

Bunbury Catholic College
Year Eleven & Twelve
WACE Information
2025 and Beyond

PILGRIMS OF HOPE
Look Beyond

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INTRODUCTION

Years 11 and 12 represent a very important period in a young person's life. It is during this time that students commence the journey that will take them beyond school to the world of work or to one of a wide range of post school study or training options.

The aim of this booklet is to provide relevant information to assist students and their parents to make informed decisions about future education and career goals. It includes a brief overview of the main pathways that students have open to them, and the requirements for the WA Certificate of Education (WACE).

Key themes

One of the themes that will emerge in this document is the need to choose programmes of study and Pathways that lead students to success rather than to failure. The placement of a student in a programme that is too difficult or does not reflect and enhance his/her interests often leads to a loss of enthusiasm, self-esteem and confidence and, eventually to failure. Ideally an upper school course needs to be rigorous, relevant and allow students to achieve their full potential.

Another important theme presented is that not all decisions are irreversible. There are an increasing number of pathways between TAFE and other Training Providers and University entry (and vice versa), as well as between the workforce and further education or training. In addition, Universities have a range of alternative entry programmes available.

Why is it important to make the right course choices now?

- Firstly, there is a very strong connection that exists between the Course of Study a student chooses in Years 11 and 12 and the pathway that students can access (in the short term at least) after secondary school. Subject selection needs to take account of these connections in terms of subjects studied and the level of achievement required.
- Secondly, the selection criteria for entry into each of the main pathways are quite different. A range of subjects in Year 12 that will maximise university entry, for example, may not necessarily be recommended for TAFE entry. This is especially so for the more popular and competitive TAFE Courses.
- Thirdly, the employment market has changed and continues to evolve at a rapid pace. Not only have new areas of employment emerged, but also the training, qualifications and skill requirements of existing employment positions have changed dramatically. There is a strong connection between the courses students choose in Years 11 and 12 and the immediate pathways students can pursue after secondary school.

Decision-making

These three factors now mean that students must map their Year 11 and 12 programmes of study very carefully. Decision making may include the following questions:

- What Career/Course would I like to pursue? What are my main options after leaving school? (Do I complete Year 11 and 12?)
- What are the entrance criteria for each of these options?
- What background is necessary to meet these entrance criteria?

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

For complete WACE information, visit the website:

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers. A WACE is required for admission to a university in Western Australia.

This should be the **minimum goal of all students** completing Year 11 and 12.

<http://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

To achieve a WACE at the end of Year 12, a student must satisfy the following:

Breadth and depth requirement

Students must complete a minimum of 20 units over Years 11 and 12, which may include equivalents gained through VET 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 course
- one pair of Year 12 units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

Achievement standard requirement

Students must:

- Achieve at least 14 C grades or higher in Year 11 and 12 units (or equivalents) including at least six C grades in Year 12 units (or equivalents).
- Complete at least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification.

Literacy and Numeracy Standard requirement

There are **two parts** to achieving the WACE literacy and numeracy requirements.

Students must:

- Complete two Year 11 English units and a pair of Year 12 English units as mentioned above.
- Achieve prequalification via their Year 9 NAPLAN Reading, Writing and Numeracy tests or successfully complete the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not prequalified via their Year 9 NAPLAN Reading, Writing or Numeracy tests. Students have up to six opportunities between Year 10 and the end of Year 12 to demonstrate the WACE minimum standards of literacy and numeracy through the OLNA testing.

Unit equivalence

VET programmes such as certificates II and III can contribute to the 20-unit requirement described above. This is known as Unit Equivalence. The maximum unit equivalence available through VET qualifications and/or endorsed programs is eight (8) units (of the 20 units a student needs to achieve their WACE) – four Year 11 units and four Year 12 units.

SENIOR SCHOOL OPTIONS

All Year 11 students will study six courses. Generally, there will be three types of courses on offer. A student's course of study will consist of one or more of these options according to ability, interests and career aspirations. The options include:

- ATAR (Australian Tertiary Admission Rank) courses
- General courses
- Vocational Education and Training (VET) Certificate courses.

It is possible to 'mix and match' these options to allow students the best platform to meet the requirements of the Western Australian Certificate of Education (WACE) and enable them to pursue their chosen career. A description of each of these course types follows below:

ATAR Courses and Pathway

Choose four or more ATAR courses to pursue an ATAR Pathway.

ATAR courses are typically for students aiming to achieve direct entry to university directly from school. ATAR courses are examined in October/November of Year 12 via external exams set by the School Curriculum and Standards Authority (SCSA). You must sit the final external examination to complete the course.

Each ATAR course consists of two units:

- Year 11 ATAR Courses - Units 1 and 2
- Year 12 ATAR Courses - Units 3 and 4

Students who intend to enrol in university will need to study at least four ATAR courses in Year 12 in order to be eligible for an Australian Tertiary Admission Rank (ATAR). This is used by universities around Australia to rank applicants and hence select students for entry into their courses.

For detailed ATAR information go to the Tertiary Admissions Service Centre (TISC) website at: <https://www.tisc.edu.au/static/home.tisc>

General Courses and Pathway

Choose a minimum of five General courses to pursue a General Pathway.

General courses are typically for students aiming to enter a TAFE college, further training (such as an apprenticeship) or the workforce directly from high school. These courses are not examined externally, although students will sit an Externally Set Task (administered by SCSA) in Year 12.

Each General course consists of two units:

- Year 11 General Courses - Units 1 and 2
- Year 12 General Courses - Units 3 and 4

General courses also include:

- Foundation courses for students who have been unable to demonstrate the minimum standards for literacy and/or numeracy, and are unlikely to do so by the end of Year 12
- Preliminary courses for students who have been identified as having a learning difficulty and/or intellectual disability. They provide an option for students who cannot access the ATAR or General course content; are unable to progress directly to training from school, or who require modified and/or independent education plans.

VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Students selecting Foundation courses will need to complete a Certificate II qualification or higher in order to achieve a Western Australian Certificate of Education (WACE).

VET certificates are recognised around Australia and give students the opportunity to gain core skills for work and in some cases complete training in industry through workplace learning. Undertaking a VET qualification means students can begin training for their career while still at high school.

VET Certificate qualifications contribute towards the WACE as “unit equivalents”. This effectively means that a certificate course is considered equal to a number of WACE Course Units. Of the 20 units that need to be completed over Year 11 and 12 to achieve the WACE, a maximum of eight-unit equivalents can come from Certificate courses. The allocation of unit equivalence will be based on the completion of the full qualification at a Certificate II, III or IV (or partial completion of a Cert III or IV).

A total of four-unit equivalents (two Year 11 and two Year 12 units) will be awarded for a completed Certificate II. A completed Certificate III will result in 6-unit equivalents being awarded (two Year 11 and four Year 12 units).

The College will offer a range of VET Certificate Qualifications, some of these will be delivered in-house at Bunbury Catholic College, while others may be delivered externally (off campus) through a number of Registered Training Organisations (RTO).

Two WACE Refreshments that will be introduced for the Year 12 students completing the WACE in 2027 (students starting 2026 Year 11 students) relate to VET and Tertiary preparation endorsed programs (TPEPs – formerly known as university developed endorsed programs).

1. Diploma-level qualifications will no longer receive unit equivalence towards WACE achievement from 2027. This supports quality outcomes for students undertaking VET as part of their WACE studies.
2. As ATAR courses best prepare students for university study, from 2027, students who select a TPEP to gain unit equivalence will be required to complete at least one Year 12 ATAR course.

Year 11 Assessment

Each ATAR and General course has an assessment outline that specifies the types of assessments that can be applied in that course (e.g. classroom tests, in-class work, assignments, practical work and examinations). The marks a student earns on these assessments determine the grade they receive for each unit pair completed.

Students will receive an A, B, C, D or E grade for each unit pair, except for units of Preliminary courses, which are not graded.

Students will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course they complete (except Preliminary courses). If a student intends studying at a University after Year 12, they should be aware that marks around 60-65 represent the minimum entry standard for most University courses. Higher marks are required to access more competitive University courses.

The final assessment in ATAR courses is a 50:50 combination of school-based assessment and external examinations. Only students who complete one or more ATAR courses will be required to sit the WACE examinations.

The raw school-based mark and WACE exam mark for each ATAR course will be statistically adjusted by the School Curriculum & Standards Authority. This adjustment is generally referred to as ‘scaling’ but in fact involves three separate procedures: moderation (to allow marks at one school to be compared to marks at another school), standardisation (to allow for differing degrees of difficulty between courses and from year to year) and scaling (to allow for differing abilities of the cohort of students taking each course).

YEAR ELEVEN COURSE SELECTION

CHOOSING YEAR 11 COURSES

The basis for selecting courses

It is important that course selection is made on the basis of a student's preferred post-school destinations and possible future careers. Selection should be realistic and aligned with a student's interests and academic ability. Course selection is a process that takes some time to complete effectively.

(a) Academic Ability

In order to achieve success in senior school courses, students need to have demonstrated an appropriate degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with the course content in Years 11 and 12. Therefore each course on offer in Year 11 and 12 has prerequisite grades or levels of achievement a student must meet in order to select that particular course.

(b) Interests

The range of courses offered at the College gives students the opportunity to pursue their particular interests at levels appropriate to their ability.

(c) Course Recommendations

At the end of Term 2 students will receive their Course Selection Form including Course Recommendations provided by Heads of Learning Areas in consultation with Course Teachers. These recommendations are based on a student's past performance, in particular their first semester results in each course. Students are required to base their course selection on the Recommended or Not Recommended indicators provided by College staff.

(d) Future Intentions

If University entry is a student's preferred goal at the end of Year 12, an ATAR Pathway and selection of at least four ATAR courses would be appropriate for Year 11.

If TAFE entry or direct entry to employment is the goal, then a General Pathway including a selection of General courses and at least one Certificate II or higher course would be appropriate.

Students, whether planning to seek early employment, employment after leaving school or to continue with further tertiary studies (TAFE, university or other) should choose courses that will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advanced standing.

CHANGES TO COURSES AFTER THE START OF YEAR 11

Some course changes may be possible early in academic year, via a completed “Course Changes Request Form” after communicating with the Deputy Principal (Curriculum) or VET Coordinator. A number of factors may impact a course change. These include:

- Does the new course fit with the student’s post-school plans?
- Does the new course satisfy the criteria for WACE and/or University Entrance?
- Does the new course fit the timetable structure? And is there room in the class?

HOW TO SELECT YOUR YEAR 11 PATHWAY

1. Decide possible career/s you would like to pursue.
2. Determine whether your chosen career requires University study (an ATAR Pathway), TAFE study or education up to Year 12 level only (a General Pathway).
3. Check pre-requisite courses for University or TAFE study.

Many University courses require students to have successfully completed certain prerequisite courses in Year 12 to be eligible for entry. Similarly, TAFE courses have minimum Entrance Requirements which usually involve students achieving a specific level of English (literacy standard) and Mathematics (numeracy standard) or minimum AQF Certificate Qualification level in order to be considered for entry into the course.

For specific entry requirements:

Universities

Check the Tertiary Institutions Service Centre (TISC) website at www.tisc.edu.au or the specific University website and/or handbooks for pre-requisites for the university course/s you are considering. Your course selection must also meet University Entrance Requirements.

TAFE

Check the TAFE websites at South Regional TAFE WA: <https://www.southregionaltafe.wa.edu.au/>

Discuss course selections with your Course Advisor to ensure your selections will meet the minimum entrance requirements and Selection Criteria for the course/s being considered.

4. Check your grades and HOLA recommendations

Students should then check that they have achieved the prerequisite grade and HOLA recommendation as set by the College for each Year 11 Course being considered.

These prerequisites have been set on the basis that students need a background and a sound level of achievement before they can pursue the study of a Course at Year 11 level with the expectation of a degree of success.

PREREQUISITES

ATAR Subjects	<ul style="list-style-type: none">- B in related Year 10 Extension Subject- C in related Year 10 General Subject- Has passed OLNA.
General Subjects	<ul style="list-style-type: none">- C in related Year 10 General Subject- Working towards OLNA (Category 2).
Foundation	<ul style="list-style-type: none">- C or D in related Year 10 General Subject- Have yet to pass OLNA (Category 1).
Preliminary	<ul style="list-style-type: none">- Students with a diagnosed intellectual disability only.

COURSES OFFERED IN YEAR 11*The College reserves the right to withdraw any course.***ATAR Courses**

List A Courses (Arts/Languages/Social Science)	List B Courses (Mathematics/Science/Technology)
RELIGION Religion and Life ENGLISH English English Literature HUMANITIES Accounting and Finance (ViSN) Economics Geography Modern History Politics and Law (ViSN) LANGUAGES Indonesian: Second Language Italian: Second Language THE ARTS Dance Drama Music Visual Arts	MATHEMATICS Mathematics: Applications Mathematics: Methods Mathematics: Specialist SCIENCE Biology Chemistry Earth & Environmental Science Human Biology Physics Psychology TECHNOLOGIES Applied Information Technology

Preliminary, Foundation & General Courses

List A Courses (Arts/Languages/Social Science)	List B Courses (Mathematics/Science/Technology)
RELIGION Religion and Life - General Religion and Life - Foundation ENGLISH English - General English - Foundation English - Preliminary THE ARTS Dance Drama Visual Arts	MATHEMATICS Mathematics Essential Mathematics - Foundation Mathematics - Preliminary PHYSICAL EDUCATION Physical Education Studies SCIENCE Human Biology Marine and Maritime Studies Psychology - General TECHNOLOGIES Applied Information Technology Building and Construction Design Technical Graphics Food Science Technology – General Food Science Technology – Preliminary Materials Design& Technology (Metal – Jewellery Focus) Materials Design & Technology (Textiles) Materials Design & Technology (Wood) – General Materials Design& Technology (Wood) – Preliminary

VET Certificate Qualifications

IN SCHOOL	TAFE
<p>CERT III in Business CERT III in Early Childhood Education and Care CERT II in Engineering CERT II in Film & Photography CERT III in Health Services Assistance CERT III in Health Services Assistance Acute Care CERT IV in Preparation For Health and Nursing CERT III in Music CERT II in Outdoor Recreation CERT III in Sport & Recreation Studies (On-Line delivery/Cost/ Mentored)</p> <p>Online Certificate Courses Individual student choice E.g.: Horsemanship/Tourism</p> <p>Nationally recognised certificate completed within the normal school program</p>	<p>Too Many to List! See VET and Careers Coordinator Michael Downes for more details.</p>

IMPORTANT LINKS

[School Curriculum and Standards Authority – WACE Website](#)

[School Curriculum and Standards Authority – WACE Requirements](#)