



DIANELLA
SECONDARY COLLEGE

Upper School Course Handbook

2023-2024



THIS IS AN INTERACTIVE DOCUMENT.

You will be able to click on 'hyperlinks' within the document that will navigate you to the relevant page, or website. To navigate the pages simply left click to go forward and right click to go back, or use the arrows on your keyboard.

Foreward

Message from the Principal

I would personally like to extend a warm welcome to all students entering Year 11 at Dianella Secondary College in what is a very important and exciting phase of their educational journey. We are committed to preparing all students to be successful learners by offering an innovative educational program designed to meet the individual needs of our students.

The course counselling process is designed to ensure that students are given the best possible advice on subject selection with every opportunity to achieve the Western Australian Certificate of Education and provide choices in regards to their post educational destination.

In closing I would like to wish all students the very best and encourage them to aim high, remain committed to reaching their goals and to enjoy their senior school education at Dianella Secondary College.

Deb Unwin

Principal



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Introduction

This handbook contains information for students currently in Year 10. It is designed to provide a reference point for achievement of the Western Australian Certificate of Education (WACE), University and TAFE entrance requirements and other vital information.

In addition, a summary is provided of the content of each course being offered to Year 11 students in 2023 and to Year 12 students in 2024.

This handbook does not stand alone. Advice and information is also available from Counsellors, Head of Year, the VET Coordinator, and the Deputy Principal of Senior School.

Most current Year 10 students will return to Dianella Secondary College and study for two more years, completing school at the end of 2024. By law, Year 10 students who do not wish to return to school must be engaged in training or employment.

Courses at Dianella Secondary College

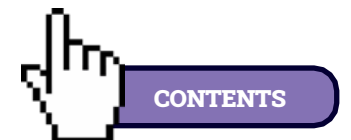
All courses in Year 11 and 12 are offered as pairs of units. Each course has two units and each unit is typically completed in a semester.

Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair.

In Year 12 students studying ATAR courses are required to sit an external examination.

All students study six courses (12 units) or their equivalent in Year 11. Most students will continue with these six courses in Year 12. At the end of Year 12 most students will have completed 24 units or unit equivalents.

For most students who intend to enrol at a TAFE or go directly into the workforce it would be appropriate to study general courses together with a nationally accredited vocational qualification. Those aiming for direct university entrance will typically study a minimum of 5 ATAR courses. There are also alternative non-ATAR pathways to University entrance.



Enrolment Process

The enrolment process is used to help students select appropriate ATAR, General, Foundation and VET courses.

Parent Information Evening

This evening is designed to give a general overview of achievement of the Western Australian Certificate of Education (WACE), entry to University and TAFE and Vocational Education and Training opportunities. In addition, heads of the various learning areas will be available to answer questions about the courses on offer at Dianella Secondary College.

Curriculum Information Handbook

An electronic copy of the Curriculum Information Handbook is located on the school website. Limited printed copies will be made available at the library and the VET office.

The handbook contains information regarding:

- Courses and Vocational Education and Training opportunities offered
- Information on achievement of the WACE.

Individual Enrolment Appointments

All students and parents are invited to make an individual appointment with a course counsellor. Students and parents should bring their completed 2022 Course Selection Form to this appointment.

Most students will be able to study their six preferred courses in Year 11. Occasionally, students may be required to reselect because of cancellation of courses due to lack of student numbers.



School Charges

Contributions and Charges

All applications for enrolment require an upfront payment of \$100 to be paid to the school. Year 11 and 12 courses attract compulsory charges.

Invitations to extra-curricular activities will only be issued to students who have paid the charges in full or have made arrangements to do so. Time payment options are available. Arrangements to pay charges may be made through the Manager Corporate Services. Students with unpaid charges may be removed from high cost courses.

Secondary Assistance Scheme

The Secondary Assistance Scheme is available to secondary students whose parents hold Centrelink Family Health Care or Pensioner Concession Cards or Veterans' Affairs Pensioner Concession Cards.

The Secondary Assistance Scheme applies up to and including the year in which students turn 18 years of age. Applications are available from Reception during Term 1.

The Secondary Assistance Scheme includes the Clothing Allowance and Educational Program Allowance. Students in receipt of ABSTUDY are eligible for the ABSTUDY Supplement Allowance.

Scholarships

A broad range of scholarships is available to students. Information is available on the Department of Education's website at <https://www.education.wa.edu.au/scholarships>.

Eligibility criteria vary and some are means tested.



Ensuring Your Success

Recommended Minimum Entrance Requirements

The recommended minimum entrance requirements for each course is included in the detailed course descriptions. These are stated to help you choose appropriate courses.

Homework/Study Commitments

Before you decide on which courses to choose, you need to consider the type of commitment you are able to give out of school hours. Students studying ATAR courses need to allocate a minimum of 3 hours study per course, each week. That means if you are studying 5 ATAR courses, you need to allocate a minimum of 15 hours of homework/study per week.

Students studying general or foundation courses need to allocate a minimum of 1.5 hours per course, each week. Homework/study is the work given to you by the teacher as well as a self-directed component which may include organizing your notes, revision, research, examination preparation, additional tasks and questions.

Submitting Your Work

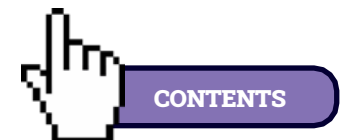
In Year 11 and 12, it is vital that all assessments are submitted on time for all courses. Failure to do so jeopardizes your grades and does not allow you to achieve to your potential.

Attendance Commitment

Attendance and participation in class is the key to achievement of success. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reason for absence is illness. Work commitments and holidays are not acceptable reasons for absence from school. After an absence, it is your responsibility to see your teachers and ensure that you keep up with coursework and study. Students enrolled in ATAR courses should maintain a minimum of 90% attendance if they are to succeed in these courses.

Medical Conditions Affecting School/Exam Performance

It is the responsibility of the student to notify the school of any medical condition which may affect school performance or as soon as the condition is identified. If special consideration is required in examinations or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Deputy Principal so that appropriate arrangements can be made.



Types of Courses Offered

General and Foundation courses do not require students to sit an external examination in Year 12. Students studying ATAR courses must sit an external examination.

Students study six courses or course equivalents in both Years 11 and 12. Students should aim to choose a course that they will continue to study for the two years. Once a student has commenced a program of study, course changes are discouraged and usually only considered in the case of a student being in a program of study that is too difficult for him/her.

All WACE courses are governed by the syllabuses and assessment guidelines of the School Curriculum and Standards Authority. These documents are available from the Authority website and teachers at Dianella Secondary College.

In accordance with Authority guidelines, students are awarded a grade at the end of each Year 11 and 12 course as follows:

- A. Excellent Achievement**
- B. High Achievement**
- C. Sound Achievement**
- D. Limited Achievement**
- E. Inadequate Achievement**

These grades appear on the Western Australian Statement of Student Achievement (WASSA) issued by the Authority when a student has completed secondary school and are based on assessments completed at school.

Before determining which courses to take, make sure to thoroughly read and understand the Dianella Secondary College Course Enrolment Policy. (Page 10)



Things to Consider When Choosing Your Courses

When choosing courses:

You are making a COMMITMENT for two years. It is advisable to follow a Year 11 course through to the end of Year 12.

- Read the detailed course descriptions contained in this handbook
- Consider your interests and abilities and your career aspirations
- Check that you have achieved the minimum entrance requirements.
- There are some unacceptable course combinations for university pathways.

For details, please refer to the 2023 Admission Requirements for School Leavers booklet provided by the school or download a copy from www.tisc.edu.au



Course Enrolment Policy

Year 11 Enrolment Policy

Our aim is for students to enrol in the course that best suits their interests, abilities and future pathways. Year 11 students will enrol, and remain enrolled in six courses or equivalents. Year 11 students will not have sessions for private study unless they are enrolled in course equivalents such as Vocational Education and Training (VET) programs which require out of school commitments.

Choices will be based on data:

- Latest school report (usually this is Semester 1, Year 10)
- Year 10 Semester 1 exam results
- Subject grades in Lower School
- NAPLAN results (Year 7 and 9)
- OLNA results
- Attendance at school

Foundation Courses

Foundation courses in English and Mathematics may be available for students who have not met the Online Literacy and Numeracy Assessment (OLNA) standard.

General Courses

Students should select general courses appropriate to their needs, interests and future goals.

It is recommended that students who have achieved predominantly 'C' grades in Lower School enrol in general courses.

ATAR Courses

The philosophy at Dianella Secondary College is to allow students to select courses if they meet the minimum requirements outlined in this handbook. It is recommended that all students aiming for entry to university directly from Year 12 undertake a minimum of five ATAR courses in Year 11.

It is recommended that students who have achieved predominantly A and B grades in Lower School enrol in ATAR courses.

To remain enrolled in ATAR courses at Dianella Secondary College students should maintain 90% attendance.

Withdrawing From a Course to Have Private Study Time

Private study may be available to Year 12 students if it is deemed by the school to be of benefit to a student's educational outcomes and is allocated on the basis of merit. As a guide, Year 12 university pathway students may withdraw from one course at the start of Year 12, provided they will continue with at least five courses from Year 11 and can demonstrate a capacity to effectively use private study for independent learning. Applications must be made to the Deputy Principal and will be considered on an individual basis.



Changing Courses

Students commencing Year 11 commit to a two-year program of study and school structures are created to provide an appropriate pathway. Course changes are discouraged and can be avoided by:

- Choosing appropriate courses
- Discussing any problems with teachers and parents
- Handing all work in on time
- Seeking extra help and support
- Attending all classes
- Attending revision and homework classes at school and those provided externally.

If a student is not in an appropriate course (eg too difficult or too easy), please arrange to meet with the Deputy Principal as soon as possible and prior to the end of Week 3, Term 1. Any student who changes a course must catch up on work missed in the new course selected. Course changes may result in an increase in course fees.



Decision Time: Future Directions

This handbook has been designed to help you make your decisions about next year and the future, and to begin planning for that future. For some of you, the decision to stay at school is an easy one. For others, alternatives should be considered.

All of you will have to make decisions which affect the rest of your lives. Some of the questions that you need to consider when making these decisions include:

- What are your future goals?
- Which occupations are you currently considering?
- Do you want to pursue further study, or do you want to leave school?
- Have you discussed your career options with your parents/caregivers?
- Have you considered how the following factors may influence your career decisions?
 - the education standards required
 - your interests
 - your personal qualities
 - job satisfaction
 - job availability
 - income
 - security
- What other factors might influence your career decisions?
- Where do you have to study to achieve your career aspirations?
- Are you aware of the requirements for entry into the courses in these careers?
- Will you be able to qualify for any exemptions from units at a TAFE?

Options

Students generally aim for one or more of the following:

- Leave school with the intention of finding employment (requires approval from the Participation Coordinator at Regional Office)
- Completion of Year 10, 11 or 12 to enter a TAFE pre-apprenticeship, certificate or diploma course
- Enter a traineeship or pre-apprenticeship agreement with an employer and continue Year 11 and 12 at school
- Complete high school and achieve the Western Australian Certificate of Education (WACE)
- Achievement of an Australian Tertiary Entrance Rank (ATAR) and direct access to a university program
- Entrance to university via an alternate (non ATAR) pathway.

In considering your options when you select a course in Senior School you need to check:

- Will the courses you select give you the necessary background to allow you to fulfil your ambitions?
- Does the course content interest you?
- Are you likely to achieve success in the courses you have selected based on your academic performance in Lower School?

Success in Senior School studies very much depends on you and your commitment. Staff will help guide you and your parents will encourage and support you. If you choose your courses wisely and consider your options realistically, Senior School can be an enjoyable, challenging and rewarding experience.



Pathways



To qualify for WACE Achievement, students must demonstrate the minimum standard of literacy and numeracy through either NAPLAN or OLNA.



Western Australian Certificate Of Education (WACE)

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

WACE requirements

In order for students to be eligible for a WACE at the end of 2024, students must satisfy the following:

1. General Requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete;
 - at least four Year 12 ATAR courses OR
 - at least five Year 12 General courses and/or ATAR courses or equivalent OR
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2. Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3. Breadth and depth

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

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



4. Achievement standard

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

5. Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.



Apprenticeships and Traineeships

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of two programs: School Based Apprenticeships, or a School Based Traineeship. Students generally attend school for four days, with one day in the at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they should consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

School Based Apprenticeships

School based apprenticeships allow students in Years 11 and 12 to start an apprenticeship while still at school. Students enter into a legal binding contract between the employer, the student and parent/guardian to complete the apprenticeship.

Apprentices enter into a contract with an employer who teaches all aspects of a trade. Apprenticeships are structured programs where students learn on the job and attend training at a TAFE, or another registered training provider.

School Based Traineeships

School based traineeships allow students in Years 11 and 12 to develop skills and get paid while they prepare for a career in the workforce. Students work towards secondary graduation and an industry recognised qualification.

A legally binding contract between the employer, the student and parent/guardian is entered into in order to undertake the traineeship.

Trainees enter into a contract with an employer in order to gain hands-on skills and work experience while earning a wage.

Aboriginal School Based Training

Aboriginal School Based Training helps students start an apprenticeship or traineeship whilst attending school.

As an apprentice or trainee, students are employed by a group training organisation, which places them with host employers. Students spend time in the workplace with the host employers and time training with the training providers.

Students are paid and gain skills for the world of work.

Find out more by going to:

<http://www.dtwd.wa.gov.au/apprenticeship-office>



Choosing Courses

This important choice depends on:

Achievement and Ability as indicated by your previous academic performance. If grades attained are below those recommended for the courses chosen, the work will probably be very difficult and success unlikely. If in doubt, discuss the matter with your Head of Year, the VET Coordinator, the Deputy Principal or your class teacher.

Commitment as demonstrated by a student's willingness to strive for excellence in a chosen course.

Career Aspirations. Desired future employment, goals and pathways will influence the choice of courses. For assistance with pathways, discuss the matter with a counsellor at school or at The Careers Centre.

When choosing courses, consider:

- Which subjects are you best at now?
- Which subjects do you enjoy the most?
- Are there any subjects necessary for the university course, TAFE course or job at which you are aiming?
- What are your chances of being successful in those courses? Try to avoid picking courses which are too hard for you. There is little point in tackling difficult courses if you only end up with poor grades. Teachers can give you good advice on this in their own learning area. Saying "I can work harder!" doesn't suggest you will be successful.
- Whether you meet the minimum entry requirement?

- Discussing your course selection with one or more of the following people: the school counsellors, VET Coordinator, Year Coordinator, your parents or your HOLAs and class teachers.
- Picking a broad range of courses rather than concentrating all your efforts on courses that are very similar to each other.

Once you have handed in your course choices to the school, it may be hard to change them. Please be very sure about what you have selected to avoid this problem.



Accessing Advice

Speak to the Head of Learning Area

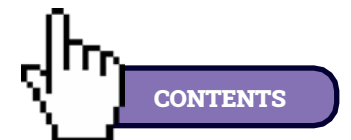
Heads of Learning (HOLAs) have an in depth knowledge of what is required to be successful in both ATAR and general courses. Students should discuss options and course choices with HOLAs in order to gain greater clarity and make a more informed decision about their senior school programme.

Speak to our dedicated Career Practitioner

Our dedicated on-site Career Practitioner is available for advice and information around career pathways and can provide guidance and support. To book an appointment, please contact via email todd.brennan@education.wa.edu.au or call (08) 9345 9249. Alternatively, you can visit the VET office during school hours.

Number of Courses Studied

- Year 11 students will enrol in six courses. Each course comprises of two units.
- Students enrolled in a TAFE course, a School Based Traineeship will not attend scheduled classes on the day or days of their course. Therefore, these students are able to enrol in less than six courses.
- Students who choose to enrol in the endorsed course, Workplace Learning must still complete six WACE courses. Options for completing Workplace Learning include blocks of time during exams and holidays. Students may also be able to complete their hours on weekends or after school.



Course Offerings

Dianella Secondary College will be offering the following for 2023:

- School Curriculum and Standards Authority ATAR and General Courses
- Certificate II qualifications

Other choices for 2023 may include:

- Courses and certificates offered at schools through the NNEI collaborative
- An apprenticeship or traineeship accredited under the Vocational Education and Training Act 1996 (this includes TAFE colleges and private registered training organisations)
- A combination of any of the above
- Variety of external TAFE courses (1 day per week)

All WACE courses consist of two units, each with their own syllabus. Students are encouraged to study units appropriate to their ability level.

For example, university bound students must study a program of at least four ATAR courses over their senior secondary years.

Students who may be interested in applying for TAFE, undertaking further education and training or entering the workforce would study general courses in Years 11 and 12.



New North Education Initiative 2023



In order to provide a broader range of curriculum offerings to students an education alliance has been formed between Dianella Secondary College, Balga, Eastern Hills, Girrawheen and Morley Senior High Schools. The purpose of this alliance is to allow students at these schools access to Senior School curriculum choices beyond the limits of what is able to be offered at their home school campus.

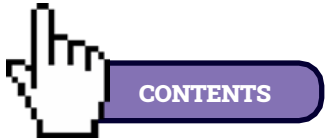
The schools in the alliance will deliver a range of courses across the five campuses. The shared courses will be offered in blocks of two hours each week throughout the school year. For 2023 these blocks of time will occur on 1) Tuesday between 2:00pm and 4:30pm* plus Thursday between 8:00am* and 10:30am and 2) Tuesday between 8:00am* and 10:30am plus Wednesday between 2:00pm and 4:30pm*. (* Times may vary a little to meet school session times) Courses may also be full day – see below.

Students accessing the shared courses at alliance schools will be required to make their own travel arrangements at the start and end of the school day (to or from the host school). Travel between the host schools and home schools during the school day will be provided by the alliance schools.

Students will have the opportunity to access a place in shared courses at an alliance school if their home school is unable to offer the course, or the student’s choices do not fit the courses offered on their home school’s timetable.

School	Line 1 Tuesday pm and Thursday am	Line 2 Tuesday am and Wednesday pm
Girrawheen SHS	Physics ATAR (Year 12)	Maths Specialist ATAR (Year 11)
Dianella Secondary College	Physics ATAR (Year 11)	Maths Specialist ATAR (Year 12)
	Whole Day Certificate and Endorsed Courses	
Girrawheen SHS	Certificate II in Construction Pathways Certificate II in Applied Fashion Design and Technology	
Morley SHS	Certificate II in Automotive Servicing Technology	
Dianella Secondary College	Certificate II in Kitchen Operations	

Find out more by going to:
<http://www.nnei.com.au/nnei-in-2023.html>



Courses 2023

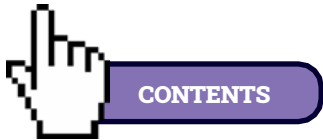
LIST A and LIST B subjects and Certificate Courses offered in Year 11 2023

LIST A	
Business Management & Enterprise	English as an Additional Language/Dialect
Career and Enterprise	Modern History
Dance	Media Production and Analysis
Drama English	Music
	Visual Arts
LIST B	
Chemistry	Materials, Design and Technology
Design (Photography)	Health Studies
Food, Science and Technology	Physical Education Studies
Human Biology	Physics
Integrated Science	Psychology
Mathematics	
Mathematics Specialist (NNEI DianellaSC)	

ENDORSED COURSE
Workplace Learning
CERTIFICATE COURSES
Certificate II in Workplace Skills
Certificate III in Business (Dual Qualification)
Certificate II in Engineering Pathways
Certificate II in Kitchen Operations
Certificate II in Applied Digital Technology
Certificate II in Sport and Coaching
Certificate II in Automotive Servicing Technology (Pre-apprenticeship at Morley SHS)
Certificate II in Construction Pathways (Bricklaying/Plastering/Tiling Girrawheen SHS)
Certificate II in Applied Fashion Design and Technology (Girrawheen SHS)

It is very important when selecting a course that attention is paid to the minimum entry requirements.

NOTE: Due to timetabling constraints, it may not be possible to offer courses if they are chosen by a small number of students.



The Arts

Dance General

The Dance General course aims to develop the expressive, technical, design and analytical dance skills in students. Students are able to develop transferable skills such as team work, negotiation and problem

solving while using creative expression to develop and master different dance styles. Throughout this course students learn about contextual influences on dance and use this knowledge and their creativity to develop meaningful choreography. This provides a unique way for students to choreograph and perform dance which is relevant to their own life. Dance offers a medium for students to express themselves creatively while being exposed to many different dance genres. This course also builds awareness of the historical, political and social motivations portrayed in dance, contributing to their choreographic and creative ability in making and reviewing dance works of others.

MINIMUM ENTRY REQUIREMENT

Nil

Design (Photography) General

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

MINIMUM ENTRY REQUIREMENT

Nil



Drama General

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. 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 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. Students work independently and collaboratively demonstrating leadership and interpersonal skills.

The Drama General course requires students to develop and practise problem solving skills through creative and analytical thinking processes. Students develop a capacity to respond to, reflect on, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms.

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, students can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way.

MINIMUM ENTRY REQUIREMENT

Nil

Media Production and Analysis General

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

of audiences and their context. This course focuses on the development of technical skills in the practical process.

MINIMUM ENTRY REQUIREMENT

Nil



Music General

The Music General course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent

of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and

contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

MINIMUM ENTRY REQUIREMENT

Nil

Visual Arts General

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the art forms of drawing, painting, design, ceramics, printmaking and sculpture.

The course promotes innovative practice and encourages students to explore contemporary themes in the production of their own original art works.

Students are given the opportunity to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists from the past and present and engage in their own art practice to produce major artworks.

MINIMUM ENTRY REQUIREMENT

Nil



English

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.

MINIMUM ENTRY REQUIREMENT

Grade B or above 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.

MINIMUM ENTRY REQUIREMENT

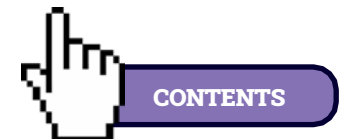
Nil

English as an Additional Language/Dialect ATAR and General

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

MINIMUM ENTRY REQUIREMENT

There are very specific eligibility criteria for enrolment into this course. Please discuss eligibility with your English teacher



Health and Physical Education

Health Studies General

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

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 Physical Education

Physical Education Studies General

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

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 Physical Education



Humanities and Social Sciences

Business Management and Enterprise General

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business

decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

MINIMUM ENTRY REQUIREMENT

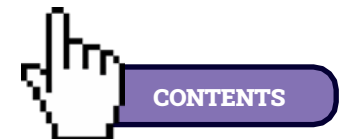
Nil

Career and Enterprise General

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

MINIMUM ENTRY REQUIREMENT

Nil



Modern History ATAR

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

MINIMUM ENTRY REQUIREMENT

Grade B or above in Year 10 English and in the History unit in Humanities and Social Sciences.



Mathematics

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.

MINIMUM ENTRY REQUIREMENT

Grade A in Year 10 Mathematics

Mathematics Methods ATAR

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

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

MINIMUM ENTRY REQUIREMENT

Grade A in Year 10 Mathematics



Mathematics Applications ATAR

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

MINIMUM ENTRY REQUIREMENT

Grade B or above in Year 10 Mathematics

Mathematics Essential General

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

MINIMUM ENTRY REQUIREMENT

Nil



Science

Chemistry ATAR

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

MINIMUM ENTRY REQUIREMENT

Grade B or above in Year 10 Natural and Processed Materials and Energy and Change Outcomes in Science

Human Biology ATAR

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function, and how integrated regulation allows individuals to survive in a changing environment. Students will discover the various systems of the human body and learn how genetics and evolution have contributed to these.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many occupations and fields, such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

MINIMUM ENTRY REQUIREMENT

Grade B or above in Year 10 Life and Living and Investigating Scientifically outcomes in Science



Human Biology General

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 Life and Living and Investigating Scientifically outcomes in Science

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.

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 Science and Science Inquiry Skills



Physics ATAR

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

MINIMUM ENTRY REQUIREMENT

Grade B or above in the Year 10 Physical Sciences Unit and Science Inquiry Skills

Psychology ATAR

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology.

Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

MINIMUM ENTRY REQUIREMENT

Grade B or above in Year 10 English

Psychology General

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

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 English



Technologies

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.

MINIMUM ENTRY REQUIREMENT

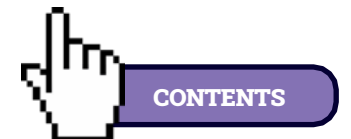
Nil

Materials Design and Technology General (Wood)

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

MINIMUM ENTRY REQUIREMENT

Nil



Endorsed Courses

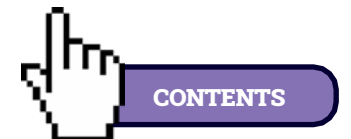
Workplace Learning

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools.

To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of 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.

MINIMUM ENTRY REQUIREMENT

Nil



Certificate Courses

Dual Qualification – (BSB20120) Certificate II in Workplace Skills & (BSB30120) Certificate III in Business

IVET RTO 40548

The Certificate II in Workplace Skills program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace.

This course is aimed at Year 11 students to complete in 2 years. Learning areas include:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Software applications
- Presentation skills
- Safe work practices
- Communication skills
- Critical thinking and basic problem solving
- Stress management and personal well being

MINIMUM ENTRY REQUIREMENT

Nil

FUTURE PATHWAYS

The Certificate II in Workplace Skills can lead to higher certificates and diplomas in the business field or directly to employment in an office environment.



Dual Qualification - (BSB30120) Certificate III in Business

IVET RTO 40548

This qualification reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives. The course is delivered over 1-2 years depending on the individual school and time allocated within the school framework.

This course is aimed at Year 11 students to complete in 2 years. Learning areas include:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Software applications
- Presentation skills
- Safe work practices
- Communication skills
- Critical thinking and basic problem solving
- Stress management and personal well being

MINIMUM ENTRY REQUIREMENT

This course is to be undertaken in conjunction with the Dual Qualification - Certificate II in Workplace Skills.

FUTURE PATHWAYS

The Certificate III in Business can lead to higher certificates and diplomas in the business field or directly to employment in an office environment



(MEM20413) Certificate II in Engineering Pathways

Cartec Training RTO 52502

The Certificate II in Engineering Pathways qualification is intended for people interested in exposure to an engineering or related working environment with a view to enter into employment in that field.

This course is aimed at Year 11 students to complete in 2 years.

Learning areas include:

- Occupational health and safety in the work place
- Undertake basic engineering projects
- Workshop machines and hand and power tools
- Welding and fabrication equipment

MINIMUM ENTRY REQUIREMENT

Nil

FUTURE PATHWAYS

The Certificate II in Engineering Pathways can lead to a range of higher certificates and diplomas in the engineering field.



(SIT20416) Certificate II in Kitchen Operations

Hospitality Group Training RTO 0386

The Certificate II in Kitchen Operations is completed over two years. The focus of this qualification is cooking in a café or restaurant.

The course is suitable for students who:

- Have a passion for hospitality and events management
- Would like a quicker and more meaningful transition into either work or training

This course includes the following units:

- Work effectively with others
- Use food preparation equipment
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Prepare dishes using basic methods of cookery
- Use cookery skills effectively
- Prepare and present sandwiches
- Prepare appetisers and salads
- Interact with customers
- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee

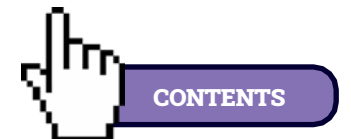
Students who successfully complete this qualification will be awarded two Year 11 and two Year 12 unit equivalents. There is no unit equivalence for partial completion.

MINIMUM ENTRY REQUIREMENT

Nil

FUTURE PATHWAYS

A Certificate II in Kitchen Operation will benefit students seeking apprenticeships, other traineeships, further training through a TAFE or full time employment.



(ICT20120) Certificate II in Applied Digital Technologies

Cartec Training RTO 52502

The Certificate II in Applied Digital Technologies qualification will empower and aid you within the workplace across a range of information and communication technology.

This course is aimed at Year 11 students to complete in 2 years.

This course will give you the foundational computer skills so you can start your working career with confidence, showing that you know your way around the PC and use regularly used applications. Put yourself ahead of other job seekers and show what you can do with today's technology.

MINIMUM ENTRY REQUIREMENT

Nil

FUTURE PATHWAYS

A Certificate II in Applied Digital Technologies will benefit students seeking apprenticeships, other traineeships, further training through a TAFE or full time employment.



(SIS20319) Certificate II in Sport and Coaching

IVET RTO 40548

The Certificate II in Sport and Coaching qualification would enable you to be an Assistant Coach or official roles. Work may be undertaken as part of a team and would be performed under supervision.

This course is aimed at Year 11 and 12 students.

Seven units must be completed within a one school calendar year.

Learning areas include:

- Individual conditioning for sport
- Communication with participants
- Planning training and competition
- Officiating
- Match day and training management

MINIMUM ENTRY REQUIREMENT

Grade C or above in Year 10 Physical Education

FUTURE PATHWAYS

The Certificate II in Sport and Coaching can lead to a Certificate III or IV in Sport and Recreation (or a similar sports based certificate course) qualification as well as short and long term employment opportunities in the sports and recreation industry.



(AUR20520) Certificate II in Automotive Servicing Technology (Morley SHS)

Morley SHS RTO 50638

The Morley SHS Automotive Pre-Apprenticeship is a flexible learning program available to students in Year 11 who want to gain direct entry into the world of work or training while still working towards their secondary graduation. The program is suitable for students who:

- have a passion and a commitment to the automotive industry
- would like a quicker and more meaningful transition into either work or training

A Certificate II in Automotive Servicing Technology will give students the opportunity of making a successful transition into full time automotive apprenticeships, other traineeships, further TAFE training or full time employment. All students who successfully complete this national qualification will have their indentured period of an automotive apprenticeship reduced by six months.

AUR20520 Certificate II in Automotive Servicing Technology is a course which has no academic prerequisite requirements however, successful entry is only achieved upon review of a student's current school attendance and behaviour (ABE) data. Applicants are also required to attend an interview conducted by a selection panel. Students will complete this school based course over two years.

MINIMUM ENTRY REQUIREMENT

Students will need to undertake a selection process and complete an application.

FUTURE PATHWAYS

A Certificate II in Automotive Servicing Technology will give students the opportunity of making a successful transition into full time automotive apprenticeships, other traineeships, further training through a TAFE or full time employment.



(MST20616) Certificate II in Applied Fashion Design & Technology (Girrawheen SHS)

North Metro TAFE RTO 52786

The Girrawheen SHS Certificate II in Applied Fashion Design & Technology is a two-year, one day a week course available to Year 11 students interested in pursuing a career in the fashion design industry. The course is nationally recognised and enables students to begin their study pathway in fashion design with a focus on Indigenous culture and textile design.

The course combines creativity with practical skills, as well as providing the building blocks to further your studies in fashion, such as garment design, textile development, screen printing and fashion drawing. The certificate leads to post school study pathways including Certificate III in Design Fundamentals and Diploma of Applied Fashion Design and Merchandising.



(52890WA) Certificate II Community Health and Wellbeing (pre-traineeship)

The Community Health and Wellbeing (pre-traineeship) is an opportunity for Year 11 and 12 secondary school students to start their career in the health and community services sectors whilst studying at school. The pre- traineeship offers nine units of which, six are core and three are electives chosen from a one of the two streams.

The Certificate II Community Health and Wellbeing program is delivered through a range of training and learning strategies.

These include:

- Practical workshop-based tasks (these involve demonstration and practice activities in simulated work environments)
- Training room delivery (face to face, which includes theory, multi-media learning, group work.)
- Work placement - allows students to be “fully immersed in a work environment” and prepares them for the workplace.

This course will be run one day per week, either onsite or at Joondalup Health Campus.
(WB81)



Certificate II in Construction Pathways - Building Maintenance: Bricklaying/Tiling/Plastering (Girrawheen SHS)

North Metro TAFE RTO 52786

The Girrawheen SHS Certificate II in Construction Pathways is a one year, one day a week program available to students in Year 11 who are interested in pursuing a career in the Building and Construction Industry. The course is nationally recognised, delivered by North Metropolitan TAFE and enables students to gain direct experience and skills in many facets of the building and construction industry while still working towards their secondary graduation.

The program is suitable for students who:

- have a passion and a commitment to the building and construction industry
- would like a quicker and more meaningful transition into either work or training
- enjoy hands on learning and wish to enhance their life skills.

The Certificate II in Construction Pathways is the industry's preferred pathway for students seeking entry into an apprenticeship or traineeship in industry. Completion of the course will give students the opportunity of making a successful transition from school to full time employment or further training.

MINIMUM ENTRY REQUIREMENT

Nil

FUTURE PATHWAYS

A Certificate II in Construction Pathways will benefit students seeking apprenticeships, other traineeships, further training through a TAFE or full time employment.



Requirements For University Admission 2025

Up-To-Date Information is Available on the TISC Website

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

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

University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students at their schools in August 2024. Application will be via TISC's website. The closing date for applications without incurring a late fee is normally the last working day in September. Offers of admission are made in the weeks following the release of Year 12 results. Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies, postgraduate studies, timetables and particular course requirements should be directed to the university concerned.

You need to apply for admission through TISC if you:

- are an Australian citizen,
- are a New Zealand citizen,
- have been approved/granted Australian permanent resident status.

If you are not one of the above, you are an international student and you need to apply direct to the relevant university.

Portfolio entry into selected courses at Curtin University

Alternative entry is available in selected courses for those who can demonstrate equivalence to Curtin's ATAR entry through the submission of a portfolio. You can visit <https://www.curtin.edu.au/study/applying/pathways/portfolio-entry/> for further information about the portfolio requirements and application process. An interview might be required as part of the application process.

Experience based entry scheme pathway to Edith Cowan University (ECU)

ECU's Experience Based Entry Scheme (EBES), is an alternative entry pathway for school leaver applicants with a near-miss ATAR and non-ATAR students who successfully complete at least 3 ATAR courses and 1 General course in Year 12. To be considered through the EBES pathway, school leaver applicants must achieve WACE, meet ECU's English competency



requirements, and satisfy any other course, or major, specific prerequisites or requirements. Applications will be partially assessed prior to release of Year 12 final results.

Not all courses accept applications through this pathway. Refer to the course entry requirements for your chosen degree for more information at www.ecuworldready.com.au.

Detailed information about the requirements for the EBES pathway may be obtained from the Future Students team on 134 328 or www.ecu.edu.au/future-students/course-entry/experience-based-entry-scheme.

Creative arts portfolio entry pathway to Edith Cowan University (ECU)

ECU's Creative Arts Portfolio Entry (CAPE) pathway is an alternative entry pathway for school leaver applicants who are passionate about art and design and is available for selected ECU courses and majors. This pathway is available to school leaver applicants who successfully complete a minimum of 1 ATAR course and a minimum of 3 General courses, with at least one course in an area related to the chosen ECU course or major. Additionally, applicants must achieve WACE, meet ECU's English competency requirements, and satisfy any other course or major, specific prerequisites or requirements.

Detailed information about the requirements for the CAPE pathway may be obtained from the Future Students team on 134 328 or at www.ecu.edu.au/future-students/course-entry/creative-arts-portfolio-entry.

Media and creative portfolio entry to Murdoch University

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in English and Creative Writing, and Theatre and Drama; Bachelor of Communication degrees in Journalism, and Strategic Communication; Bachelor of Creative Media degrees in Games Art and Design, Graphic Design, Photography, Screen Production, and Sound. You must satisfy Murdoch's English requirement, as outlined below, and should apply through TISC but submit your portfolio directly to Domestic Admissions at Murdoch University.

Portfolios will be assessed by academic staff in the relevant discipline. For more information see <https://portfolio.murdoch.edu.au>



School leavers with AQF/TAFE/RTO qualifications

Curtin University

Curtin University will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:

- successfully completed an AQF/TAFE Certificate IV; and
- achieved WACE; and
- met Curtin University's competence in English requirement; and
- met course prerequisite requirements.

Edith Cowan University

ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:

- successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
- achieved WACE; and
- met ECU's competence in English requirement; and
- met course prerequisite requirements.

Murdoch University

School leavers will be eligible for admission into most Murdoch degree courses, with successful completion of a Certificate IV. They must also have:

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

The University of Western Australia

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

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

1. Western Australian Certificate of Education (WACE)

You must satisfy the requirements of the WACE to enter all four universities, unless you are an applicant from a non- standard WA school. You can obtain detailed information about the WACE from the School Curriculum and Standards Authority, Mason Bird Building, Level 2, 303 Sevenoaks Street, Cannington 6107, phone (08) 9273 6300, www.scsa.wa.edu.au.

2. Competence in English

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the Year 12 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EAL/D) ATAR.

You can meet the competence in English requirement with Year 12 results obtained in any calendar year.

English as an Additional Language/Dialect ATAR can only be taken by students who meet eligibility criteria set by the School Curriculum and Standards Authority. If English as an Additional Language/Dialect ATAR is not available at your school, you should take English ATAR course and also contact the universities for details about alternative acceptable English tests.

Curtin University

You must achieve a scaled score of at least 50 in one of the Year 12 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EAL/D) ATAR.

CONCESSIONS

a) If you have not met the requirement for this university, Curtin University will concede competence in English to you if you have achieved a moderated numeric school assessment or numeric examination assessment of at least 55 in English ATAR or Literature ATAR. For English as an Additional Language/Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

b) If you have not met requirement (a) above for Curtin University but you have achieved an ATAR/Selection Rank above the minimum specified annually by the university, and achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or another test of English approved by the university(ies) early in January.

Edith Cowan University

You must achieve:

- a scaled score of at least 50, **or**
- a minimum final school letter grade of C in Year 12,

in one of the Year 12 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EAL/D) ATAR.



Murdoch University

You must complete:

- Year 11 and 12 at an Australian school, **or**
- Two years of VET study in Australia (at any level).

If you are applying for a Bachelor of Nursing you must complete Year 11 and 12 at an Australian School, or two years VET study in Australia (at any level) PLUS an additional four years of primary or secondary education taught and assessed solely in English in a recognised country (Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, USA).

If you are applying for a Bachelor of Laws (including combined degrees) you must complete:

- Year 11 and 12 at an Australian school, **or**
- Two years of VET study in Australia (at any level) **PLUS** evidence of completing Year 11 or 12 in a recognised country (Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, USA).

If you have not met the above requirement, you may demonstrate your competence in English for Murdoch University by sitting the Written English component of the Special Tertiary Admissions Test (STAT)*, or another test of English approved by the university. For the Bachelor of Nursing and the Bachelor of Laws (including combined degrees), the STAT is not accepted to meet competence in English. You can use IELTS, PTE Academic (Nursing only) or TOEFL iBT. For required scores, check Murdoch's website.

*Restrictions may apply to people under 20 years of age wishing to sit STAT. Check TISC's

website.

The University Of Western Australia

You must achieve a scaled score of at least 50 in one of the Year 12 courses: English ATAR, Literature ATAR or English as an Additional Language/Dialect (EAL/D) ATAR.

CONCESSIONS

a) If you have not met the requirement for this university, The University of Western Australia will concede competence in English to you if you have achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language/Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

b) If you have not met requirement (a) above for The University of Western Australia, but you have achieved an ATAR/Selection Rank above the minimum specified annually by the university, and achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT), or another test of English approved by the university(ies) early in January.



3. The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

The ATAR is calculated using scaled scores in ATAR courses.

Scaling

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

Calculation Of The TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). In 2022, the TEA will be calculated by adding your best four scaled scores plus any applicable course-specific bonuses, as detailed below, based on the following rules:

Courses which can be used in the ATAR are listed here: <https://www.tisc.edu.au/static-fixed/guide/slar-2023.pdf#page=6>.

For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no course counting more than once. You may use previous scaled scores back to 2018. No more than two mathematics scaled scores can be used in the calculation of an ATAR.

There are unacceptable course combinations whereby scores in both courses cannot both be used (see TISC website for more information).

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2017 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.

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



In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses are taken on a non-school basis (see explanation under Courses Studied on a Non-school Basis below).

Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2025 and will be used directly in the calculation of an ATAR, if applicable.

The maximum TEA is 430.

TEA to ATAR

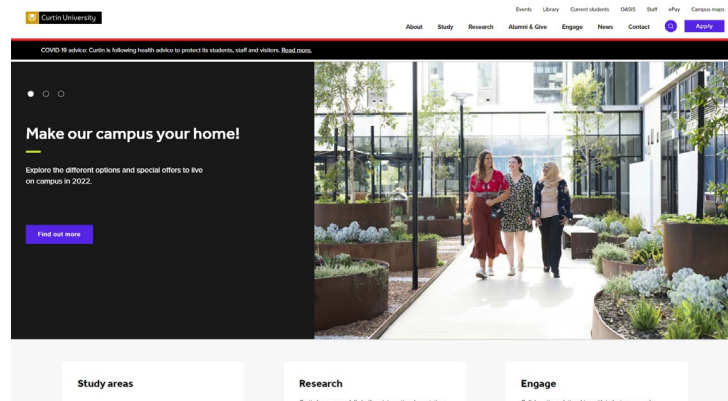
TISC will construct a table to convert your TEA to an ATAR. The table considers the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

Prior Year ATAR

If you have an ATAR from a previous year, you will be given the benefit of the higher of your previous ATAR and your current ATAR. If you have not previously satisfied the WACE requirement or a university’s competence in English requirement, you must satisfy current requirements.

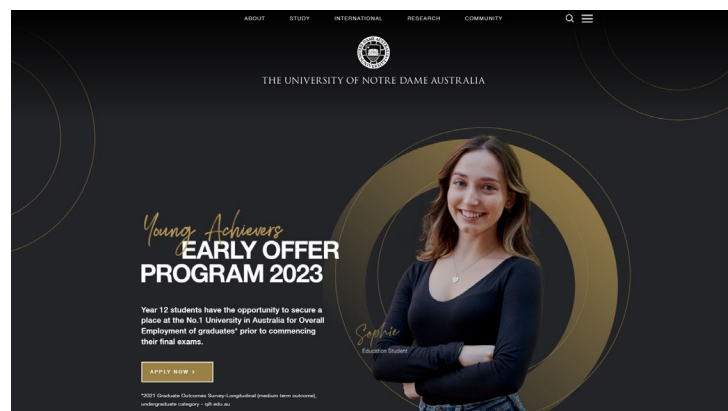
Links

Tertiary Education



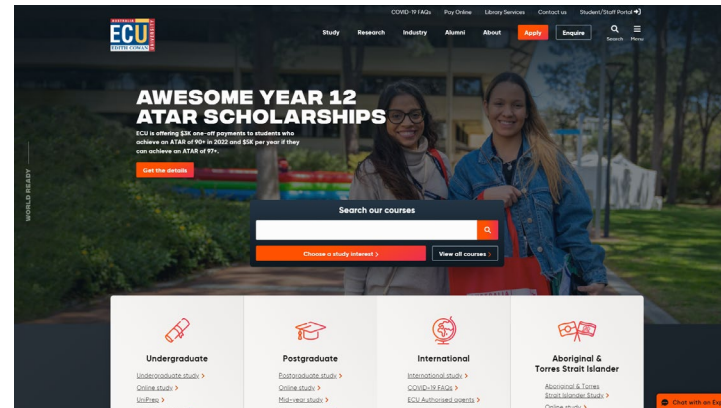
Curtin University

<https://www.curtin.edu.au/>



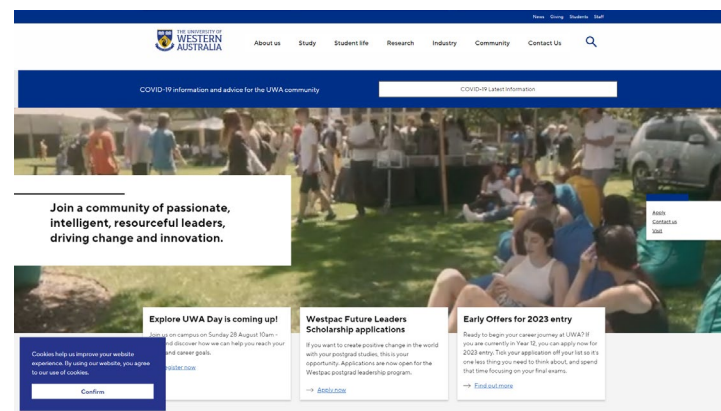
University of Notre Dame

<https://www.notredame.edu.au/>



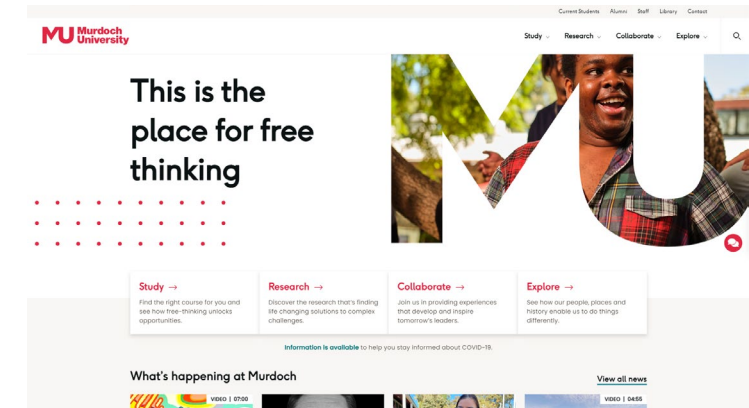
Edith Cowan University

<https://www.ecu.edu.au/>



University of Western Australia

<https://www.uwa.edu.au/>

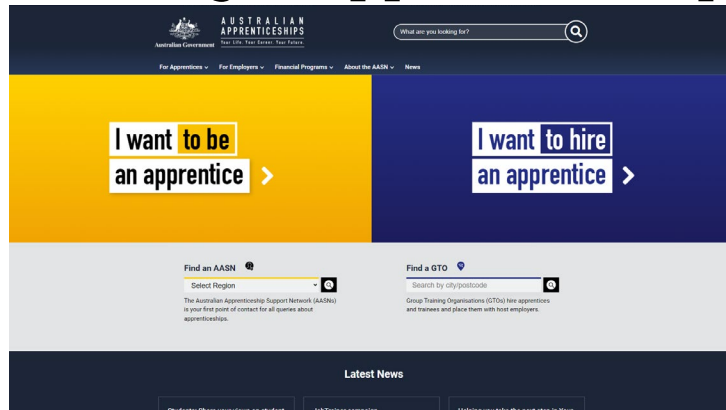


Murdoch University

<https://www.murdoch.edu.au/>

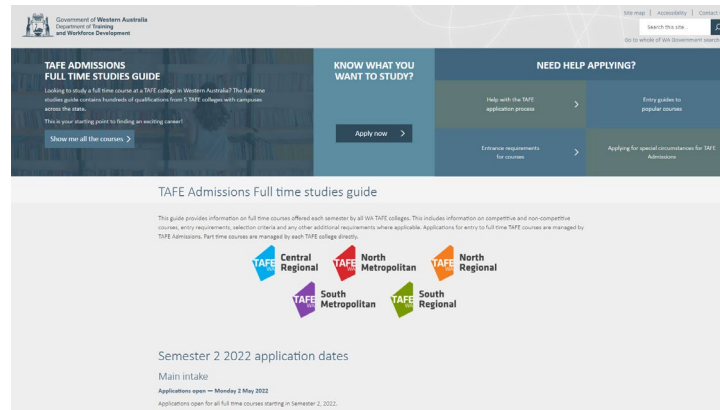


Training & Apprenticeships



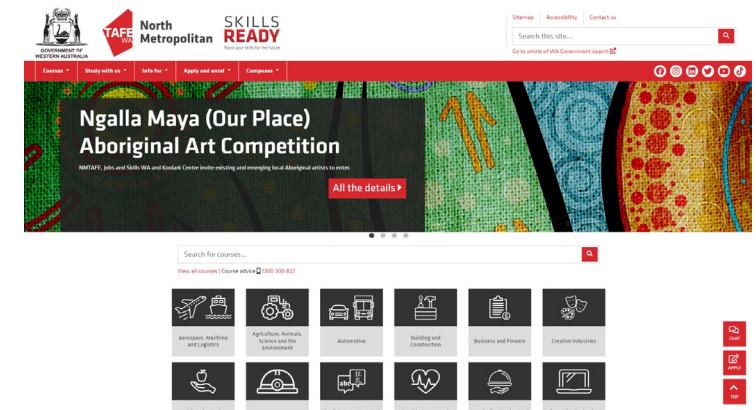
Australian Apprenticeships

<https://www.australianapprenticeships.gov.au/>



Department of Training and Workforce Development

<https://www.fulltimecourses.tafe.wa.edu.au/>

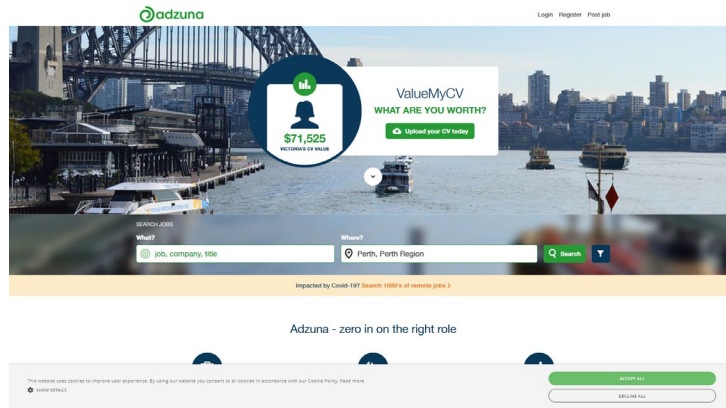


North Metropolitan TAFE

<https://www.northmetrotafe.wa.edu.au/>

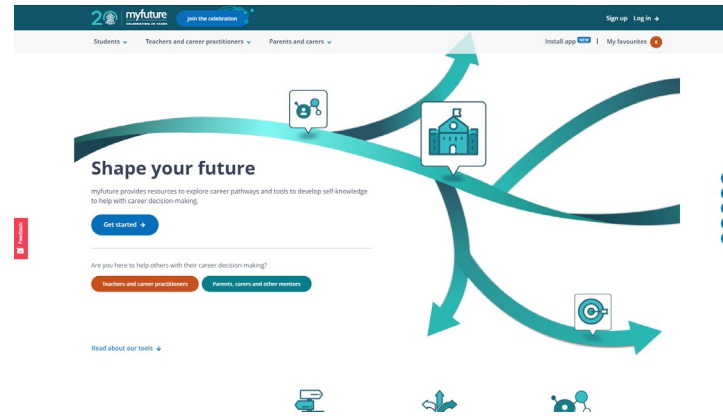


Additional Resources



Adzuna

<https://www.adzuna.com.au/>



Myfuture

<https://myfuture.edu.au/>



Careers and Education Sites

The information gained from the following list of websites may help students determine their post-school options.

Apprenticeships and Traineeships

<https://www.dtwd.wa.gov.au/training>

Australian Defence Force Academy

<https://www.defencejobs.gov.au/>

Career, employment, training information in Western Australia The Career Centre

Level 2, 166 Murray Street Perth WA 6000

Phone: 13 23 98 or 08 9224 6500

Email: <https://www.dtwd.wa.gov.au/enquiry-form>

Opening hours: 8.30am to 4.30pm

<https://www.dtwd.wa.gov.au/>

Career research

<https://www.careersonline.com.au/>

Centrelink

<https://www.servicesaustralia.gov.au/centrelink>

Curtin University

<https://www.curtin.edu.au/>

Edith Cowan University

<https://www.ecu.edu.au/>

Murdoch University

<https://www.murdoch.edu.au/>

My Future

<https://myfuture.edu.au/>

Seek Job Search

<https://www.seek.com.au/>

Training WA (TAFE)

<https://www.fulltimecourses.tafe.wa.edu.au/>

Tertiary Institutions Services Centre

<https://www.tisc.edu.au/>

University of Notre Dame

<https://www.notredame.edu.au/>

University of Western Australia

<https://www.uwa.edu.au/>

Western Australian Government (go to 'Education and Training')

<https://www.wa.gov.au/service/education-and-training/community-education/community-education-and-training>

Workforce Australia

<https://www.workforceaustralia.gov.au/>

