



ATWELL COLLEGE



Year 11 – 2019

Handbook

23.05.2018



**ATWELL COLLEGE**

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*Independent Public School*

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## *Dear student*

This handbook for Year 10 students presents a summary of the courses available and other vital information necessary to make informed choices for students entering *Senior School* at Atwell College.

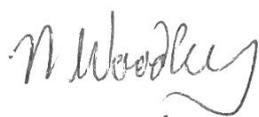
The Year 11 Handbook summarises what you need to know about the Western Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on:

- Pathways
- 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.

The handbook use is to be combined with advice and information available from Course Counsellors who will be appointed by the College for Parent and Student information sessions.

Please contact the College for further information regarding Course Selection in Senior School or any aspect of Senior Schooling at Atwell College.



**NOEL WOODLEY**  
Principal  
ATWELL COLLEGE

23 May 2018



Atwell College makes every effort to accommodate all choices, however, insufficient students choosing a course and/or grid line clashes may result in some students having to reselect. You will be informed should you be affected by this. It is *your* responsibility to ensure that your selections qualify you for any future course or desired career and that these units are appropriate given your previous achievement and attendance patterns.

### **Information regarding Year 11 & 12 Charges**

For Years 11 and 12 there are no maximum charges set by the State Government. Schools endeavour to set their own charges for these years and such charges are **compulsory**. The college can also request a 50% confirmation charge for these years.

The course costs within this handbook are indicative only. Contributions and Charges for 2019 are approved by the College Board later in the year and advised to parents by the 1st of December 2018.

50% of charges are required to be paid by the start of the college year with the balance to be paid by the end of Term one. Time payment options can also be considered. Contact the Finance department on 6174 2209.

Charges will depend upon the course chosen. Some specific courses will incur higher costs dependent upon such items as text, subject specific resources, materials, excursions, certificates and work placement. Students involved in work placement must pay the associated fees prior to commencement of the work placement.

We urge you to start making plans now so that you are in a position to pay your Compulsory Charges prior to the end of Term One in 2019.

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# Western Australian Certificate of Education

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This section is relevant to all students seeking to achieve the WACE in 2020.

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 a student must satisfy the following:

### General requirements

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

### Breadth and depth

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

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

### Achievement standard

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

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

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

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

- VET qualifications
  - o Certificate I is equivalent to two Year 11 units
  - o Certificate II is equivalent to two Year 11 and two Year 12 units

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

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

1. ATAR course units for students who are aiming to enroll 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.

#### Application for enrolment in a language course

All students wishing to study a WACE language course are required to complete an application for permission to enroll in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs.

Information about the process, including an application form, is sent to schools at the end of Term 2.

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

## 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: Frequently Asked Questions, 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 enroll in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

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

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

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

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

## **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 demonstrated Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests

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

There are three assessment components:

- One 60-minute, 60-item multiple-choice of Reading
- One 60-minute, 60-item multiple-choice of Numeracy, and
- One 60-minute, extended response in Writing of between 300 and 600 words

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

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 counselor.

## **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 counselor.

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

There are 10 VETis courses. Each course uses a training package qualification in which competency electives may be 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 counselor.

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

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

**Table 1: Examples of study options**

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

# Enrolments

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This section is relevant to all students.

Your school will enroll 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 Preliminary course units

Preliminary courses units 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 enroll 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 counselor.

## Enrolment criteria for English as an Additional Language/Dialect 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 enroll 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 enroll in EAL/D in Year 12. It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at;

[www.scsa.wa.edu.au/internet/Events\\_and\\_Forms/Application\\_Order\\_Forms](http://www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms)

You should discuss your enrolment options with your year coordinator.

# School Assessment

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## 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

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

## ATAR examinations

The Authority sets, administers and marks ATAR examinations for ATAR Courses (pair of units).

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>

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 of 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 enroll 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.

# Certification

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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 unit of competency 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)
- Certificate of Distinction
- Certificate of Merit

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 7).

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

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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 <https://wace1516.scsa.wa.edu.au/certification/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 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.

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

## **General exhibition (ATSI)**

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

## **Special general award**

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

## **Awards for outstanding achievement in an ATAR course**

These awards relate to ATAR courses only.

### **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. The student who is ranked first in the selection process for a VET certificate of excellence may be awarded the VET exhibition in that industry area. The eligibility criteria and selection process are outlined in sub-section 8.5.3

### **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 of: 1. be an Australian citizen or a permanent resident of Australia 2. have been enrolled as a full-time student in a registered secondary school 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 nine industry areas. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or VET credit transfer programs. Selection will be based on the evidence submitted at time of nomination and during the interview and will focus upon the student's:

- knowledge and experience in the specific industry area, including understandings of new developments and trends in the workplace or industry
- ability to make clear links between their on-the-job and off-the-job experiences and how these opportunities have assisted in shaping a career plan
- demonstration of the Core Skills for Work
- achievement in the School Curriculum and Standards Authority courses (ATAR or General).

### **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 2: Guide to the allocation of points for the certificates of merit and distinction**

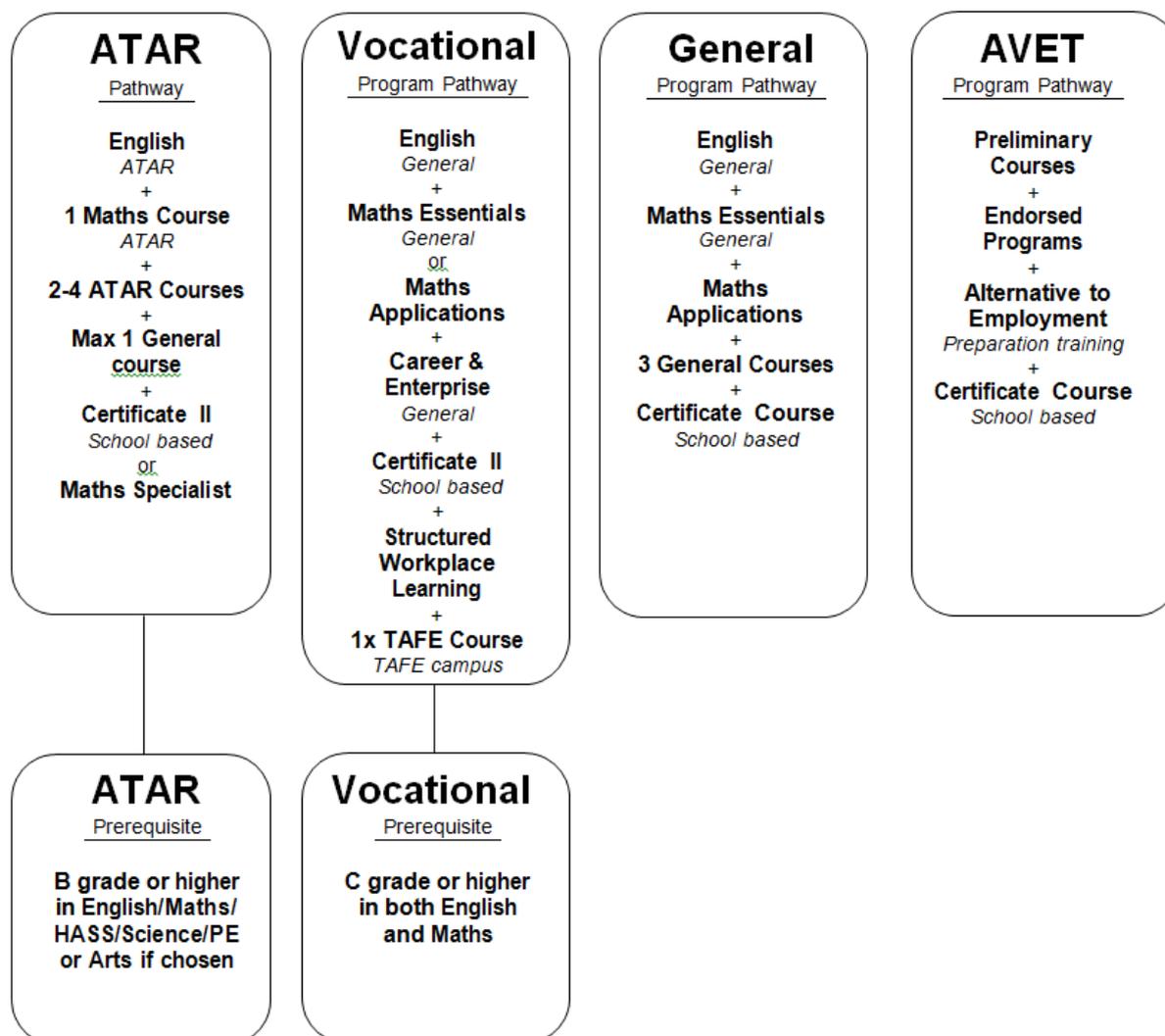
Points (per unit)	ATAR courses	General courses	Foundation courses	VET qualifications	Maximum points per qualification
10	A				
9	B			Cert IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Cert III Replaces two Year 11 and four Year 12 units	48
7					
6				Cert II Replaces two Year 11 and two Year 12 units	24

# Atwell College Senior School Pathway Options

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Students can choose from 4 pathways delivered over two years. There are minimum Entry Requirements for some Pathways.

## Year 11 Pathway Options 2019



## ATAR Pathway (ATAR)

Minimum Entry Requirement:

- B Grade or higher in each ATAR course
- Students must select 6 courses or certificate

<ul style="list-style-type: none"> <li>• English ATAR</li> <li>• Maths ATAR</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory</li> <li>• Course Descriptions below</li> </ul>
<ul style="list-style-type: none"> <li>• 2 - 4 additional ATAR courses</li> </ul>	<ul style="list-style-type: none"> <li>• Student choice from courses offered at Atwell College</li> <li>• Students must do a minimum of 2 ATAR courses. Maximum of 4 Additional ATAR.</li> <li>• <i>Recommendations made to individual students during counseling process</i></li> <li>• Course Descriptions below</li> </ul>
<ul style="list-style-type: none"> <li>• Certificate II or higher offered on site at Atwell College</li> </ul>	<ul style="list-style-type: none"> <li>• Participants can select one Certificate that is delivered on site, at Atwell College. This will replace one of the non-compulsory ATAR courses</li> <li>• Course details below</li> </ul>
<ul style="list-style-type: none"> <li>• Maximum of 1 General course</li> </ul>	<ul style="list-style-type: none"> <li>• Students can choose to do one of the General courses available to the ATAR pathway</li> </ul>

## Vocational Program Pathway

(Onsite Mon- Wed, Offsite Thurs & Fri) Minimum Entry Requirement:

- C Grades or higher in Mathematics or English
- Successfully secured a placement in a VET in Schools program at TAFE one or two day a week
- Students who have not secured a TAFE program by week 4, 2019 will be re-counseled into the 5 Day General pathway

Course	Details
<ul style="list-style-type: none"> <li>• English General/ATAR</li> <li>• Maths Applications/ATAR</li> <li>• Career &amp; Enterprise General</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory units</li> <li>• Completed at Atwell College on Monday, Tuesday &amp; Wednesdays</li> <li>• Course descriptions below</li> </ul>
<ul style="list-style-type: none"> <li>• Certificate II offered on site at Atwell College*</li> </ul>	<ul style="list-style-type: none"> <li>• Students select one Certificate that is delivered on site, at Atwell College</li> <li>• Students need to remain in certificate program for two years</li> <li>• Certificate description below</li> </ul>
<ul style="list-style-type: none"> <li>• Certificate II or higher at TAFE WA or another registered training organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Students apply and secure a placement in a VET in Schools program at TAFE one day a week</li> <li>• Completed off site on a Thursday or Friday</li> <li>• Certificate description link below</li> </ul>
<ul style="list-style-type: none"> <li>• Authority-Developed Workplace Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory unless completing a 2 day TAFE program</li> <li>• Completed off site on a Thursday or Friday</li> <li>• Course description below</li> </ul>

\* (Onsite Mon- Fri)

## General Program Pathway (GP)

For students who do not meet the ATAR academic benchmarks and do not wish to leave the school for offsite training programs or Authority-Developed Workplace Learning.

Please Note:

- Students need to be enrolled in 5 General subjects and one Certificate
- Students who have not secured a TAFE placement (This is not an entry requirement)

<ul style="list-style-type: none"> <li>• <b>English General</b></li> <li>• <b>Maths General</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compulsory</li> <li>• Course description below</li> </ul>
<ul style="list-style-type: none"> <li>• <b>3 General Courses</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participants select three courses from the available choices</li> <li>• Course descriptions below</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Certificate II or higher offered on site at Atwell College</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students select one Certificate that is delivered on site, at Atwell College</li> </ul>

## Alternative Vocational Education Training Pathway (AVET)

Minimum Entry Requirement: 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. Alternative Vocational Education Training is designed for students who have been identified as having a recognised disability under the *Disability Discrimination Act 1992*, and who meet the above criteria.

<ul style="list-style-type: none"> <li>• Preliminary Units</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Student Plans developed for every participant</li> <li>• Any combination of the listed courses depending on the individual needs of the student.</li> <li>• Course descriptions below</li> </ul>
<ul style="list-style-type: none"> <li>• Endorsed Programs including ASDAN</li> </ul>	
<ul style="list-style-type: none"> <li>• TAFE WA Education Support Programs</li> </ul>	
<ul style="list-style-type: none"> <li>• Alternatives to Employment Preparation Training</li> </ul>	
<ul style="list-style-type: none"> <li>• Certificate I or higher offered on site at Atwell College</li> </ul>	

# Vocational Education and Training (VET)

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## Vocational Pathway

In the VET area, students have the opportunity to explore possible career pathways and investigate the training required at university, Training WA colleges or in apprenticeships or traineeships. There are opportunities to commence studies with Training WA colleges, apprenticeships or traineeships while still in Year 11, increasing eligibility for further skills training and future employment. Qualifications and units of competency are nationally recognised and also give students the opportunity to gain entry to university in a number of courses.

The Vocational Pathway consists of the following courses:

- English
- Mathematics Essentials
- Career and Enterprise OR Mathematics Applications
- One or two days attending a Registered Training Provider and
- One day of Authority Developed Workplace Learning
- Certificate courses e.g. Certificate II in Business

The VET Pathway has been developed for students who intend gaining entry to further training, apprenticeships or work. Some students have used their Certificate IV achieved in Year 11 or 12 to enter into a limited number of programs at Western Australian universities.

Vocational Pathway students will have the opportunity of gaining dual certification: WACE and nationally recognised qualifications at the completion of the course. Students can only enter the Vocational Program if they have achieved a 'C' grade or higher in both Mathematics and English in Year 10.

## Workplace Learning (ADWPL)

Authority-Developed Workplace Learning (ADWPL) is an Authority endorsed program that provides an invaluable opportunity for students to develop the many skills they need for employment. Students will receive:

- meaningful training for the transition from school to work,
- the opportunity to acquire 'hands-on' experience and practical training in the workplace and
- SCSA accreditation towards a WACE

To enroll in Workplace Learning students must be eligible for and select the Vocational Program. Success in these studies will be shown on the student's WASSA from SCSA and contribute to the student achieving a WACE.

Success in ADWPL may contribute significantly to a student's successful entry to a Training WA college, full time employment and traineeships/apprenticeships.

## **Competency-Based Assessment**

All qualifications provided at the college or accessed through a Registered Training Provider are competency based. The Australian National Training Authority (ANTA) defines a 'competency' as: *The specification of knowledge and skill, and the application of that knowledge and skill within an occupation or industry level to the standard or performance required in employment.* That is, the ability to perform a job to the level of performance required in the workplace. Competency-based assessment (CBA) is the process of collecting evidence and making judgments on whether a learner is able to demonstrate the competencies identified by industry as essential for satisfactory performance in the workplace. The learner demonstrates that she/he has achieved all the required competencies. A learner is assessed as either not yet having achieved the competencies or as competent.

## **Alternative to Employment Preparation Training (Pathway: AVET only)**

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A variety of education programs are offered to students with high-support needs who will require an alternative to paid employment post school. Training programs are individually tailored to enable students to access a range of opportunities that will develop skills and participate within their community.

# Atwell College Senior School Course Descriptions

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## The Arts

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- **Dance:** General
- **Dance:** ATAR
- **Visual Arts - Fine Arts:** Certificate II
- **Information, Digital Media and Technology:** Certificate II
- **Visual Arts - Photography:** Certificate II
- **Drama:** ATAR
- **Drama:** General
- **Design:** General

### Dance General

The General Dance course provides students with an opportunity to develop skills within a variety of genres, styles and forms. Through individual and group work, dance ideas are explored, manipulated and refined, and presented to a range of audiences. Students draw on their own physicality and their interpretation of themes to make dance works in popular culture and Australian communities are key focal points within the course.

It is highly recommended that prior training in Dance has been undertaken in lower school or at an external dance school to be successful in this course.

### Dance ATAR

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. 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 make dance works.

Through participation in the Dance ATAR course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields.

Unit 1: Popular Culture

Unit 2: Australian Dance

Prerequisite:

- B grade or higher in year 10 English and year 9 or year 10 Dance

### **Certificate II in Visual Art- Fine Arts**

The Certificate II in Visual Art will help you visualise, develop and present ideas and images.

You'll learn how to create two and three dimensional forms in a variety of visual art mediums.

You'll develop skills in drawing, painting, printmaking, ceramics and design.

Atwell College's visual art and craft qualifications provide you with skills that are relevant to current industry trends and practices.

By the end of the two year course you will be able to:

- Design and produce paintings, sculptures, ceramics, printmaking and electronic art
- Experiment with materials and techniques
- Develop knowledge of art history and theory
- Understand current art issues and trends

Your Certificate II in Visual Art gives you the skills to begin an exciting career in art or further study in any creative field.

It is recommended that students have successfully completed Visual Arts courses in year 10.

Students will require the following:

- Laptop

### **Certificate II in Information, Digital Media and Technology (IDMT)**

This qualification enables students to access further learning and skills suited to forging career pathways in Information Technology, Graphic Design, Film Production, Website Development and Coding, Programming, Video Game Development and Cyber Security. Within the Certificate II in IDMT qualification, students are introduced to the basics of working in an IT-based environment, fulfilling the duties of an IT Technician for a company, by using the Microsoft Office and Adobe Creative suites, and hardware such as the Canon DSLR, Sony Handicams, pre-set Computer Towers, Raspberry Pi3 and Arduino Small Board Computers.

Within the Certificate II qualification, students will design and code their own portfolio website, build, program, and troubleshoot a retro video game emulator mini-computer, plan and manage a video game tournament to market test usability and reception of their retro video game emulators, liaise with members of the Atwell College community to create marketing assets to promote events and initiatives such as Positive Behaviour Support and The Arts Showcase, alongside the development of generic ICT-based skills.

Students will require the following:

- Basic file management skills
- USB drive
- Headphones
- Laptop

## **Certificate II in Visual Arts-Photography**

Photography is arguably one of the most powerful art forms and means of communication. Success in this field requires a combination of sound technical skills and an intuitive sense of what makes a good photograph.

Studying photography will encompass photographic illustration in diverse fields such as advertising, industrial and commercial, domestic (wedding and portraiture), photojournalism, fashion and photography business management.

You'll complete projects that will require you to consider a range of variables such as client needs and aesthetics. You'll learn to manipulate the environment around you to help with your photography.

This Certificate will develop your photography skills and knowledge in business, composing, taking and developing photographs.

You'll also have the opportunity to develop skills in industrial and scientific photography, fine art photography or photojournalism. The equipment and software used are of an industry standard.

It is recommended that students have successfully completed a Photography course in year 10.

Students will require the following:

- Laptop

## **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.

Through participation in the Drama ATAR course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in drama or related arts fields.

Unit 1: Representational, Realist Drama

Unit 2: Presentational, Non-Realist Drama

Prerequisite:

- B grade or higher in year 10 English and Drama

### **Drama General**

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

Students engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

It is highly recommended that students have studied Drama in lower school and have gained the skills and understanding of concepts to be successful in this course.

### **Design General**

This course provides skills in drawing, design process methods and presentation techniques, colour in design, and 2D digital art. Students also learn about communicating design concepts, using typography techniques for design work, refining or manipulating photo-images and preparing text and graphic files for print. Students extend their creative thinking, analytical and problem-solving skills while building on their experience in the handling of relevant media, techniques and technologies.

Students will have the opportunity to use a range of digital technology such as Adobe Photoshop and Adobe Illustrator. In this course, students develop a competitive edge for current and future industry and employment markets.

It is recommended that students have gained skills in lower school Graphic Design courses or have achieved to a high level in Visual Arts courses.

Students will require the following:

- Laptop
- Knowledge of Adobe Programs

## English

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- **English:** ATAR
- **English:** General
- **English Preliminary:** AVET
- **EALD:** ATAR
- **EALD:** General

### English ATAR

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

Prerequisite:

- 60% grade or higher in year 10 English

### 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 Preliminary (AVET only)

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

### English as an Additional Language/Dialect ATAR

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

academic English skills to prepare students for tertiary study.

Prerequisite:

- Completed year 10 English as an Additional Language/Dialect

### **English as an Additional Language/Dialect General**

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

Prerequisite:

- Completed year 10 English as an Additional Language/Dialect

### **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 fulfill any of these conditions are eligible to enroll. 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 (<https://www.scsa.wa.edu.au>) on the EAL/D course page.

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

Whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12.

Who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context.

Who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.

Whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia.

Whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education.

Whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

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

## Health and Physical Education

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- **Health Studies:** ATAR, General
- **Outdoor Education:** General
- **Outdoor Recreation:** Certificate
- **Physical Education Studies:** ATAR, General
- **Sport and Recreation:** Certificate II
- **Sport Coaching:** Certificate II

### 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.

Prerequisite:

- B grade or higher in year 10 English and Health Education

Students will require the following:

- Textbook

### Health Studies ATAR and 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.

Students will require the following:

- Textbook

### Outdoor Education General

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

enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Prerequisite:

- Must be a proficient swimmer

Students will require the following:

- Textbook

### **Certificate II in Outdoor Recreation ATAR and General**

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

Prerequisite:

- Must be a proficient swimmer

### **Job roles**

The following are indicative job roles for this qualification:

- Outdoor activity assistant
- Outdoor participant

### **Physical Education Studies ATAR**

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

Prerequisite:

- B grade in year 10 English and Science and
- B grade in year 10 PE or Rugby or Netball

Students will require the following:

- Textbook

### **Physical Education Studies ATAR and General**

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

Prerequisite:

- Must be a proficient swimmer

Students will require the following:

- Textbook

### **Certificate II in Sport and Recreation ATAR and General**

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance and café service in locations such as fitness centres, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

#### **Job roles**

The following are indicative job roles for this qualification:

- Administration assistant
- Community activities assistant
- Recreation assistant
- Retail assistant

### **Certificate II in 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 a sport.

Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school.

It is advisable that individuals wishing to undertake this qualification should be strongly interested in or have had some experience in a coaching pathway. Previous members of our Netball and Rugby League Specialist Programs are encouraged to select this Certificate course. Other students, who have a proven skill set and interest in Sports Coaching/Administration, can apply to be accepted to this course through the Head of Learning Area of Health and Physical Education.

A Community coach is an indicative job role for this qualification. Pathways from this qualification include studying any of the following qualifications: Certificate III in Sports Trainer, Certificate III in Fitness or Certificate III in Sport and Recreation.

Prerequisite:

- Completed year 10 Rugby or year 10 Netball

## Humanities and Social Science

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- **Career and Enterprise:** General
- **Geography:** ATAR
- **Geography:** General
- **Modern History:** ATAR
- **Business:** Certificate II
- **Economics:** ATAR
- **Accounting and Finance:** ATAR

### **Career and Enterprise (Pathways: All)**

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

### **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. This course prepares students for solving real problems in a variety of real-world settings and also prepares students for further studies at university or TAFE.

Students will require the following:

- Textbook

### **Geography General**

In the Geography General course students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. This course prepares students for critically solving problems that effect today's society preparing them for post-school opportunities of employment and further training.

### **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. This course prepares students to develop higher-order skills such as becoming critical thinkers and prepares them for further studies at university or TAFE.

Students will require the following:

- Textbook

### **Certificate II in Business (Pathways: All)**

This course will teach you the fundamentals of working in a business office environment. This course has been designed to teach you about different procedures in business including becoming proficient in office technology, dealing with customers and clients, and developing your writing skills.

Students will achieve basic proficiency in general office administration, including word processing, spreadsheets, workplace health and safety, and workplace communication.

Students will require the following:

- Laptop

### **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. This course prepares students for rational decision making in a variety of businesses and industries and also prepares students for further studies at university or TAFE.

### **Accounting and Finance ATAR**

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgments. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with

the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management is based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

## Languages

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- **Chinese (Mandarin): Second Language:** ATAR, General
- **Japanese: Second Language:** ATAR, General

### **Chinese (Mandarin) or Japanese as a Second Language ATAR**

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

Prerequisite:

- B grade or higher in year 10 Chinese or Japanese

Students will require the following:

- Textbook

### **Chinese (Mandarin) or Japanese as a Second Language General**

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

Prerequisite:

- Completed year 10 Chinese or Japanese

## Mathematics

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- **Mathematics Methods:** ATAR
- **Mathematics Specialist:** ATAR
- **Mathematics Applications:** ATAR, VET, General
- **Mathematics Essential:** General, VET
- **Mathematics Preliminary:** AVET Only

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

### **Mathematics Methods ATAR**

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modeling 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.

Students will require the following:

- A study guide and a Casio ClassPad calculator

### **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.

Students will require the following:

- A study guide and a Casio ClassPad calculator
- Textbook

### **Mathematics Applications ATAR, General and VET**

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.

Students will require the following:

- A study guide and a Casio ClassPad calculator
- Textbook

### **Mathematics Essential General and VET**

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.

Students will require the following:

- Textbook

### **Mathematics Preliminary AVET**

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

## Science

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

### **Chemistry ATAR**

The Chemistry ATAR course equips students with the knowledge and understanding to make the most of opportunities 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. This unit develops a strong foundation for further study in the sciences.

Prerequisite:

- B grade in year 10 Science and C grade in year 10 Mathematics

Students will require the following:

- Study guide
- Scientific calculator
- Digital resources

### **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.

Prerequisite:

- B grade in year 10 Science and C grade in year 10 Mathematics

Students will require the following:

- Study guide
- Scientific calculator
- Textbook

### **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, such as aquaculture and horticulture.

### **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, mathematical reasoning and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Perquisite:

- B grade in year 10 Science and Mathematics

Students will require the following:

- Study guide
- Scientific calculator
- Digital resources

## Technologies

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- **Applied Information Technology:** General
- **Children, Family and the Community:** General
- **Food Science and Technology:** General
- **Community Services (Childcare Focus):** Certificate II
- **Materials Design and Technology - Wood:** General
- **Materials Design and Technology - Metal:** General
- **Materials Design and Technology - Textiles:** General
- **Hospitality:** Certificate II
- **Engineering:** Certificate II

### **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 of 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.

### **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.

### **Certificate II Community Services**

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

Five core units are covered over two years:

- First point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety
- Organise and complete daily work activities

Four elective units are also delivered to compliment the core units and enhance the student's employment opportunities beyond school.

It is recommended that students have successfully completed year 10 Childcare.

### **Materials Design and Technology – Wood General**

### **Materials Design and Technology - Metal General**

### **Materials Design and Technology – Textiles General**

The Materials Design and Technology General, 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 practice and develop their fundamental 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 practice manufacturing processes and technologies, including principles of design, planning and management.

### **Certificate II in Hospitality**

The Certificate II in Hospitality qualification offers students the chance to develop an understanding of the key tasks and skills required to begin working in the hospitality sector.

In this two-year qualification students will learn how to perform routine and repetitive hospitality tasks, industry expectations and build key skill sets.

The theory component of the qualification is completed through online modules and it is very important that students have their own personal laptop or MacBook as well as internet access at home. Students are also required to purchase and wear a specified Chef's uniform if they select this qualification.

It is recommended that students have successfully completed year 10 Childcare.

Students will require the following:

- Laptop
- Access to the internet at home
- Chef uniform (hat, apron, white top and pants)
- A portfolio for storing work

### **Certificate II in Engineering**

The Certificate II in Engineering Pathways is designed for students interested in engineering or related working environments. The skills and concepts embedded within this qualification teach students the base knowledge needed to help obtain an apprenticeship in mechanical, industrial and production engineering environments, as well as providing insight into the varied engineering fields.

<b>CORE UNITS</b>	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices

<b>ELECTIVE UNITS</b>	
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE004A	Use fabrication equipment
MSAPMSUP106A	Work in a team

Prerequisite:

- B grade in year 10 Mathematics and C grade in year 10 English

Students will require the following:

- Laptop
- Approved safety boots
- Access to the internet at home
- Uniform

- Safety glasses – one pair supplied
- Safety gloves – one pair supplied

# Endorsed Programs

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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/>

Examples of endorsed programs offered at Atwell College are:

## **Authority-Developed Workplace Learning – ADWPL (Vocational Grid only)**

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

## **ASDAN (AVET only)**

ASDAN allows students to gain recognized awards for their work in a wide range of areas. Evidence is gathered together in portfolios in the form of work samples. These are formally assessed before the awards can be given. Students are introduced to ASDAN in years 7 and will normally complete the last assessment book in year 12.

The preparatory programs that offered are as follows:

1. Transition Challenge
2. Towards Independence
3. Literacy and Numeracy
4. Work right

Senior school prepares students for the transition from school to the workplace. The Work right booklet highlights the workplace skills and assesses them in the workplace leaving students well prepared for the challenges that lie ahead.

# Appendices

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Appendix 1: Atwell College Senior School Honours

Appendix 2: Frequently Asked Questions

# Appendix 1: Atwell College Senior School Honours

## Atwell Honours

The purpose of the Atwell Honours program is to recognise student achievement in all aspects of school and extra-curricular activity. Due to the diverse strengths of individual students, there will be a number of areas of student participation in and out of the college that link to the Atwell College Pillars. These pillars are Environment, Connection, Holism, Opportunity (ECHO).

## Senior School Context

Points are gained towards honours by students studying any pathway in the senior school years 11 and 12. In some instances, significant student achievement completed in year 10 may also be considered.

## Honours Categories

There are five categories in which a student can achieve points towards honours. These are;

- Academic achievement
- Community service
- Contribution to the Arts
- Sporting achievement
- Service to the environment

## Certificates

There are three certificate levels, bronze (50 points), silver (100 points) and gold (150 points). Any award certificate cannot be an amalgamation of points from two categories and a single achievement cannot contribute points to two different categories. In order to achieve honours a student must have accumulated 150 points in two of the five categories.

## Essential Criteria for all candidates

1. Students applying must have good standing status.
2. The student must have attended class on a regular basis i.e. 90% or higher.
3. The student behaviour must be exemplary.

## Achieving an Award

The colour of the certificate indicates the level of achievement, that is, bronze, silver or gold.

- Students will be informed when they have achieved enough points for an award.
- For extra- curricular activity, a committee will consider the evidence provided by the student to determine the amount of points to be awarded. The committee will consist of members in a voluntary capacity to make judgments based on evidence provided by the student and substantiated via the “recognition and evidence of extracurricular activity” form.
- An academic award will be determined by a scoring system. “A” grade = 10 points, “B” grade = 8 points, “C” grade = 5. Grades will be collated from all year 11 and 12 reports.

- A student may not use a single achievement to gain points toward 2 or more categories.

### **Achievement of certificates (what the student receives)**

A colour certificate will be awarded with the accompanying badge. Gold certificates will be presented in a portfolio and acknowledged at the farewell assembly.

- 50 points, BRONZE Certificate – presented to the recipient on an individual level with badge
- 100 points, SILVER Certificate – presented to the recipient on an individual level with badge
- 150 points, GOLD Certificate – whole school assembly, presentation of certificate in portfolio. Badge already provided.

### **Achievement of Atwell Honours**

- Once two categories have been achieved to Gold Level, the student will have fulfilled the requirements to graduate with Honours. Students who achieve Honours will have their names recognised on an Honours Board in the main college administration building
- At graduation, the leavers sash will be highlighted with a gold trim
- A certificate stating that the student has graduated with honours is given
- The student will have their photograph displayed with other award winners
- The student will be given recognition of their achievement at the college and at the leaver's ceremony

### **Examples of Extra-Curricular Activities**

- Rock Eisteddfod/Drama performances/College productions/College band
- Debating teams
- Effective student councillor representation
- Representing the college in sport teams, coaching or managing teams outside of the college
- State/National representation in any field
- Activities assisting a staff member out of class time
- Any completed course that does not form a part of a course of study e.g. First aid, welding, computing etc.
- Community service as part of a College project
- Holiday or weekend work experience resulting in a certificate being awarded (not SWL or paid ongoing part time or casual employment)
- Charity work
- College band
- Student committees
- Representing the College at public functions
- Volunteer work within the community/significant individual acts of community service

- Duke of Edinburgh award, Young achievers award
- Educational competition, e.g. maths and science competitions
- Other major achievements that are directly related to being a member of the College for which the College receives recognition e.g. scholarships, awards

## Appendix 2: Frequently Asked Questions

### Why are there so few courses in the Foundation group?

**Answer:**

Students who enroll 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 enroll 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 enroll 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, has been 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.

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