Senior School Course
Handbook
Year 11 and 12
2014
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECTION 1: FACTS</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Information and Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>Pathways and Courses</td>
<td>5</td>
</tr>
<tr>
<td>Course Selection Process</td>
<td>6</td>
</tr>
<tr>
<td>Melville SHS Learning Centre</td>
<td>8</td>
</tr>
<tr>
<td>Course Costs</td>
<td>9</td>
</tr>
<tr>
<td>Western Australian Certificate of Education (WACE) 2015</td>
<td>9</td>
</tr>
<tr>
<td>Breadth of Study</td>
<td>9</td>
</tr>
<tr>
<td>List A and List B Courses offered for Year 11, 2014</td>
<td>10</td>
</tr>
<tr>
<td>Examinations</td>
<td>11</td>
</tr>
<tr>
<td>Course Changes</td>
<td>11</td>
</tr>
<tr>
<td>Courses</td>
<td>11</td>
</tr>
<tr>
<td>Senior School Programs</td>
<td>12</td>
</tr>
<tr>
<td>Post School Destinations</td>
<td>13</td>
</tr>
<tr>
<td>TAFE</td>
<td>13</td>
</tr>
<tr>
<td>Minimum Entrance Requirements for TAFE</td>
<td>14</td>
</tr>
<tr>
<td>Tertiary Entrance Requirements</td>
<td>15</td>
</tr>
<tr>
<td>Australian Tertiary Admission Rank (ATAR)</td>
<td>17</td>
</tr>
<tr>
<td>Calculations of the TEA</td>
<td>18</td>
</tr>
<tr>
<td>Unacceptable Course Combinations</td>
<td>19</td>
</tr>
<tr>
<td>SECTION 2: SOURCES OF CAREER INFORMATION</td>
<td>21</td>
</tr>
<tr>
<td>SECTION 3: SELECTION PROCESS</td>
<td>22</td>
</tr>
<tr>
<td>Identifying Destinations</td>
<td>23</td>
</tr>
<tr>
<td>Course Selection Form</td>
<td>24</td>
</tr>
<tr>
<td>Year 10 Pre-requisite Grades for Stage 2/3 courses in Year 11 2014</td>
<td>27</td>
</tr>
<tr>
<td>SECTION 4: ACCREDITED COURSES</td>
<td>28</td>
</tr>
<tr>
<td>Courses on offer at Melville Senior High School 2014 (Year 11)</td>
<td>28</td>
</tr>
<tr>
<td>Courses on offer at Melville Senior High School 2014 (Year 12)</td>
<td>29</td>
</tr>
<tr>
<td>CONTENTS (continued)</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>The Arts</td>
<td>30 – 39</td>
</tr>
<tr>
<td>English</td>
<td>40 – 43</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect (EAL/D)</td>
<td>44 – 45</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>46 – 52</td>
</tr>
<tr>
<td>Languages</td>
<td>53 – 56</td>
</tr>
<tr>
<td>Mathematics</td>
<td>57 – 60</td>
</tr>
<tr>
<td>Science</td>
<td>61 – 66</td>
</tr>
<tr>
<td>Society and Environment</td>
<td>67 – 71</td>
</tr>
<tr>
<td>Technology &amp; Enterprise</td>
<td>72 – 82</td>
</tr>
<tr>
<td>PATHWAYS</td>
<td>83</td>
</tr>
<tr>
<td>Sports Science</td>
<td>83</td>
</tr>
<tr>
<td>Health and Community Services</td>
<td>83</td>
</tr>
<tr>
<td>Outdoor Adventure Studies</td>
<td>84</td>
</tr>
<tr>
<td>Expressive Arts</td>
<td>85</td>
</tr>
<tr>
<td>Hospitality</td>
<td>86</td>
</tr>
<tr>
<td>Industrial Studies</td>
<td>87</td>
</tr>
<tr>
<td>General Studies</td>
<td>88</td>
</tr>
<tr>
<td>Vocational Pathway Program 2014</td>
<td>89</td>
</tr>
<tr>
<td>Vocational Pathway Program Pre-Apprenticeship in Schools (PAIS)</td>
<td>90</td>
</tr>
</tbody>
</table>
Making informed choices underpins your future success. In deciding whether to return to Melville SHS, with the aim of going to University, TAFE or getting a job, you require quality information.

The purpose of this booklet is to provide students and their families with clear, concise information about courses on offer and their pre-requisites, WACE requirements, university entrance requirements, TAFE entrance, access to career information and links to jobs.

Melville SHS offers a wide range of educational programs to cater for the diverse needs of students within the school community.

The courses offered in Years 11 and 12 cater for students wishing to enter university courses, students with a non-English speaking background, students with a clear vocational pathway in the areas such as hospitality, business, music, tourism, media, media production, visual arts and contemporary craft, engineering and physical education as well as students wanting a general education.

Strong links have been forged by Melville SHS with TAFE to deliver National Training Competencies. Students are able to undertake a variety of certificate level courses as well as School Based Traineeships.

Melville SHS aims to prepare students for lifelong learning and the world of work. There are many paths to achieve each goal, with Year 11 and 12 being 'stepping stones' along the way. For example, students with strong academic performance in the humanities will take a different path from students who are aiming for an apprenticeship in the building trade. Knowing where you are going and how you can get there are important.

Information and Decision Making

Moving into Senior School involves a number of significant changes for both parents and students. To provide families with relevant information, the following activities are integral in the course selection procedure.

Thursday 20 June (Term 2 Week 7)
6.00 – 8.00pm Parent Information Night for all Year 10 students and their parents
At this information night all parents will be presented with a package of materials about courses on offer, school policies and procedures relevant to Upper School, a selection sheet, counselling details and information from relevant organisations relating to training and education. A formal presentation will be made to identify and explain key concepts such as WACE, Australian Tertiary Admission Rank (ATAR), university and TAFE entrance.

Individual Course information
All Year 10 students will be provided with specific details during class time about courses on offer. To supplement this course information, Society & Environment class time will be utilised to highlight decision making processes and familiarise students with all options available to them.

Counselling - Term 3 Week 1 and 2
All students and their families will be provided with the opportunity to have an individual counselling session with a trained counsellor during this week. In preparation for this meeting students will need to have researched the courses or pathways in which they are interested. The course selection sheet should be completed as much as possible prior to the meeting. At this meeting information specific to each student’s career goals will be highlighted as part of the decision making process.

Senior School at Melville SHS
Melville Senior High School expects each student entering Year 11 and 12 to show the willingness to learn and the determination to succeed.

Successful completion of Senior School studies generally:
- Provides a broader education
- Leads to a wider range of courses and career options
- Is strongly preferred by most employers
- Enables people to gain more maturity and knowledge of themselves
- Is required for entry to tertiary courses

The raising of the school leaving age has meant that young people must remain in education, training or approved employment until the end of the year in which they turn 17.
PATHWAYS AND COURSES

PATHWAYS
At Melville Senior High School all Year 11 and 12 students
- Choose a pathway (It is possible to do courses from each pathway)
- Study 6 courses
- Select either English or English Literature
- Must include at least 1 List A and 1 List B course
- Generally study the same course in Year 11 and Year 12
- Are allocated private study periods in Year 11 and in Year 12

Students cannot be enrolled in a pathway at Melville SHS which is less or more than six courses unless there are exceptional circumstances.

In order to study most courses in Year 12, completion of the same course in Year 11 is expected.

To gain a West Australian Certificate of Education (WACE) certificate on graduation at the end of Year 12, students in Year 11 and 12 undertake one of the following pathways:

ATAR PATHWAY
- Stage 2 courses are studied in Year 11
- Stage 3 courses are studied in Year 12
- Courses are content based
- External exams (WACE exams) are sat at the end of Year 12
- ATAR score based on 50% school assessment and 50% external exams
- Students gain at ATAR score based on their best 4 courses
- A minimum of 4 ATAR subjects are required but 5 or 6 are recommended
- Students are aiming for university entrance

NON ATAR PATHWAY
- Stage 1 courses are studied in Year 11
- Stage 1 or 2 courses are studied in Year 12
- Courses are practical based
- There are no external exams
- High grades are important
- 100% school assessed
- Certificate courses are undertaken in Year 11 and/or Year 12
- Students are aiming for TAFE or possible alternative entry to university

EXAMPLES OF YEAR 11 – 12 PATHWAYS

Student Selection-Sample 1
ATAR Pathway

<table>
<thead>
<tr>
<th>Year</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>Career &amp; Enterprise 1A/1B</td>
<td>English 2A/2B</td>
<td>Human Biology 2A/2B</td>
<td>Mathematics 3A/B</td>
<td>Geography 2A/2B</td>
<td>Graphic Design 2A/2B</td>
</tr>
<tr>
<td>Year 12</td>
<td>Career &amp; Enterprise 1C/1D</td>
<td>English 3A/3B</td>
<td>Human Biology 3A/3B</td>
<td>Mathematics 3C/3D</td>
<td>Geography 3A/3B</td>
<td>Graphic Design 3A/3B</td>
</tr>
</tbody>
</table>

Sample 1 is an example of selections for a student whose intentions and academic performance in Year 10 are positioning towards a university pathway/ATAR pathway. There is a breadth of study in that the student is studying List A and B subjects. Studying Stage 2 units in Year 11 and will undertake Stage 3 units in Year 12. Two units are studied to complete a year’s work in any given course, be it in an ATAR or Non ATAR pathway. The best four of the five Stage 3 courses will contribute to the student’s ATAR score while Career and Enterprise is being studied at 1C/1D in Year 12 which means it cannot contribute to an ATAR score but counts towards WACE graduation.
Sample 2 is very similar to Sample 1 however, the student has not achieved well in Year 11, Stage 2 Human Biology and has changed this course to replace it with Food Sciences and Technology 1C/1D.

Student Selection – Sample 3
Non ATAR Pathway

Sample 3 reflects a student who is best suited to the Vocational Pathway learning. This student is aiming for TAFE entry as an initial post-school learning destination, enjoys more practical courses and may not have met the pre-requisites for Year 11 ATAR Courses. This student is required to study English, Stage 1 or ELD Stage 1 A/B OR 1C/D.

As these samples show, every student chooses an English course. Satisfactory achievement (C GRADE) is required in an English course for Secondary Graduation.

COURSE SELECTION PROCESS

TIMELINE
The following table outlines the timeline for the selection of subjects.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Year 10 Students informed of pre-requisites for Year courses</td>
<td>23 May</td>
</tr>
<tr>
<td>Exams</td>
<td>31 May</td>
</tr>
<tr>
<td>Parent Information Night; opportunity for discussion regarding possible courses</td>
<td>20 June 6.00 – 8.00pm</td>
</tr>
<tr>
<td>Reports distributed</td>
<td>5 July</td>
</tr>
<tr>
<td>Students to meet with Course Selection Advisor</td>
<td>Weeks 1 – 2 Term 3</td>
</tr>
<tr>
<td>An appointment time is scheduled for each student. Parents are encouraged to attend.</td>
<td>Tuesday, 23 July to Friday, 2 August</td>
</tr>
<tr>
<td>Confirmation of courses. Letter home re confirmed selections</td>
<td>Term 4</td>
</tr>
</tbody>
</table>
SELECTING COURSES
Making choices for study in Year 11 should be based on the following considerations:

- **Realistic assessments of ability, application and commitment:** It is highly recommended that students choose courses where they have met the pre-requisites to ensure they have academic success and are able to cope with the workload of the particular subject. It is essential for students to make choices which are realistic and is keeping with the student’s academic ability.

- **Interests and possible future careers:** Selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. If future goals are uncertain it is best to maintain a broad course that would enable entry to a variety of post school destinations.

- **Passion for a type of learning and context of learning:** The two available pathways cater to different types of learning with the ATAR Pathway being more content and examination focused while the non ATAR Pathway is a more practical, skill based option.

COURSE SELECTION ADVISORS (CSA)
Each Year 10 student has a Course Selection Advisor (CSA) who will meet with them during the first few weeks of TERM 3 to assist the selection process and to counsel students. Staff involved in this process include:

- Mr Evan Floyd, Deputy Principal
- Mr George Tills, VET and Transition Manager
- Mrs Heather Anderson, Senior School Coordinator
- Mr Rhett Brown. Year 8 & 9 Coordinator
- Ms Felicity O’Sullivan, Year 10 Coordinator
- Ms Vlasich, Student Service Manager
- Mr Combe, Student Service Manager

PRE-REQUISITES
If students do not meet the pre-requisite in Semester 1 of Year 10 they are not permitted to select the course. However, an interview can be arranged in Term 4 if significant academic improvement is shown and course choices can be altered if pre-requisites are met. This may be limited by class sizes.

Students who do not meet the pre-requisites for particular courses will not be permitted to study them in Year 11 unless there are extenuating circumstances. In these situations, a parent interview with the Deputy Principal, Mr Evan Floyd or Mr Tills, VET and Transition Manager will be arranged.

AVAILABILITY OF COURSES
The school reserves the right to withdraw any course. Available resources limit the number of classes which can be timetabled. Places in courses will be allocated on a basis of students who have met the pre-requisites. If a student submits a selection sheet after the due date for submission, they also risk the possibility of not being allocated to all of her selections.

IMPORTANCE OF CAREFUL SELECTION
Careful selection of courses is essential to avoid the necessity of course changes in Year 11. Such changes are not only disrupting to students but entail considerable catch-up work on the part of students.

Students will only be permitted to make course changes with the agreement of the relevant teachers, Deputy Principal and VET and Transition Manager. Such agreements will depend on the student showing sufficient reason for the change and the size of existing classes. Under normal circumstances, students will only be able to transfer to a new course up to the end of **Week 6 of Term 1**. With the on-going nature of assessment tasks in the new courses, a student’s progress is best served by realistic choices prior to starting Year 11.

For these reasons we strongly urge students and parents to study the information provided in this booklet. In particular, it is essential that students take note of the minimum Year 10 pre-requisites for Year 11 courses. These pre-requisites have been established to indicate the level of difficulty of courses and to assist students to choose those courses in which they are more likely to succeed.
Melville Learning Centre is a school focus program available to Melville Senior High School students from Years 8 to 12 who have a disability (as determined by Schools Plus eligibility) combined with specific learning needs. There is a seamless flow for students as they progress through the Middle School Years (8-10) to the Senior School Years (10-12). Based on student need and meeting department eligibility requirements, there is also the option of the student applying to complete Year 13 at Melville Learning Centre.

The Melville Learning Centre program promotes a learning culture where students are enthused and equipped to achieve success. The program focuses on developing students’ skills to make safe and sensible decisions for themselves at school, at home and in the community. Melville Learning Centre offers courses geared to industry needs and work choices which prepares students for Post School Options including: entry into further study, entry to the workforce and transitioning to an independent and prosperous life after school.

Courses currently being offered at Melville Learning Centre include:
- Workplace Learning 1A/1B
- Certificate 1 in Business
- Certificate 1 in Sport and Recreation
- Career and Enterprise 1C/1D
- Maths PA/PB
- Health PA, 1A/1B
- Literacy for Work Program

Students are also offered the opportunity to complete a range of Endorsed Programs including:
- ASDAN awards – including: Work right, Towards Independence, Transition Challenge
- Right Track, public transport authority
- Keys for Life, pre-driver education course
- Recreational pursuits, personal development programs (Community Access)
- Off-campus enrichment program, personal development program (Camps)

Students also have the option of spending time integrated in mainstream classes studying with their mainstream peers; this is tailored to each individual student. Please refer to the wide range of Senior School subjects on offer within this handbook, for available mainstream subjects.

Being situated in a mainstream high school, students are able to take part in all school events offered to students. Melville Learning Centre staff support students’ involvement in whole school and year group activities such as: camps, sport carnivals, assemblies, excursions and the Year 12 Ball.

Enrolment conditions: Melville Learning Centre provides an integrated educational program for students from the local intake area. Entrance into the unit is case by case as determined by a panel chaired by the school psychologist and includes the Melville Learning Centre Teacher-in-Charge and the Deputy Principal Middle School (representing the principal).

Melville Senior High School is proud and passionate about Melville Learning Centre and its students. Staff collaborate together respectfully and know they are making a difference. Melville Learning Centre staff enjoy the challenge of striving for excellence.

For further information about Melville Learning Centre please call: Mrs Janelle Cahoon (08) 9330 0331   janelle.cahoon1@education.wa.edu.au

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**COURSE COSTS**

Course costs are based upon previous year's costs and are subject to review and may change.

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**Western Australian Certificate of Education (WACE) 2015**

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its general requirements. Generally students complete two years of senior secondary study, after which they are eligible for the WACE. This includes students who:

- Are university-bound
- Are TAFE-bound
- Are planning to enter the workforce on leaving school
- Have special requirements or disabilities

In order for students to be eligible for a WACE at the end of 2015, students must satisfy the following requirements:

**Breadth and Depth of Study**

- Students must complete a minimum of 20 course units or the equivalent. This requirement must include at least:
  - Four course units from an English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and 12. (At least 2 of these units must be completed in Year 12)
  - One pair of course units from each of List A (Arts/Languages/Social Sciences) and List B (mathematics/sciences/technology) completed in Year 12.

**Achievement standard requirement**

- Students must achieve a C grade or better across the best 16 courses of units of which at least 8 must be completed in Year 12.
- Preliminary stage units, endorsed programs and/or VET credit transfer can reduce the required number of course units by up to six units.

**English language competence**

- Students must achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language or Dialect (except 1A and 1B for English as an Additional Language or Dialect.

**Repeat Course Units**

Students can repeat course units. However, those course units that have the same code e.g. 1AENG, and are repeated do not contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will be used when calculating the C grade average. If students complete course units which have a different context and thus a different unit code, e.g. 1AMDTM and 1AMDTW (Materials Design and Technology; Metals and Wood), then these units are not repeated units and each of these can contribute to WACE requirements.

**Examination Exemptions**

All Year 12 students studying a course at Stage 3 in the final year of senior secondary schooling are required to sit an examination in the appropriate stage of that course, unless exempt.

In 2014 and 2015, examination for Stage 2 in Year 12 will be optional.

Full time students who are enrolled to complete, in the current year, at least 220 nominal hours of VET and are enrolled in 3 or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the WACE examinations.

Practical and performance examinations are conducted in addition to written examinations for some courses.

Nominal hours successfully completed in previous years do not contribute to the 220 nominal hours required for an exemption in Year 12 in the current year.

An application for exemption from sitting WACE examinations must be approved by the School Curriculum and Standards Authority.
LIST A and LIST B Courses offered for Year 11 - 2014

Students must choose at least one course from each of the lists.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
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<tbody>
<tr>
<td>AIS Aboriginal and Intercultural Studies</td>
<td>ACF Accounting and Finance</td>
</tr>
<tr>
<td>ABL Aboriginal Languages of W.A.</td>
<td>APS Animal Production Systems</td>
</tr>
<tr>
<td>BME Business Management &amp; Enterprise</td>
<td>AIT Applied Information Technology</td>
</tr>
<tr>
<td>HIA Ancient History</td>
<td>AET Automotive Engineering &amp; Technology</td>
</tr>
<tr>
<td>CAE Career and Enterprise</td>
<td>AVN Aviation</td>
</tr>
<tr>
<td>CFC Children, Family and Community</td>
<td>BIO Biological Sciences</td>
</tr>
<tr>
<td>CBS Chinese: Background Speakers</td>
<td>BCN Building and Construction</td>
</tr>
<tr>
<td>CSL Chinese: Second Language</td>
<td>CHE Chemistry</td>
</tr>
<tr>
<td>DAN Dance</td>
<td>CSC Computer Science</td>
</tr>
<tr>
<td>DRA Drama</td>
<td>DES Design</td>
</tr>
<tr>
<td>ECO Economics</td>
<td>EES Earth and Environmental Science</td>
</tr>
<tr>
<td>ENG English</td>
<td>EST Engineering Studies</td>
</tr>
<tr>
<td>ELD English as an Additional Language</td>
<td>FST Food Science and Technology</td>
</tr>
<tr>
<td>FRE French</td>
<td>HBS Human Biological Science</td>
</tr>
<tr>
<td>GEO Geography</td>
<td>ISC Integrated Science</td>
</tr>
<tr>
<td>GER German</td>
<td>ITA Italian</td>
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<td>HEA Health Studies</td>
<td>LIT Literature</td>
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<td></td>
<td>MPA Media Production and Analysis</td>
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<td></td>
<td>HIM Modern History</td>
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<td></td>
<td>MUS Music</td>
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<td></td>
<td>PAE Philosophy and Ethics</td>
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<td></td>
<td>PAL Politics and Law</td>
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<td>VAR Visual Arts</td>
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<td>WPL Workplace Learning</td>
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<td></td>
<td>VET Industry Specific</td>
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<td>- Business Services</td>
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<td>- Community Services</td>
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<td>- Creative Industries:</td>
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<td>* Tourism</td>
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<td></td>
<td>MMT Marine and Maritime Studies</td>
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<td>MDT Materials, Design &amp; Technology</td>
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<td></td>
<td>MAT Mathematics</td>
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<td>MAS Mathematics Specialist</td>
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<td>OED Outdoor Education</td>
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<td>PES Physical Education Studies</td>
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<td>PHY Physics</td>
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<td></td>
<td>PPS Plant Production Systems</td>
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<td>PSY Psychology</td>
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<td>VET Industry Specific</td>
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<td>- Automotive</td>
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<td>- Construction</td>
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<td>- Hospitality</td>
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<td>- Primary Industries</td>
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<td>- Sport and Recreation</td>
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</tbody>
</table>
Examinations

Compulsory for graduation at Stage 3

Separate examinations for Stage 2 and Stage 3 units will be held in all courses, unless exempt. Students will be required to sit the examinations to achieve the WACE.

There are no exams for Stage 1 units.

Students who are in their final year of secondary schooling and are enrolled in at least one Stage 3 pair of units (e.g. 3A/3B or 3C/3D) in a course are required to sit for and make a genuine attempt at the WACE examination in that course (unless exempt).

In 2014 and 2015, examinations for Stage 2 in Year 12 will be optional.

A student who should sit an examination and chooses not to, or chooses not to make a genuine attempt in the examination, does not get a WACE course report. Nor are the grades for those units counted towards the C grade average for the WACE. The achievement in these units can contribute to the completion requirement.

Evidence of achievement Record of achievement

A record of achievement will be given to all students who complete at least one School Curriculum and Standards Authority-developed course. The record of achievement will record:

- completion of requirements for secondary graduation for the awarding of the WACE
- other qualifications achieved, such as VET certificates
- levels of achievement for courses in the school and examination assessments
- course units completed
- achievement of council-endorsed programs
- achievement of the English language competence standard
- Achievement of awards.

Exemptions from WACE Examinations

WACE examinations will be compulsory for students enrolled in pairs of Stage 3 units (unless exempt). Please be aware that, to be eligible for exemption, students must satisfy both criteria listed.

To be eligible for exemption:
- are a full time student who are enrolled to complete, in the current year, at least 220 nominal hours of VET, and;
- Enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units.

Course Changes

Students are able to change courses after the school’s timetable has been constructed. However, it is important to remember that classes do fill up and the sooner a change is made the better chance of getting a desired course. For a student to change a course they will need to see a Deputy Principal or the VET Manager. No changes will be made to student’s course selection without a parent and student signature endorsing a change. Under normal circumstances, students will only be able to transfer to a new course up to the end of Week 6, Term 1.

If at any time parents or students have questions about Senior School courses, they are requested to contact the Deputy Principal (Senior School) or VET Manager.

Courses

There are 58 courses now available. Typically, schools will offer between 15 and 40 courses. They will select these courses to meet the interests and needs of their students.

The courses have been modernised and:

- Build on content of previous courses
- Ensure that Western Australian students are able to study similar courses to those offered in other parts of Australia
- Provide multiple pathways to university, training organisations and employment
- All Stage 3 units have compulsory WACE examinations. In 2014 and 2015, examination for Stage 2 in Year 12 will be optional.

All courses have units structured in three or four stages of increasing difficulty. Units are notionally 55 hours long and usually take one semester to complete.

It is important to note that some courses may not run due to lack of student demand.
Senior School Programs
Students can undertake a combination of the following in their Senior School Program depending upon their future aspirations.

School Curriculum and Standards Authority Courses
Allow students entry to all post-school pathways. Students should choose course units at appropriate grades.

Endorsed programs
These provide areas of learning not covered by courses and can contribute up to 50% of a student’s WACE requirements. These programs can be delivered in a variety of settings by community organisations, universities, training organisations and workplaces. Programs include Workplace Learning, university studies, VET stand-alone, community organisation (including Emergency Service Cadets) and personal development.

Vocational Education and Training (VET)
Students participate in units of competency from National Training Packages in school or off-site (through TAFE or a private provider/RTO). Students undertaking VET have the opportunity to prepare themselves for the future world of work. VET certificates and competencies undertaken under these certificates are becoming increasingly valued by business. Students are recognised if they undertake any certificates in addition to study.

Workplace Learning (WPL)
Workplace Learning is offered as either a School Curriculum and Standards Authority developed course or as an endorsed program.

1. Course
Designed for Year 11 and 12 students, consisting of four Stage 1 units (1A/1B and 1C/1D), with the expectation that most students will complete two course units in a calendar year. A grade will be awarded and contribute towards WACE. Minimum requirement of 55 hours in the workplace per course unit.

2. Endorsed programs
   • Mode 1 – [on-the-job training] designed for SBT, SAL and students undertaking substantial VET in the workplace. Students undertake a structured work placement to gather evidence towards unit/s of competency. (Minimum 55 hours in the workplace per unit)
   • Mode 2 – [employability skills] designed for all students and suits all industry and occupational areas. Incorporates the employability skills list developed by the School Curriculum and Standards Authority. (Minimum 110 hours in the workplace per 2 unit block)
   • Work Skills – designed for students who wish to receive credit for part time work and/or voluntary work. (Minimum 180 hours in the workplace per 2 unit block)

Apprenticeships
During their apprenticeships students work, attain a Certificate II qualification whilst attaining a training wage. Students would study a reduced timetable in school whilst completing a work placement and VET certificates. Nominal hours must be considered for graduation.

School of Isolated and Distance Education (SIDE)
For students who are motivated and independent learners, the School of Isolated and Distance Education provides a correspondence program. It provides course booklets, a personal tutor with phone and email access and regular feedback and monitoring.

~~~ooOoo~~~
POST SCHOOL DESTINATIONS

TAFE

Education and training are strongly linked at Melville SHS. Students who wish to pursue a vocational pathway can complete some TAFE certificates, while studying at Melville SHS. Embedded in some School Curriculum and Standards Authority courses are competencies that fulfil the requirements for a TAFE certificate at level I, II or III. Other courses have some National Training Competencies embedded in them, which provide students with an advantage when applying for TAFE admission. The TAFE website for further information is www.trainingwa.wa.gov.au

TAFE Entry Requirements 2014 Onwards

- Based on National Reporting System
- Mapped to an “evidence guide”
  e.g. School report
- All applications must meet entry requirements
- Courses will be split into competitive and non competitive for entry purposes
- About 30% of courses are competitive and will need to meet selection criteria

How can I improve my chances of getting a place in a TAFEWA course?

Firstly, choose the course you want to study carefully. You will need to meet the entrance requirements for the course. For some courses, for example arts and multimedia, you may need to submit a portfolio. There are also courses not recommended for people just leaving school either because of few job opportunities for young people or because you need specific skills gained through lower level courses.

Secondly, if the course you choose to apply for is deemed to have competitive entry, you will need to provide evidence that you meet the selection criteria. Competitive entry courses are those where there are more people applying than there are places available. In these instances, people with the highest score against the selection criteria are offered the available places.

What's the difference between TAFEWA and university courses?

TAFEWA offers certificate, diploma and advanced diploma courses which can vary in length of study from six months to three years. Courses are very practical and tailored to job requirements. Universities usually offer degree courses which take three or more years and usually contain much more theory than TAFEWA courses. Some TAFEWA graduates later go on to university and many university graduates go to TAFEWA to gain more practical skills to help them get a job.

TAFE can lead to employment or further study. TAFE qualifications are recognised by employers Australia wide. Students may use TAFE as a pathway to university.
Minimum Entrance Requirements

Entrance requirements are the lowest level of school results you need to be allowed into a full-time course at TAFEWA.

Entrance requirements will be either:

A lower level qualification, for example, to enrol in a Certificate IV in Disability Work you need a Certificate III in Disability Work

or

Communication and maths skills

The level of communication and maths skills required for entry to a course will be measured according to the table above. For more details look at the following web site www.tafe.edu.au
Tertiary Entrance Requirements

This information is current as of May 2013.
In all instances please contact the universities directly to seek clarification regarding entry requirements, to organise visit or campus tour.

Contacts
UWA www.studyat.uwa.edu.au/ or Admissions Centre on 64882477
Murdoch www.murdoch.edu.au/Future-students/or the Student Centre on 1300 687 3624
Curtin http://futuresstudents.curtin.edu.au/ or the Support Centre on 9266 1000
ECU http://www.ecu.edu.au/future-students/overview or 134 328
Notre Dame www.nd.edu.au or 9433 0533

Up-to-date information will be published on the TISC website in June, 2013.

To be considered for university admission as a school leaver an applicant must:
• meet the requirements for the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority,
• achieve competence in English as prescribed by the individual universities,
• obtain a sufficiently high Australian Tertiary Admission Rank (ATAR) for entry to a particular university and/or course (Edith Cowan University may not require an ATAR for some pathways), and
• satisfy any pre-requisites or special requirements for entry to particular courses.

Curtin University

Additional Admission Considerations
• Where English Language Competence is not achieved by a scaled mark of at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score of 55 or above in Stage 2 or Stage 3 English, Literature or EALD

Alternative Admission Requirements
• Step Up to Curtin Entry Program- allows for students from regional areas, who are indigenous or from an educational, social or financially disadvantaged background, to gain entry to the university if their ATAR is above 60.
• Uniready enabling program – access to a free five week summer or one-semester online program where students undertake units required for admission. Entry is by application and only for certain courses
• Bridging Courses
• Curtin College –
• Complete an appropriate AQF qualification (certificate, diploma and advanced diploma) as a stepping stone to university (conditions apply)

Students whose academic achievement has been disadvantaged can apply for a special consideration. Approval will see additional points to their ATAR (for admission purposes only)

Edith Cowan University (ECU)

Additional Admission Considerations – English Language Competence
• English Language Competence will be achieved where a student gains a grade of C or better in two English units (English or Literature or ELD) studied in Year 12 at Stage 2 or higher

Alternative Admission Requirements – Portfolio Entry for:
Studied at least 3 subjects at Stage 2 or 3 plus either one subject at Stage 1, or a completed Certificate IV. The portfolio pathway allows students to be considered for entry to a bachelor courses and university preparation courses

Alternative Admission Pathway
• University Preparation Course
• Indigenous University Orientation Course
• University Preparation Course (Education Assistant Program)
• University Preparation Course (Education Assistant: Special Needs)
**Murdoch University**

**Additional Admission Considerations**
- Where English Language Competence is not achieved by a scaled mark or at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score or 55 or above in stage 2 or stage 3 English, Literature or EALD

**Alternative Admission Pathways**
- **Entry Awards** – guaranteed admission for selected students
- **Media Portfolio Entry** – to gain entry to certain media and arts courses
- **Tertiary Options Project** – admission for students who have had a disruption to their studies
- **On-Track** – free 12 week program for students who have had a major disruption to their studies
- **Murdoch University Preparation Course**
- **Indigenous Programs** – Contact the Kulbardi Aboriginal Education Centre
- **Access South West** – for Year 12 students studying in the Peel/Rockingham area

**The University of Western Australia (UWA)**

UWA have introduced a new course structure for 2013 entry. Students entering the university from 2013 will have a choice of five three-year undergraduate courses: Bachelor of Arts; Bachelor of Commerce; Bachelor of Design; Bachelor of Science; or Bachelor of Philosophy (Honours)

**Additional Admission Considerations**
- An ATAR of at least 80.00 has been set for all degrees, except for the Bachelor of Philosophy (Honours) where a minimum of 98.00 is required
- Where English Language Competence is not achieved a scaled mark of at least 50, a concession will be awarded when a student achieves a standardised exam score or a standardised moderated school score of 60 or above in stage 2 or stage 3 English, Literature or EALD

**Alternative Admission Pathways**
- **Foundation and Preparatory Programs**
- **UWay** allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission
- **Broadway** UWA allows students with an ATAR of 75 or above from a Broadway-identified school to receive an offer. Fairway allows selected students to gain entry to the University through participation in a program of support and activities throughout Year 12. Conditions apply.
  - **Provisional Entry Scheme** for indigenous students who achieve an ATAR of 75 or more can be considered for entry to most degree courses.
  - **Applications for special consideration** may be made if exceptional circumstances have hindered a students in attaining a sufficient score. Conditional apply.

**The University of Notre Dame**

Admission is by direct application, comprising of an application and supporting documentation, to the university. The selection process for the University of Notre Dame is based on personal qualities, motivation and academic potential; contribution to church, school and community life; academic records (including ATAR) and interview. Unsuccessful applicants may apply for the university’s alternative entry pathway as stepping stone to the course of choice

**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 2014. Application will be via TISC’s website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February. Any further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC, excluding the University of Notre Dame which is made direct to the University of Notre Dame.

Full details regarding individual university entrance requirements and processes are available from the TISC website: www.tisc.edu.au. The University Admission 2014 booklet is available on the website, but please note that it is subject to change.
Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) 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. 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 marks in courses.

Scaling and Increments

All course results will be scaled to ensure fairness to all students.

Unless otherwise specified, references to scaled marks in this brochure mean the final scaled mark obtained in either Stage 2 or Stage 3 of a WACE course. The average marks scaling process will be used to scale marks obtained in Stage 2 or Stage 3 of a course in 2014, in the same way as TEE courses were scaled in the past.

WACE courses except Mathematics and Mathematics: Specialist

As an incentive for students to study courses at the more demanding Stage 3 if they are capable of doing so, an increment will be applied to Stage 3 marks. After standardisation and statistical moderation has occurred, the combined unscaled marks at Stage 3 will be increased by 15 marks per course relative to the combined unscaled marks at Stage 2. After this, the marks in both Stages are merged and scaled using Average Marks Scaling.

Mathematics and Mathematics: Specialist

Mathematics (with four unit pairs: 2A/2B; 2C/2D; 3A/3B and 3C/3D) and Mathematics: Specialist (with two unit pairs 3A/3B and 3C/3D) have six possible examinations. To encourage students to attempt the highest level of mathematics they are capable of, the following increments will be applied before scaling:

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Combined unscaled marks for 2A/2B - no increment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Combined unscaled marks for 2C/2D + 10</td>
</tr>
<tr>
<td></td>
<td>Combined unscaled marks for 3A/3B + 20</td>
</tr>
<tr>
<td></td>
<td>Combined unscaled marks for 3C/3D + 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics: Specialist</th>
<th>Combined unscaled marks for 3A/3B - no increment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Combined unscaled marks for 3C/3D + 10</td>
</tr>
</tbody>
</table>

Language Other Than English Bonus

Curtin and the University of Western Australia provide a bonus to WACE students sitting a School Curriculum and Standards Authority approved Language Other Than English (LOTE) course. TEA will be boosted by 10% of the final scaled score in a LOTE course. ATAR’s will be calculated on the basis of this enhanced TEA. If students complete more than one LOTE course, the bonus will be calculated using the LOTE score which is the highest scaled score. Note that the LOTE bonus will only be applied for LOTE courses studied from 2012 onwards.
Calculation of the TEA

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

The TEA will be calculated by adding the best four scaled scores. These may be in any combination of courses and/or past TEE subjects, as listed below. No course or past TEE subjects can be counted more than once. NOTE: Stage 2 and Stage 3 of the same WACE course cannot both count. There are unacceptable course combinations whereby scores in both courses/courses cannot both be used.

In calculating the scaled score, equal weight is given to the final school score and the final examination score, except where courses/courses are taken on a private basis.

For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years. Scaled marks from previous study of TEE courses or WACE courses are on the same scale as scaled scores obtained from study in 2014 and will be used directly in the calculation of an ATAR, if applicable. You may use previous scaled marks back to 2006.

TEA to ATAR
TISC will construct a table to convert your TEA to an ATAR score. Courses which are used to form the ATAR. Students studying WACE courses are strongly recommended to attempt Stage 3 units in Year 12.

<table>
<thead>
<tr>
<th>COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Intercultural Studies</td>
<td>German</td>
</tr>
<tr>
<td>Aboriginal Languages of WA</td>
<td>Health Studies</td>
</tr>
<tr>
<td>Accounting and Finance</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Human Biological Science</td>
</tr>
<tr>
<td>Animal Production Systems</td>
<td>Indonesian: Background Speakers</td>
</tr>
<tr>
<td>Applied Information Technology</td>
<td>Indonesian: Second Language</td>
</tr>
<tr>
<td>Arabic</td>
<td>Integrated Science</td>
</tr>
<tr>
<td>Automotive Engineering and Technology</td>
<td>Italian</td>
</tr>
<tr>
<td>Aviation</td>
<td>Japanese: Background Speakers</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Japanese: Second Language</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Literature</td>
</tr>
<tr>
<td>Business Management and Enterprise</td>
<td>Malay: Background Speakers</td>
</tr>
<tr>
<td>Career and Enterprise</td>
<td>Marine and Maritime Technology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Materials Design and Technology</td>
</tr>
<tr>
<td>Children, Family and the Community</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chinese: Background Speakers</td>
<td>Mathematics: Specialist</td>
</tr>
<tr>
<td>Chinese: Second Language</td>
<td>Media Production and Analysis</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Modern Greek</td>
</tr>
<tr>
<td>Dance</td>
<td>Modern History</td>
</tr>
<tr>
<td>Design</td>
<td>Music</td>
</tr>
<tr>
<td>Drama</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td>Philosophy and Ethics</td>
</tr>
<tr>
<td>Economics</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td>Physics</td>
</tr>
<tr>
<td>English</td>
<td>Plant Production Systems</td>
</tr>
<tr>
<td>English as an Additional Language/Dialect(EALD)</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>Psychology</td>
</tr>
<tr>
<td>French</td>
<td>Religion and Life</td>
</tr>
<tr>
<td>Geography</td>
<td>Visual Arts</td>
</tr>
</tbody>
</table>

NOTE: There may be some additional interstate language courses and examinations available in WA schools in 2014, which may be counted in the ATAR. Contact the School Curriculum and Standards Authority for details of availability.
Unacceptable Course Combinations

You cannot use the following course combinations in calculating your ATAR. It may be possible to take both courses, but only the results of one course may be used to calculate your ATAR.

- Biological Sciences with Human Biological Science
- Chemistry with Integrated Science
- Chinese: Background Speakers with Chinese: Second Language
- English with English as an Additional Language/Dialect
- English with Literature
- English as an Additional Language/Dialect with Literature
- Indonesian: Background Speakers with Indonesian: Second Language
- Indonesian: Background Speakers with Malay: Background Speakers
- Japanese: Background Speakers with Japanese: Second Language
- Malay: Background Speakers with Indonesian: Second Language
- Physics with Integrated Science

For full details of unacceptable course combinations, refer to University Admissions menu at www.tisc.edu.au or www.scsa.wa.edu.au

NOTE: In addition to unacceptable course combinations listed above, no more than two of Mathematics, Mathematics Specialist, and the former TEE subjects, Applicable Mathematics, Calculus and Discrete Mathematics can be used.

Courses Studied on a Private Basis

Individuals may enrol to sit an external examination as a private candidate in the event that the:

- WACE provider does not offer the course or a pair of units at that stage of the course
- individual is unable to study the pair of course units at a school or another WACE provider because of timetabling clashes/restrictions
- individual has been unable to complete the full study load of the pair of course units (this could be due to their transferring after Term 1 from another school where the course units were not offered)
- individual has enrolled in Stage 1 units only
- individual has been ill and has not participated in an education program for at least one term during the year.

Students cannot enrol as private candidates if they have attended a school or another WACE provider and have been eligible to be awarded a mark out of 100 in the year of enrolment in the examination for a pair of units in that stage of the course

You may use results in courses sat privately in the calculation of your ATAR. If you wish to sit WACE courses on a private basis you must enrol with the School Curriculum and Standards Authority. It is possible that not all courses will be available to private candidates. Your scaled score in courses you sit privately will be based on your course examination score only.

You will not be able to use results from courses sat privately to meet the WACE requirement.

Pre-requisites

Make sure that you satisfy the pre-requisites for admission to the university course of your choice. Pre-requisites are courses or special requirements that must be successfully completed for entry to particular university courses.

Generally a scaled mark of 50 or more in stage 3 of a WACE course or in a past TEE course is required for pre-requisite purposes, however mathematics pre-requisites differ across university courses. See individual university course entries for details. Note that where a pre-requisite is listed as ‘At least Mathematics 2C/2D’, Mathematics 3A/3B or Mathematics 3C/3D will also be accepted.

Murdoch University does not require applicants to have undertaken specific pre-requisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.
More about University Entrance
• Go to TISC website www.tisc.edu.au
• Link to a university e.g.: http://www.murdoch.edu.au/
• Check pre-requisites
• See University Admissions guide for more information

Improving the chance of being accepted into university
Students who wish to undertake a course at a university may improve their chances of being accepted if they ensure that they:

• meet the pre-requisites of the courses for which they are applying
• are realistic and undertake Year 11 and 12 courses in which they have a good chance of success
• complete a minimum of 15 hours study and homework per week outside school hours in Year 11, and a minimum of 17 hours in Year 12.
SECTION 2 - SOURCES OF CAREER INFORMATION

Decision-making regarding courses and jobs require careful consideration. Planning ahead and deciding which jobs will best suit your interests and abilities will increase your chances of success. Be positive and proactive - seek information from these and other sources.

MSHS STUDENT SERVICES
Manager, Student Services Ms S Vlasich
Senior School, VET and Transition Manager Mr Tills
School Psychologist Mrs Manook

Interviews can be arranged for students and parents, providing an opportunity to talk over your plans and suitability in coping with particular courses. Please make sure you have researched possible future directions before seeing the School Psychologist.

Learning Area teachers will discuss courses appropriate for your abilities and interests and the Vocational Education teachers are available to assist you in researching the world of work.

RELATIVES AND ACQUAINTANCES
People currently doing a particular job are in the best position to tell you what it is really like.

SCHOOL RESOURCE CENTRE (LIBRARY)
The Library Resource Centre will display a wide range of up-to-date information, relating to:
- various careers/training
- UWA, Curtin Uni, Murdoch, Edith Cowan, Notre Dame
- TAFE
- Armed forces

Please ask the Library Resource Centre staff for any assistance

CAREER INFORMATION CENTRE - 9464 1305

YOUTH ACCESS CENTRES - 9239 6099
These centres offer a personal service to young people requiring assistance with employment, education, training, and other services. The local office is located in the Centrelink Office at 7 Pakenham Street, Fremantle.

SOUTH METRO YOUTH LINK (SMYL) - 9335 4730
SMYL provides employment and training services to young people. The Jobs Pathway Program assists young people to make the transition from school to work, further education or training. 7 Quarry Street, Fremantle

TRAINING INFORMATION CENTRE - 1800 999 167

TAFE (TECHNICAL & FURTHER EDUCATION) INFORMATION CENTRE - Admissions Centre: 9235 8888
You may contact the counsellor at any of the TAFE colleges to give you information on all courses available, including pre-apprenticeship courses. Queries may be directed to the counsellor at a campus where a particular course is conducted e.g. Fremantle Campus, 15 Grosvenor Street, Beaconsfield.

TERTIARY COURSES
The relevant school liaison officers attached to Curtin, UWA, Murdoch and Edith Cowan universities are available for discussion with students on various course requirements. They are:

- Edith Cowan University, Telephone: 6304 0000
- Murdoch University Liaison Office, Telephone: 9360 6538
- University of Western Australia Prospective Students Adviser, Telephone: 9380 3050
- Curtin University Prospective Student Adviser, Telephone: 9266 2626
- Notre Dame, Telephone: 94330156

OTHER ORGANISATIONS FOR CAREER INFORMATION - 9322 6199
Metropolitan Employment Coordinators, Albert Facey House, 469-489 Wellington Street, PERTH

INTERNET

DEFENCE FORCES CAREERS REFERENCE CENTRE - Phone: 131901
124 William Street, PERTH
SECTION 3 - Selection Process

The following steps help you with your selection for next year:

1. Attend the Parent Information Evening in the School Library on Thursday, 20 June at Melville Senior High from 6.00 to 8.00pm.

2. This information booklet has all the information you need to prepare you for your appointment with your course counsellor. We strongly urge you to read it carefully. You should bring along any questions about the courses and pathways offered by the school and the opportunities that are provided for you.

3. The most important part of the process is the meeting between students, parents and course counsellor. A letter has been sent from the school identifying your course counsellor. You should contact the school’s front reception desk to make an appointment in week 1 or 2 of Term 3. Please make sure that you make an appointment early.

4. Prior to your meeting with your course counsellor you need to have made tentative decisions on the following:
   - An idea of the pathway or courses that you are interested in.
   - Any questions that relate to your course selection or post school destinations. Students are eligible for TAFE or work with any combination of courses but to be eligible for university entry, students must select a minimum of four Stage 2 or Stage 3 courses, one of which must be English. Students intending to select Stage 2 or 3 courses must get their individual subject teacher or Head of Learning Area to sign alongside the course they wish to select, and meet the pre-requisite grade in Year 10 to undertake that course in 2014. This signature indicates that the teacher recommends the student to undertake that course as part of their 2014 studies. Refer to Course Selection Form, Step 2, on page 18.

5. Attend an interview with one of the course counsellors. Section 3 of the Course Information Handbook contains the ‘Course Selection Form’ which is expected to be completed and brought with you to the counselling session. Students will be expected to have read the Course Information Handbook and have a very strong idea of the pathways or courses they wish to select.

6. Once all students have selected their courses the timetable will be constructed. If some courses are not selected by enough students these, courses may not run and some reselection and counselling will occur.

Please note that courses studied at 2A/2B level in Year 12 can be used for tertiary entrance. Tertiary Institutions give a higher weighting to courses studied at the 3A/3B levels. An external examination must be sat for students to utilise either 2A/2B or 3A/3B courses for tertiary entrance.
Identifying Destinations

Year 10 Course Selections

University Entry
These courses are aimed at students looking towards direct entry to a university. Students must select a minimum of four Stage 2 or 3 courses to qualify for university entrance and receive an ATAR. All Stage 3 courses require a compulsory external examination at the end of Year 12. These courses require considerable commitment, a strong work ethic and an organised study programme.

Students aiming to qualify for direct entrance to university must:
Select Stage 2 units from:
- English
- EALD or
- Literature

Select 5 other pairs of units.
- A minimum of 3 of these must be at Stage 2 or higher
- At least one course must be selected from List A and one from List B.

It is strongly recommended that university pathway students select a minimum of 5 Stage 2 and/or 3 courses.

Have your subject teacher sign the ‘Teachers Endorsement’ (Step 3), section on your ‘Course Selection Sheet’. If you do not have a subject teacher, e.g. Information Technology, the selection sheet can be signed by the Head of Learning in that learning area.

Vocational Pathway Program, TAFE and Workplace Pathways
Those students not selecting a university pathway i.e. selecting 4 or more Stage 2 and/or 3 courses will select 1 of the following pathways. These pathways have been identified for students intending TAFE and/or workforce entry as their post schooling destination. Students need to consider the following programs and identify their preferred pathway based on their interests and abilities. These programs do not require students to sit external examinations at the end of Year 12 and do not have any pre-requisites. The programs are aimed at students looking to gain specialist skills in a particular area, either through interest or aiming at a specific career pathway.

- Sports Services
- Expressive Arts
- Hospitality
- Industrial Studies
- General Studies
- Vocational Pathway Program
- Pre-Apprenticeship in Schools (PAIS) Previously SAL
- Health and Community
- Outdoor Adventure