills for further training or employment</td>
</tr>
<tr>
<td>Students studying 1AMAT in Year 10.</td>
<td>Mathematics Essential</td>
<td>Mathematics Essential</td>
<td></td>
</tr>
</tbody>
</table>

The four mathematics courses offered are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.
Mathematics Methods ATAR
This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students’ ability to describe and analyse phenomena that involve uncertainty and variation.

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

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

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

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

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

## Pathways for Science

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>Post School</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>General Science</td>
<td>General Science</td>
<td>Integrated Science</td>
<td>General</td>
<td>Aquaculture industry, Marine Biology, Environmental Research Science, Biology, Surveying, a variety of trades required in the mining and energy industries (examples include: Automotive, Mechanical and Electrical trades, fitters, welders and boilermakers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Psychology General</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social work, Health Studies, Nursing, Youth work, Human Resource Management</td>
</tr>
<tr>
<td>General Science</td>
<td>General Science</td>
<td>Extension Science</td>
<td>Physics ATAR</td>
<td></td>
<td>Engineering (examples include: Metallurgical, Civil, Electrical, Chemical, Environment and Mechanical), Astronomy, Aviation, Physical Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry ATAR</td>
<td></td>
<td>Medicine, Pharmacy, Engineering, Geology, Dentistry, Chemistry, Forensics, Biotechnology, Molecular Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Human Biology ATAR</td>
<td></td>
<td>Medicine, Nursing/Midwifery, Sport Science, Forensics, Health Science, Biotechnology, Biomedical Science, Occupational Therapy, Nutritional Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology ATAR</td>
<td></td>
<td>Zoology, Genetics, Biotechnology, Ecology, Conservation, Environmental Studies, Sustainability Studies, Microbiology, Molecular Biology, Botany, Marine Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology ATAR</td>
<td></td>
<td>Psychology, Occupational Therapy, Social work, Health Studies, Medicine, Nursing, youth work, Human Resource Management</td>
</tr>
</tbody>
</table>

- **Science**: ATAR
- **Chemistry**: ATAR
- **Human Biology**: ATAR
- **Integrated Science**: General
- **Physics**: ATAR
- **Psychology**: ATAR, General

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**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.

**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.

**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.

**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.
Children, Family and the Community General
The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

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.

### TECHNOLOGY AND ENTERPRISE LEARNING AREA

<table>
<thead>
<tr>
<th>PATHWAYS FOR DESIGN AND TECHNOLOGY</th>
<th>Materials Design and Technology: General</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8</strong></td>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Working with Wood</td>
</tr>
<tr>
<td></td>
<td>Working with Metals</td>
</tr>
</tbody>
</table>

**Materials Design and Technology General**

The Materials Design and Technology General course is a practical course. Students can choose to work with metal, textiles or wood, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.
WIPT is the school’s name for its Vocational Education and Training (VET) program. It follows national guidelines aimed at facilitating the transition from school to the workplace. The WIPT Program is designed for motivated, enterprising and career focused students. It combines relevant school based education with nationally accredited training qualifications.

WIPT is coordinated by school-based staff who ensure a quality service to students. We ensure that our students are offered a learning culture that requires them to demonstrate -

- Responsibility and reliability
- Acquisition of industry-specific c skills
- Commitment at school and in the workplace

WIPT students typically spend three days a week at school and two days in the workplace or with a training provider. Special timetable arrangements must be made to accommodate this program. The following descriptions of the various courses indicate the typical subjects that students will study. The number of students involved and their career choice sometimes makes it necessary to alter these subjects.

The various strands are focused on industry areas where there is a strong labour market demand and good career prospects.

Graduating students are advantaged in terms of employment and access to TAFE or other training organisation and in some cases may seek university entrance via alternative pathways.

Students also need to be aware that they will not be able to change out of this program once the year has started.

The WIPT Program will offer studies in a variety of areas or strands outlined in the following sections.
# Year 11 WIPT Example PROGRAM

<table>
<thead>
<tr>
<th>School Course of study (COS)</th>
<th>Hours per Wk Mon Tues Wed</th>
<th>Units for WACE 11&amp;12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths (compulsory)</td>
<td>3 hours</td>
<td>4</td>
</tr>
<tr>
<td>English (compulsory)</td>
<td>3 hours</td>
<td>4</td>
</tr>
<tr>
<td>Workplace Learning (ADWPL)(compulsory)</td>
<td>2 hours</td>
<td>4 Maximum</td>
</tr>
<tr>
<td>Endorsed program</td>
<td>2 days WPL Thurs &amp; Fri or</td>
<td>Each 55 hours in the</td>
</tr>
<tr>
<td></td>
<td>-PAIS program 2 days TAFE</td>
<td>workplace = one unit</td>
</tr>
<tr>
<td></td>
<td>-VETfs 1 day TAFE /1day work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-SBT School based Traineeship 2 days</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See below for details</td>
<td></td>
</tr>
<tr>
<td>Choice 1 COS</td>
<td>3 hours Example ART</td>
<td>4</td>
</tr>
<tr>
<td>Choice 2 COS/ certificate</td>
<td>4 hours Example Certificate II Nail Technology</td>
<td>4 COS or Certificate 4</td>
</tr>
<tr>
<td>WACE example</td>
<td>Four Year 11 General courses</td>
<td>20 units</td>
</tr>
<tr>
<td></td>
<td>Four Year 12 General courses</td>
<td>Students must achieve a c grade minimum and successfully complete at least one certificate to achieve 20 points and attainment</td>
</tr>
<tr>
<td>Note: students must also achieve literacy and numeracy</td>
<td>VET Cert II</td>
<td></td>
</tr>
</tbody>
</table>

**Achievement standard**

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

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs.

The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:
- up to eight unit equivalents through completion of VET programs, or
- up to four unit equivalents through completion of endorsed programs
- VET qualifications
- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
**Workplace Learning (ADWPL)**

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

**Pre-requisite:** *Successful completion year 10 and year 10 work experience*

- Application for WIPT program

**Pathways:**

This course leads to:

- TAFE
- Employment pathways in all industry areas.

**WIPT students are able to apply for the following programs**

- PAIS
- Public Sector School-based traineeships
- VETfS
- NON School Curriculum and Standards Authority Nationally Accredited Courses

All students undertaking these programs are able to achieve WACE and study towards achieving attainment.

**Pre-Apprenticeships in Schools (PAiS)**

**Charge:** Students may be expected to purchase personal protective clothing and texts/equipment

Students who are considering an apprenticeship after finishing school can apply for the PAiS program as it is a fantastic opportunity to get real experience in an industry area. The program allows try outs in different jobs in the same industry.

Training will be at a registered training provider and be linked to employers for work placement. All courses are nationally accredited certificate courses.

**Possible course options (Based on 2014)**

Training will be provided by a registered training provider two days per week and attend block work placement. PAiS programs are available in the following industries:

- Automotive (heavy and light vehicle, auto body refinishing and repair, auto electrical)
- Building and Construction (wall and floor tiling, bricklaying, carpentry and joinery, ceiling fixing, plastering, painting)
- Education
- Food (cooking, pastry cook, bread baking)
- Hairdressing
• Horticulture (landscaping, nursery, turf, gardening)
• Furniture trades (cabinet making, furniture finishing, and upholstery)
• Metals and Engineering (plant, fabrication and mechanical fitting)

NB Please note these courses are subject to change to change. They are run by Training Providers not Hampton Senior High School

Pre-requisite for application
• Minimum C grades Year 10
• Application and interview process

Public Sector School–Based Traineeship Program:

Certificate II Government/ Information Technology
Charge: Nil
The School–Based Traineeship program is a unique opportunity for high school students to undertake valuable employment-based training within the Western Australian State Government, earn a part-time wage and gain a formal qualification, all while completing their West Australian certificate of Education WACE.

Course Summary
Students are placed working in a Government agency 2 days per week and the program is completed over Years 11 and 12. Students attend school 3 days per week.
• Students will learn reception & administration
• Records and mail handling
• Customer service
• Word processing and data entry using a range of software

Pre-requisite for application
• Minimum C grades Year 10
• Application and interview process

Pathways:
This course leads to:
• Jobs in Clerical Level 1 entry positions Public Sector, reception, office work, IT.

Vocational Education & Training for Schools (VETfs)

Charge: Students may be expected to purchase personal protective clothing and texts/equipment
These are nationally accredited courses run by State training providers e.g. Polytechnic West or other institutions.
Students attend TAFE one day per week to complete part or full qualifications in courses offered for schools by the training provider. Students would then attend a work placement organised by the school on their other Work placement day.

Possible course options (Based on 2014)

EXAMPLES
- Certificate II Spatial and Information Services
- Cert III Digital, Information and Technology
- Cert II Health Services
- Cert III Education Support
- Cert III Events
- Cert II Electrotechnology
- Cert II Building and Construction

**Pre-requisite for application**
- Minimum C grades Year 10
- Application and interview process

School based Non School Curriculum and Standards Authority (SCASA) certificate courses

<table>
<thead>
<tr>
<th>PATHWAYS FOR VET</th>
<th>attending Other Training institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WIPT students only</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Year 10</strong></td>
<td><strong>Year 11</strong></td>
</tr>
<tr>
<td>Career Education</td>
<td>Pre-Apprenticeships in Schools (PAiS)</td>
</tr>
<tr>
<td></td>
<td>VET for Schools (VETfs)</td>
</tr>
<tr>
<td>School-Based Traineeship</td>
<td>Certificate II Business/Information Technology</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Retail, Makeup &amp; Skincare</td>
</tr>
</tbody>
</table>

**PATHWAYS FOR VET / ATTAINMENT**

**SCHOOL BASED CERTIFICATES**

**VET/ATAR & Non ATAR students may apply**

<table>
<thead>
<tr>
<th><strong>Year 11</strong></th>
<th><strong>Year 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty &amp; Personal Services</td>
<td>Certificate II Retail Skincare &amp; Make up SIB20110 Certificate III Beauty SIB30110 (Cert II RMS pre-requisite) Certificate II Retail Skincare &amp; Make up SIB20110 Certificate II Nail Technology SIB20210</td>
</tr>
<tr>
<td>In partnership with Central IT RTO</td>
<td>Certificate II Nail Technology SIB20210</td>
</tr>
<tr>
<td>Business (In partnership with VETIS RTO)</td>
<td></td>
</tr>
<tr>
<td>ICT (In partnership with VETIS RTO)</td>
<td></td>
</tr>
<tr>
<td>Sport &amp; Recreation (In partnership with YMCA RTO)</td>
<td></td>
</tr>
</tbody>
</table>

**LOV BEAUTY**
## Beauty Pathways

### Certificate Pathways

#### Year 11 & 12

<table>
<thead>
<tr>
<th>Training Package SIB10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 &amp; 12</td>
</tr>
</tbody>
</table>

#### Beauty Pathway Option 2 Year Duration

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Retail, Makeup and Skincare SIB20110</td>
<td>Certificate III Beauty SIB30110</td>
<td>Certificate II Nail Technology SIB20210</td>
</tr>
</tbody>
</table>

#### Beauty Individual Options 1 Year Duration

Students are able to study these individual Certificates as a year 11 or 12 student

| Certificate II in Retail, Makeup and Skincare SIB20110 | Certificate II Nail Technology SIB20210 |
Certificate II Retail, Makeup & Skincare SIB20110
This Certificate II qualification is designed to give you the education and training to launch your career as a makeup artist.
This entry level qualification is suitable for those wanting to work in pharmacy, cosmetic counter, beauty salons, home based or freelance makeup artist. The course covers topics such as skin care, makeup application, pedicure, manicure, working with a photographer, merchandising, communication and all the attributes required for a professional in this field. Hampton Senior High School has its own training salon, LOV Beauty, where students will engage in workplace learning and training by staff qualified in the beauty industry. Students are able to work with paying clients as well as also assisting in community service through our volunteer program.

Certificate II in Nail Technology SIB20210
This Certificate II qualification is designed to give you the education and training to launch your career as a nail technician. This entry level qualification is suitable for those wanting to work in a nail salon, beauty salon, hair salon or as a freelance nail technician. The course covers topics such as acrylic nail application, French acrylic, rebalancing, nail anatomy, diseases and disorders, manicure and pedicure services nail painting, nail art, use of the drill, gel nails, communication and all the attributes required for a professional in this field.

Certificate III Beauty SIB30110
This Certificate III qualification is designed to give you the education and training to launch your career as a beautician. This entry level qualification is suitable to those wanting to work in a small beauty salon or home business.
It is a pre-requisite to have achieved Certificate II RMS in order to complete the full Certificate III in Beauty.
The Certificate III Beauty includes lash and brow tinting, waxing - facial and body, communication and merchandising components.

All courses are auspiced through Central Institute of Technology.

Further information in regard to the Beauty Training Package can be found on WA Training website follow the link below

Further information in regard to Central Institute of Technology polices refer to the link to the student guide below.
**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/](http://wace1516.scsa.wa.edu.au/endorsed/)

**Appendix 3: WACE breadth-of-study list for the WACE in 2016 at Hampton SHS**

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

<table>
<thead>
<tr>
<th>List A (arts/languages/social sciences)</th>
<th>List B (mathematics/science/technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Enterprise</td>
<td>Accounting and Finance</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Applied Information Technology</td>
</tr>
<tr>
<td>Dance</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Drama</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Economics</td>
<td>Computer Science</td>
</tr>
<tr>
<td>English</td>
<td>Food Science and Technology</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Geography</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Health Studies</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Media Production and Analysis</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Modern History</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Physical Education Studies</td>
</tr>
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<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
</tbody>
</table>
Appendix 4: Frequently asked questions

Why are there so few courses in the Foundation group?

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

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

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

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

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

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

Can a student enrolled in Foundation courses get a WACE?

Answer:
Yes. All students will need to satisfy the same requirements to achieve a WACE. Any student who does not meet the requirements for a WACE will still receive a WASSA, which articulates what they have achieved.
Why has a literacy and numeracy standard been introduced?

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

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

Who has to sit the OLNA?

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

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

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

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

**Answer:**
In terms of support for students who do not demonstrate the minimum standards of literacy and numeracy:
the Authority has developed support documentation to assist Year 10 teachers to identify specific skills and understandings where students will require additional help and provide advice on strategies teachers may use to address these shortcomings.

- the Authority has developed new Foundation English and Foundation Mathematics courses for Year 11 and 12 students requiring additional support with their literacy and numeracy skills.

- the Authority has developed other Foundation courses, which include: Career and Enterprise, English, English as an Additional Language/Dialect, Health Studies/Physical Education Studies/Outdoor Education, Applied Information Technology and Mathematics.

- the Authority acknowledges that –
  o these students are already in schools and that resources are already being directed to supporting them.
  o the Australian Curriculum, which is currently being introduced in Western Australian schools P–10 as the Western Australian curriculum, is very explicit in terms of content relating to literacy and numeracy.
  o the importance of explicit teaching of literacy and numeracy skills and understandings has been well documented and secondary schools are rising to the challenge of meeting the needs of students who require additional support and interventions.
  o schools already have a clear indication through NAPLAN assessment results and their own data about which students may not demonstrate minimum standards of literacy and numeracy (these new assessments will provide students, parents and teachers with additional information in relation to what literacy and numeracy skills are required to meet the demands of life and work in a knowledge-based economy).

**Can students change from one study pathway to another or are they ‘locked in’?**

**Answer:**

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

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

**Answer:**

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

The Authority will implement a range of moderation processes to assist schools with their assessment and measurement of student achievement. This will help ensure results are fair and comparable, regardless of the school students are attending or the courses they are studying.
What does it mean for those students who do not get a WACE?

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

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