

YEAR 11 HANDBOOK

2024



Exmouth
DISTRICT HIGH SCHOOL



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A Message from the Principal

Dear Parents/Caregivers

Exmouth District High School is strongly committed to having your child receive their Western Australian Certificate of Education (WACE) through the successful completion of studies in Years 11 and 12. We aim for your child to be well prepared for life through education and training. It is important, therefore, that in selecting their courses your child GETS IT RIGHT.

Exmouth District High School and the School of Isolated and Distance Education (SIDE) offers a variety of School Curriculum Standards Authority ATAR, General, Foundation and Preliminary courses as well a Vocational Education and Training (VET) certificate from which students can compile their course selections to meet WACE requirements. Our aim is to provide courses that will engage your child in a relevant program that links directly to their post school goals and aspirations, including training, further education or employment.

I encourage you to seek as much information as you need from the school to make these important decisions. You and your child are invited to one-on-one counselling with our trained staff. We will work with you to select the program of study to meet your child's aspirations.

Please feel very welcome to contact Deputy Principal Michael Oliver to clarify any questions or concerns.

Regards

A handwritten signature in black ink, appearing to read 'm. gianatti'.

Mr Marcus Gianatti

Principal

Western Australian Certificate in Education (WACE)

This section is relevant to all students seeking to achieve their WACE in 2025

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.

Breadth and depth requirement

Completion of 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 learning area 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).

Achievement standard

Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

Completion of:

- at least four Year 12 ATAR courses, or
- at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses or equivalent, or
- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses).

Literacy and numeracy standard

Demonstration of the minimum standard of literacy and numeracy.

The Western Australian Statement of Student Achievement (WASSA)

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

Further information can be found at:

<https://senior-secondary.scsa.wa.edu.au/>

Online Literacy and Numeracy Assessment (OLNA)

In January 2013, The Minister for Education announced students would need to demonstrate a minimum standard of literacy and numeracy to achieve their Western Australian Certificate of Education (WACE) from 2016. This followed feedback from employers and training providers about the low literacy and numeracy capabilities of some school leavers. The implementation of an online assessment of literacy and numeracy from 2014 will provide students with opportunities to demonstrate the minimum standard.

Demonstrating the minimum literacy and numeracy standard

The minimum standard is Level 3 of the Australian Core Skills Framework (ACSF).

There are two ways to demonstrate the standard:

Requalification through Year 9 NAPLAN or demonstrating the minimum standard through the Online Literacy and Numeracy Assessment (OLNA).

Students who achieve Band 8 or higher in Year 9 NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Writing but not for Numeracy, he/she will only be required to sit the OLNA Numeracy component of the assessment.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE.

Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

Achievement of OLNA

Students who have achieved the literacy and/or numeracy standard select course units from the General or ATAR Pathways.

Students who have not achieved the literacy and/or numeracy standard apply for the Foundation Pathway which is a set program of learning and is approved on a case-by-case basis.

Further information and practice tests can be found at:

<https://senior-secondary.scsa.wa.edu.au/assessment/olna>

Enrolments

Enrolment criteria for Foundation Course Units and Preliminary Course Units

Foundation Course Units

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Preliminary Course Units

Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.10). They provide a relevant option for students who: *cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions * are unable to progress directly to training from school * require modified and/or independent education plans * have been identified as having a recognised disability under the Disability Discrimination Act 1992 and meet the above criteria. Preliminary courses do not contribute to achievement of the WACE.

Enrolment in a WA Language

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), you will need to complete an application for permission to enrol. Enrolment criteria considerations include education, residency and time spent in the country where that language is spoken and use of that language outside the classroom. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted. The application, stating the deadlines for submission, is available on the Authority website at <https://www.scsa.wa.edu.au/forms/forms>

You should discuss your enrolment options with your Deputy Principal.

Enrolment criteria for EAL/D as a Year 12 student

If you do not speak Standard Australian English as your home language or are profoundly deaf and have had limited schooling in English or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D.

Eligibility criteria do not apply for this course in Year 11, but they do in Year 12.

There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at <https://www.scsa.wa.edu.au/forms/forms>

You should discuss your enrolment options with your Deputy Principal.

Exmouth District High School Senior School Assessment Framework

Senior School Assessment Framework

Assessment guidelines for students in Years 11 and 12 are set by the School Curriculum and Standards Authority (the Authority). All information regarding assessment will be provided to students at the beginning of their course. All Year 11 and 12 students are enrolled in a combination of ATAR, General, Foundation and VET courses and are aiming to achieve a West Australian Certificate of Education (WACE). This policy covers the assessment of all the Authority accredited courses. VET programs are undertaken at and assessed by the Department of Training or a Registered Training Organisation.

All students are enrolled in a pair of units. In each pair of units, there are assessment tasks which may include end of semester exams or Externally Set Tasks (for Year 12 General and Foundation courses). Each assessment task provides evidence that a teacher uses to assign a grade at the completion of a pair of units. Assessment tasks are completed in-class or out-of-class. Teachers use a variety of strategies to ensure that assessment tasks are valid and authentic indicators of student achievement. When there is more than one class studying the same pair of units, teachers use strategies to ensure that no students are unfairly advantaged by sitting for in-class assessment tasks under different circumstances than the rest of the cohort.

Student responsibilities

It is the student's responsibility to:

- complete all course requirements by the due date. Students will be notified of any amendments to the assessment schedule;
- maintain a file of assessed work which has been returned and make it available if required for moderation purposes by the Authority;
- **maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not completing the course unit requirements);**
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment; and
- complete classwork, homework and revision tasks which may or may not be formally assessed but are essential to the teaching and learning program.

Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching/learning program that meets the syllabus requirements;
- provide students with a course outline and an assessment outline at the start of the course;
- ensure that assessments are fair, valid and reliable;
- provide students with timely assessment feedback and guidance;
- maintain accurate records of student achievement;
- meet school and external timelines for assessment and reporting;
- inform students and parents of academic progress as appropriate;
- observe the 'assessment' free period prior to exams for ATAR courses; and
- adjust assessment conditions for nominated students.

Parent responsibilities

It is the responsibility of the parent to:

- provide information to the school on enrolment about students with special needs so that a student's special needs can be discussed to ensure that the school can provide the most appropriate program;
- contact the teacher in the first instance (then a Deputy) if there are concerns about performance in a specific course;
- contact a Deputy if there is a general academic, social or emotional problem. Early identification is vital particularly where students are diagnosed with a learning disability or disorder; and
- make appointments with teachers as needed.

Information provided to students

At the start of every course, the teacher will provide an electronic copy of the following to each student (also accessible to parents):

- the syllabus
- a course unit outline that includes at least the following information:
- the content
- the sequence in which the content will be taught and the approximate time to teach each section.
- an assessment outline that includes at least the following information:
- the assessment types
- the weighting for each assessment type
- the weighting for each assessment task
- a general description of each assessment task
- a general indication of the content covered by each assessment task
- an indication of the outcomes covered by each assessment task
- the approximate timing of assessment tasks (i.e. the week in which each assessment task is planned or the due dates for significant stages of each extended task).
- no out-of-class assessments will be due, nor in-class assessments given in the week preceding the exam block for ATAR courses.

Examinations

School examinations are an assessment type in all ATAR courses. General and Foundation courses may also choose to conduct examinations. Examinations are conducted with strict rules and procedures. Penalties apply for students who break rules, which may include the loss of marks. The school delivering the course uses penalties that are similar to the penalties applied by the Authority during WACE exams. The examination schedule is placed on the school calendar.

Unless there are exceptional circumstances and the school has been informed, students who miss an examination shall NOT be permitted to sit the exam at another time and a mark of 0 will be recorded. If it is the result of a sickness or misadventure,

then the Parents/Guardians of a student who cannot attend an examination (or students themselves if they live independently of family) must notify the Deputy *on the day of the examination*.

Externally Set Tasks

The Externally Set Task (EST) is an assessment task which is developed by the School Curriculum and Standards Authority.

The EST is included in the assessment table in the Year 12 General and Foundation syllabuses as a separate assessment with a weighting of 15% for the pair of units. ESTs are compulsory for all students studying Units 3 and 4 of General or Foundation courses. ESTs are an important part of the school's assessment program. Externally Set Tasks (ESTs) are also conducted in examination conditions.

Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking/rating, as original, any work which is:

- identical or similar material to the work of another person (e.g. another student, a parent, a tutor)
- identical, or similar material to a published work unless the source is acknowledged in referencing or footnotes.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage). If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the Deputy. As part of this process, the student will be provided with the right of reply. Students will need to complete a cover sheet/declaration for all major assignments, which is to be signed and submitted with completed tasks.

Note: Where a student permits others to copy their work they will also be penalised. If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, the following penalties will apply: a mark of zero for the whole assessment task, or a mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised *Note: The parent/guardian will be informed of the penalty and any further disciplinary action.*

Security of assessment tasks

Where there is more than one class in a course unit most or all of the assessment tasks will be the same. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as cheating and the students will be penalised. Where Exmouth District High School uses the same assessment task or exam as other schools, the task and the student responses will be retained by the teacher until the task has been completed by all school/s.

Retention and Disposal of student work

The school will establish an assessment file for each student in each course which:

contains all marked written assessment tasks, and can be accessed by the student for revision purposes is retained by the school until the results are accepted by the Authority is returned to the student with a specified period after the results are accepted by the Authority or is securely disposed of by the school.

Modification of the assessment outline

When a student's diagnosed disability or specified learning difficulty affects their access to a particular assessment task, the teacher may modify the task in consultation with the Deputy. An Individual Education Plan (IEP) will be developed showing any modifications to the assessment outline for the course unit. Any adjustments will be consistent with the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority's website.

Students who are unable to complete an assessment task because of their diagnosed disability will be provided with alternative opportunities to demonstrate achievement. When a student's cultural beliefs do not enable them to complete a particular assessment task, the teacher may modify this task with the approval of the Deputy. An IEP will be developed showing any modifications to the assessment outline for the course unit.

When evidence is provided that shows that a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the student and the Deputy may arrange a variation to the submission date, or make modifications to the task. The teacher will consider fairness for all students when making decisions about adjusting timelines for a particular student.

If circumstances change during the teaching of a course unit that requires the teacher to make adjustments to scheduled assessment tasks, then an updated copy of the assessment outline clearly indicating the changes will be provided to students.

Completion of a course unit

A grade is assigned for each course unit completed (i.e. if the student completes the school's structured education and assessment program within the given timeframe, and there is sufficient evidence of achievement).

Students are required to:

- submit all out-of-class assessment tasks for marking on the due date
- attempt all in-class assessment tasks on the scheduled date

Tasks which cannot be directly submitted to the teacher are submitted to the Deputy. **Students who miss more than one assessment task are at risk of not completing the course.**

Missing an assessment task

Where a student is likely to experience difficulty meeting a deadline, they must discuss the matter with the teacher at the earliest opportunity before the due date. For any late out-of-class assessment task, or where a student does not attend a scheduled in-class assessment task and where the student does not provide a reason which is acceptable to the school, the following penalties may apply at the discretion of the teacher in consultation with the Deputy:

- 10% reduction per day for up to 5 days for late out-of-class assessment tasks
- zero for not attending a scheduled in-class assessment task or zero for more than 5 days late for an out-of-class assessment task
- Students who miss assessment tasks or who receive penalties are at risk of:
- receiving a lower grade than expected at the end of the course unit (where there is sufficient evidence from other similar assessment tasks)
- not completing a course (where there is insufficient evidence of achievement)

To avoid failing to complete a course, students may be required to complete an alternative task to show evidence of course completion before the end of the assessment period. The teacher will advise the student and the parent if a student does not complete or submit an assessment task and if the student is at risk of receiving a grade lower than expected.

Acceptable reasons for non-submission or non-completion

The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the school. For example:

- where sickness, injury, or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission.
- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled.

In such cases the parent/guardian must:

- contact the school before 8.30am on the day and
- provide either a medical certificate (which should not be provided by a relative of the student) or a letter of explanation immediately the student returns.

The teacher in consultation with the Deputy determines if the reason for a student's non-completion or non-submission of an assessment task is acceptable. Where the student provides a reason acceptable to the school for the non-submission or non-completion of an assessment task the teacher in consultation with the Deputy will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), or
- re-weight the student's marks for other tasks (where there is sufficient evidence to assign a grade), or
- decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer valid, or
- statistically estimate the student's mark for the assessment task based on their marks in similar tasks.

Attending events that can be rescheduled are not a valid reason for non-completion, non-submission or non-attendance for an assessment task. **Family holidays during the term are not considered a valid reason for non-completion, non-submission or non-attendance.**

In exceptional circumstances, the parent/guardian may negotiate with the Deputy who will work in consultation with the teacher to develop an IEP. This plan will show how the missed lesson time will be compensated for and any modifications to the assessment outlines for the course unit.

The teacher, in consultation with the Deputy, will ensure that an appropriate strategy is in place to ensure the validity of tasks, the fairness of assessments, and that marks are adjusted to ensure the accurate ranking of students' achievement.

Changes of course units

If changes to courses are needed, it is best they are made as early as possible in the term. When a student commences a course unit or subject late, they are at risk of being disadvantaged compared to others in the class. An application to transfer is made through the Deputy.

Students considered to be at risk of not achieving a WACE or not meeting training provider selection criteria or university entrance requirements (as appropriate), are counselled to consider changing courses or units early in the year.

The deadlines for changes are:

Year 11

- Friday of Week 6 of Term 1 for all Semester 1 units.
- Last day of Term 2 for all Semester 2 units.

When a student transfers to a different unit in a dissimilar course (e.g. Biology to Mathematics Applications) after the Semester 1 exam, the student will be given credit for the Semester 1 unit, and will be enrolled in the Semester 2 unit of the new course.

Year 12

- Friday of Week 6 of the course program Term 1, Semester 1

Catch-up work

When a student transfers to a different unit in the same course, or a unit in a similar course, the marks from any assessment tasks already completed will be used. These marks may need to be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class. At the time of selecting an alternative course, students will be made aware of catch-up work expected of them and implications of late entry to the course.

Where additional work and/or assessment tasks are necessary, the teacher (in consultation with the Deputy) will develop an IEP showing the extra work to be completed and the modifications to the assessment outline. Students will be informed of the assessment program, especially of the weightings given to various components.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school to provide the school with the details of all completed assessment tasks.

The Deputy will contact the previous school to determine:

- the part of the syllabus that has been completed
- the assessment tasks which have been completed
- the marks/ratings awarded for these tasks.

The Teacher will:

- determine how the marks from assessment tasks at the previous school will be used

Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Exmouth District High School.

- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher (in consultation with the Deputy) will develop an IEP showing the extra work to be completed and the modifications to the assessment outline. The plan will be discussed with the parent/guardian and provided to the student.

Late Arrival

A student arriving late to the test is to be admitted to the test room and permitted to complete as much as possible within the scheduled time. The result achieved is the result to be recorded.

Suspension

Students on suspension are required to attend any tests set during the period of the suspension. They will be required to leave the school immediately on completion of the test. Students must attend in full school uniform.

Sickness or Misadventure

Students who miss a Period Zero test or exam whose performance has been affected by a temporary illness, non-permanent disability or unforeseen misadventure suffered immediately before the testing/examination period may be eligible to apply for Sickness/Misadventure. The student and/or parent must provide evidence in support of the application.

This form should be taken to a doctor and/or psychologist so that sufficient information to indicate the reason for a student's inability to sit the examination can be provided. The form should be submitted to the Deputy test.

If the application is accepted, the Deputy, in consultation with the Principal and/or the teacher

- Organise an alternate test or exam, or if this not possible or appropriate,
- Calculate an examination mark using student performance on similar tasks as the basis, if there is sufficient evidence of achievement, or
- If there is insufficient evidence of achievement, award a 'U' grade (for Year 11 students). If the application is not accepted, a mark of '0' will be recorded. Students who receive '0' scores are at risk of not completing a course.

Interruption- free and Assessment-free periods

In order to reduce some of the pressure on students as they prepare for examinations and to allow quality revision time, the two-week period before the examination block will be free of excursions, camps, major productions or other events likely to distract students where possible.

The week prior to the exam block is **Assessment Free** for students studying ATAR courses

- There will be no in-class assessments, practical performances scheduled during these weeks.
- Assignments are not to be scheduled for submission in these weeks.
- During this week, students are expected to do exam practice, complete portfolio work and complete course revision tasks.
- Once students have completed exams, they are expected to attend school to complete outstanding work.

Interim Reports

The transition periods of Year 10 to 11 are critical times and teachers are committed to giving parents and Year 11 students early feedback on their progress. Interim reports for Year 11 students will be emailed home. Parents are encouraged to arrange an appointment with their child's teachers.

Semester Reports

At the completion of Semester 1 in Years 11 and 12, students will receive a report. The report will provide a comment by the teacher for each course unit and the following information:

- an interim grade for the course unit
- the percentage mark (based on the weighted combination of the marks for the assessment tasks completed in Semester 1, including the Semester 1 exam)
- the percentage mark in the Semester 1 exam.

Note: The mark and grade for each pair of units will not be finalised until after the Semester 2 exam therefore an interim mark and grade are reported at the end of Semester 1. The Semester 2 examination will cover material for the whole year in line with the external WACE examination structure.

At the end of the year, Year 12 students will receive a statement of results showing

- a grade for the course units
- a mark (based on the weighted combination of the marks for all assessment tasks completed during the year, including the Semester 1 and 2 exams for those courses with exams).

At the end of the year, Year 11 students will receive a report showing

- a grade for the course units (whole year combined)
- a mark (based on the weighted combination of the marks for all assessment tasks completed during the year, including the Semester 1 and 2 exams for those courses with exams)
- the mark in the Semester 2 exam.

Each grade is based on the student's overall performance for the pair of units as judged by reference to a set of pre-determined standards. These standards are defined by **grade descriptors**. The grades awarded will be:

A Very high achievement **B** High achievement **C** Satisfactory achievement
D Limited achievement **E** Inadequate achievement **U** Incomplete

Moderation

The school uses moderation procedures to ensure the validity, fairness and reliability of its assessment procedures. This ensures that school marks and grades are comparable across all classes. In consultation with Deputies, teachers use moderation procedures such as applying common pre-determined standards when deciding grades. Where there is more than one teacher delivering a course, Deputies may also statistically adjust scores based upon the relative performance of different classes in exams and/or tests.

All grades reported are subject to the Authority's approval at the end of the year. The parent/guardian will be notified of any changes to that result from the Authority's review of the student results submitted by Exmouth District High School.

School Marks

For all ATAR course units, a statistically adjusted school mark is reported by the Authority on the student's Statement of Results.

Details of the marks adjustment process are available on the Authority's website at <http://www.scsa.wa.edu.au>. Information about calculating the Australian Tertiary Admission Rank (formerly TER) for university entry is available on the TISC website at www.tisc.edu.au.

Appeals against School Assessments

If a student believes the grade or numerical assessment which they have been awarded by the school is incorrect, he/she may ask the school to review the results.

Students are required to make written application to the Principal, requesting a review, within five days of the release of results of assessments.

An assessment review does not require the school to remark a student's work. It is intended to determine whether a student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- assessment procedures do not conform with Exmouth District High School's assessment policy
- there were computational or clerical errors in determining the assessment.

Please note: A teacher's judgement about the worth of individual assessment tasks will not be subject to review.

If, after an assessment review has been completed at the school, a student still believes that the Authority's assessment guidelines have not been followed then the student may lodge an appeal with the Authority. An appeal should be made on the prescribed form available from the school or the Authority and forwarded to the Authority by the nominated date. A fee is payable for each subject named on the application form.

The Authority may request a school to re-determine assessments only if it can be shown that the Authority's assessment guidelines were not followed by the school.

Exemption from Particular Classes

Section 72 of the *School Education Act 1999* provides for a parent, on the grounds of conscientious objection based on personal, philosophical, religious or educational belief to ask an exemption for a child from attendance at classes at which a particular part of a course of study is taught. Requests for an exemption are to be in writing. The school must make reasonable effort to provide alternative means for exempted students to achieve the same outcomes as other students.

Examinations ATAR

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

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

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at [Syllabus and Support Materials](#). Follow the links to courses for Year 11s.

All ATAR examinations have written papers, and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course. Students who are enrolled in a Year 12 ATAR course (pair of units) are required to sit the ATAR course examination in that course.

If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the grades for the pair of units completed in that year will not contribute to any of the WACE requirements. As a consequence, a student may not meet the requirements to receive a WACE.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special examination arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of the year.

Breadth of study list for the WACE in 2024

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select at least one Year 11 course from each of List A and List B.

list A (arts/languages/social sciences)	list B (mathematics/science/technology)
Business Management and Enterprise	Accounting and Finance
Career and Enterprise	Applied Information Technology
Children, Family and the Community	Automotive Engineering and Technology
Economics	Biological Sciences
English	Chemistry
English as an Additional Language or Dialect	Computer Science
French language	Design
Geography	Food Science and Technology
Health Studies	Human Biological Science
Indonesian language	Integrated Science
Italian language	Materials Design and Technology
Japanese language	Mathematics
Literature	Marine and Maritime Studies
Media Production and Analysis	Physical Education Studies
Modern History	Physics
Politics and Law	Psychology
Visual Arts	

Year 11 Courses at Exmouth District High School – Face to Face

Syllabus and support materials for every course is available on the Authority website at [Syllabus and Support Materials](#).

Learning Area	Courses	GENERAL	ATAR	COST
		11 GE	11 AE	
English	English	✓	✓	\$50
Mathematics	Mathematics Essentials	✓		\$50
	Mathematics Applications		✓	\$50
Physical Education	Physical Education Studies * #	✓		\$120
	Outdoor Education #	✓		\$130 plus up to \$500 for compulsory camps
Technologies	Materials Design & Technology - Metal	✓		\$150
	Material Design & Technology - Wood	✓		\$150
	Food Science & Technology #	✓		\$150

* Hybrid delivery – Combined SIDE and Exmouth DHS delivery. Practical activities delivered by an EDHS staff member.

An early start at 7:30am will be required.

2024 SIDE YEAR 11 SENIOR SECONDARY COURSES & PROGRAMS

Further information for SIDE courses is available on the SIDE website at [SIDE Year 11 Courses](#).

2024 Senior Secondary Courses and Programs Overview

Learning Area	Courses	Preliminary		Foundation		General		ATAR	
Year 11 units: FE, GE, AE = unit pair		P1/2	P3/4	FE	FT	GE	GT	AE	AT
The Arts	Design: Photography					•	•		
	Media Production & Analysis						•	•	•
	Visual Arts	•	•			•	•	•	•
Career Development	Career & Enterprise			•	•	•	•		
English	English	•	•	•	•	•	•	•	•
	EALD			•	•	•	•	•	•
	Literature							•	•
Health & Physical Education	Health, Physical & Outdoor Ed			•					
	Health Studies					•	•	•	•
Humanities and Social Sciences	Accounting & Finance							•	•
	Business Management & Enterprise					•	•		
	Economics							•	•
	Geography					•	•	•	•
	Modern History					•	•	•	•
	Politics & Law					•	•	•	•
Languages	Chinese: Second Language							•	•
	French: Second Language							•	•
	Indonesian: Second Language							•	•
	Italian: Second Language							•	•
	Japanese: Second Language							•	•
Mathematics	Mathematics	•	•	•	•				
	Mathematics Essential					•	•		
	Mathematics Applications							•	•
	Mathematics Methods							•	•
	Mathematics Specialist							•	•
Science	Biology							•	•
	Chemistry							•	•
	Human Biology					•	•	•	•
	Integrated Science					•	•		
	Physics							•	•
	Psychology							•	•
Technologies	Applied Information Technologies							•	•
	Automotive Engineering & Technologies					•	•		
	Children Family & Community					•	•		
	Computer Science					•	•	•	•
	Design: Technical Graphics					•	•		

• = course on offer

VET: Endorsed programs and Qualifications

SCSA Endorsed Programs
ASDAN
Community Arts Performance
Community Service
Elite Sports Performance
Keys 4 Life-Plus
Off-Campus Enrichment Program
Recreational Pursuits
Workplace Learning

Qualifications	Delivered in partnership with RTO
10949NAT Certificate II in Applied Language (Japanese)	TBC
AHC10216 Certificate I in AgriFood Operations	SIDE RTO 52891
AHC21020 Certificate II in Conservation and Ecosystem Management	SIDE RTO 52891
BSB20120 Certificate II in Workplace Skills	SIDE RTO 52891
CHC24015 Certificate II in Active Volunteering	TBC
CUA20720 Certificate II in Visual Arts	SIDE RTO 52891
FNS20120 Certificate II in Financial Services	TBC
FSK10219 Certificate I in Skills for Vocational Pathways	SIDE RTO 52891
FSK20119 Certificate II in Skills for Work and Vocational Pathways	SIDE RTO 52891
ICT20120 Certificate II in Applied Digital Technologies	SIDE RTO 52891



YEAR 11 SUBJECT CHARGES 2023
SCHOOL OF ISOLATED AND DISTANCE EDUCATION
 ABN: 40 789 808 412
 (Subject to Eligibility)
 Tel: 9311 1423 (Accounts) Fax: 9311 1661

Office Use:

Learning Area	Course	\$Unit/Sem	\$/Course
The Arts	Design Photography General	\$10.50	\$21
	Media Prod. & Analysis ATAR	\$12	\$24
	Media Prod. & Analysis General	\$11	\$22
	Visual Arts Preliminary 1/2	\$24.50	\$49
	Visual Arts General	\$22	\$44
	Visual Arts ATAR	\$29.50	\$59
Career Dev.	Career & Enterprise General	\$8	\$16
	Career & Enterprise Foundation	\$8	\$16
English	English Preliminary 1/2	\$17.50	\$35
	English Foundation	\$13	\$26
	English General	\$14.50	\$29
	EALD Foundation	\$13	\$26
	EALD General	\$11	\$22
	EALD ATAR	\$13	\$26
	English ATAR	\$12	\$24
	Literature ATAR	\$11.50	\$23
Health & Physical Ed.	Health Studies General	\$3	\$6
	Health Studies ATAR	\$7.50	\$15
Humanities & Social Sciences	Accounting & Finance ATAR	\$17.50	\$35
	Business Management & Ent. General	\$17.50	\$35
	Economics ATAR	\$17.50	\$35
	Geography General	\$17.50	\$35
	Geography ATAR	\$17.50	\$35
	Modern History General	\$17.50	\$35
	Modern History ATAR	\$17.50	\$35
	Politics & Law General	\$17.50	\$35
	Politics & Law ATAR	\$17.50	\$35
Languages	French Second Lang. ATAR	\$2.50	\$5
	Indonesian Second Lang. ATAR	\$2.50	\$5
	Italian Second Lang. ATAR	\$2.50	\$5
	Japanese Second Lang. ATAR	\$7.50	\$15
	Chinese Second Lang. ATAR	\$2.50	\$5
Mathematics	Mathematics Preliminary 1/2	\$15	\$30
	Mathematics Foundation	\$24.50	\$49
	Mathematics Essential General	\$12	\$24
	Maths Applications ATAR	\$19.50	\$39
	Mathematics Methods ATAR	\$22.50	\$45
	Mathematics Specialist ATAR	\$22.50	\$45
Science	Biology ATAR	\$14	\$28
	Chemistry ATAR	\$22	\$44
	Human Biology General	\$7.50	\$15
	Human Biology ATAR	\$9.50	\$19
	Integrated Science General	\$12.50	\$25
	Physics ATAR	\$17	\$34
	Psychology ATAR	\$4.50	\$9
Technologies	Applied Info. Tech. General	\$3.50	\$7
	Applied Info. Tech. ATAR	\$11	\$22
	Auto. Eng. & Tech. General	\$10.50	\$21
	Children Family & Comm. General	\$3	\$6
	Computer Science General	Nil	Nil
	Computer Science ATAR	\$10	\$20
	Design Tech. Graphics General	\$2	\$4
	ASDAN (cost per program)		\$55
Endorsed Programs	Rec. Pursuits or Elite Sports Performance		\$5
	Off-campus Enrichment Program		\$7
	Community Service		\$7
	Community Arts Performance		\$7
	School Based Traineeship or A'ship		Nil
	Workplace Learning		\$21
	Keys for Life - Plus		\$6
VET Certificates - auspiced*	Certificate II Applied Language-Japanese		\$5
	Certificate II in Workplace Skills		\$4
	Certificate II Financial Services		\$4
	Cert II in Applied Digital Technologies		\$4
	Certificate I in Skills for Voc. Pathways		\$4
	Cert II Skills for Work & Voc. Pathways		\$4
VET Certificates - Fee for Service**	Fee for service VET qualifications may be available, up to a maximum of \$3500.00.		
	Fees must be paid prior to enrolment		

* Auspice or Fee for Service fees for partner school enrolments may also apply. Please refer to Ikon

** Non-Refundable Payment required before commencement of course

FREQUENTLY ASKED QUESTIONS

Can I change from one study pathway to another or are they 'locked in'?

You can switch between course types. Your school will work with you to determine the enrolment that best meets your interests, aspirations and needs. There are points in the semester after which you should not change courses as it would be unlikely you could complete work. After Week 6 Term 1, Semester 1 you cannot change.

Will I be given credit for any ATAR course units or VET studies I've already completed?

Your school can choose for you to receive credit for any:

- VET unit of competency or VET qualification you've completed prior to Year 11, or
- WACE ATAR course units you've completed as a Year 10 student towards the WACE. Permission will be granted on the basis that studying WACE ATAR units is part of a longer-term program for students who are either gifted and talented, or accelerated language students.

In both cases, your principal needs to seek permission from the School Curriculum and Standards Authority.

Can I change my course selection once I've started studying?

You can change courses in Year 11 before the date published in the current year's edition of the WACE Activities Schedule (please refer to the Authority website). Your school will work with you to select courses that best meet your interests, aspirations and needs.

What is Vocational Education and Training?

Vocational Education and Training (VET) provides you with job-related knowledge and skills

What can I study as part of VET?

You can undertake VET in a wide range of areas, including Automotive, Business Services, Community Services, Construction, Creative Industries, Engineering, Hospitality and Tourism, Information Technology, Primary Industries and Sport and Recreation.

What can I do with a VET qualification gained through secondary school?

VET gained through study at secondary school can provide you with training that offers direct entry into different occupations and industries.

Studying VET during secondary school can provide you with nationally recognised qualifications. This means that they can be used anywhere in Australia to help you get entry-level jobs or advance you towards completion of a trade qualification.

Why would I choose VET?

For many students, VET is more directly relevant and meaningful to their future career aspirations. VET qualifications can give you a competitive advantage when applying:

- for jobs that support you while you're studying at a state training provider or university after school
- to study for higher VET qualifications after you've left school or
- for entry into university in some cases.

If you start your qualifications in the trade areas in Years 11 and 12, you can also get a head start on your peers who commence studying VET after they've left school. This means you can finish your apprenticeship earlier than someone who commences once they leave school.

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

Yes. Schools are provided with a set of standard grade descriptions for each course that apply across Western Australia. Schools use these standards to measure student performance and award grades.

Why do I need to meet the minimum literacy and numeracy standard?

To ensure students are well prepared for work and study after school, a minimum literacy and numeracy standard has been created for all Western Australian students leaving Year 12. Meeting this standard is valued by employers and post-school training providers.

This standard is required for students to:

- be eligible for a university admission rank (ATAR), and
- enrol in training and pre-apprenticeship courses.

How can I demonstrate the minimum standard for literacy and numeracy?

In Year 9 you will have undertaken NAPLAN tests (including reading, writing and numeracy) to demonstrate your literacy and numeracy skills. If you were unable to meet the minimum standard for Online Literacy and Numeracy Assessment (OLNA) through the NAPLAN test (band 8) then you must undertake OLNA starting from Semester one of Year 10.

You will only need to demonstrate the minimum standard for those areas you did not meet in Year 9.

If you do not demonstrate the minimum standard in Semester 1, you will have up to five other opportunities before completing Year 12 (in March and September of each year).

If I haven't demonstrated the literacy and numeracy requirements in Year 10, can I get support?

Yes. You can obtain different types of support:

- Year 10 teachers can help you identify specific skills and knowledge that you may require
- Foundation courses in Year 11 and 12 to develop your literacy, and numeracy capacity to the required standard. These courses focus on developing essential skills for life after school.

Can I enrol in other courses while I'm studying Foundation courses?

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

If I enrol in a Foundation course, can I get a WACE?

Yes. All students will need to satisfy the same requirements to achieve a WACE. Any student who does not meet the requirements for a WACE will still receive a WASSA, which states the units they have achieved.

What are my options if I don't meet the literacy and numeracy requirements by the end of Year 12?

You have several options:

- you can continue your study at a senior campus
- you can enrol in literacy and numeracy programs provided by State training providers, or
- in some instances, you can remain in your school for a further year of study.

What if I don't achieve a WACE?

If you don't achieve a WACE, you can still study WACE units over multiple years. Credit from each WACE unit can contribute towards a certificate over a lifetime. The requirements may change over time. You will need to meet the minimum requirements that apply in your final year of study to achieve a WACE. At the end of Year 12, all students get a WASSA that formally records everything you have done towards your WACE.

NOTES