Mazenod College

WELCOME TO THE YEAR 10 INFORMATION EVENING
SUBJECT SELECTION 2016/2017
Program for the evening

- Welcome and introduction to the Subject Selection Program
- Immersion tours
- PART 1: Programs of study in Years 11 and 12
- PART 2: Post-schooling options and career exploration
- PART 3: Choosing an appropriate program of study
- PART 4: Advice from teachers, Heads of Departments and representatives from tertiary institutions
Aims of the program:

- To assist students to make appropriate selection of subjects based on results, interests, possible pathways
- To provide career information to students
Immersion Tours

CHINA

INDIA
PART 1: Programs of study in Years 11 and 12

ATAR (Australian Tertiary Admissions Rank)

- ATAR course units are for students who are aiming to enrol in a university course directly from school.
- These courses will be examined by the Authority (SCASA) and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

GENERAL/VET

- General course units are for students who are aiming to enter further training or the workforce directly from school.
- These courses will not be examined by the Authority.
Subjects offered at Mazenod

**Group 1 ATAR Subjects**

<table>
<thead>
<tr>
<th>Group 1 ATAR Subjects</th>
<th>Human Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Information Technology</td>
<td>Literature</td>
</tr>
<tr>
<td>Biology</td>
<td>Mathematics Applications</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics Methods</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Mathematics Specialist</td>
</tr>
<tr>
<td>Drama</td>
<td>Physical Education Studies</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science</td>
<td>Physics</td>
</tr>
<tr>
<td>Economics</td>
<td>Politics and Law</td>
</tr>
<tr>
<td>English</td>
<td>Religion and Life</td>
</tr>
<tr>
<td>Geography</td>
<td>Visual Art</td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
</tr>
</tbody>
</table>


Subjects offered at Mazenod

Group 2 General Subjects
- AIT
- Design
- Drama
- Engineering Studies
- English
- Integrated Science
- MDT - Wood
- MDT – Metals
- Mathematics
- Essential
- Music
- Outdoor Education
- PE Studies
- Religion and Life
- Visual Arts

Group 3 VET Subjects

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDT – Metal</td>
<td>Cert II Engineering (Metals)</td>
</tr>
<tr>
<td>PE Studies</td>
<td>Cert II Sport &amp; Recreation</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Cert II Sampling &amp; Measurement</td>
</tr>
<tr>
<td>AIT</td>
<td>Cert II Information Digital Media and Technology</td>
</tr>
</tbody>
</table>
The content is complex and rigorous providing the foundation required for university entrance.

Students seeking to achieve an ATAR for university entry will need to complete a minimum of four Year 12 ATAR courses.

Typically, students with a definitive university bound pathway enrol in five ATAR courses for Year 11.

Students must also sit the WACE exam.
Subjects offered at Mazenod

Group 1 ATAR Subjects

<table>
<thead>
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<td>Visual Art</td>
</tr>
</tbody>
</table>
General courses are typically for students aiming to enter further training or the workforce directly from school.

These courses are not examined externally.

These courses are less complex in theory with greater emphasis on practical skills.

All students enrolled in this POS will be required to enrol in the endorsed program, Workplace Learning.
Subjects offered at Mazenod

Group 2 General Subjects

<table>
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<tr>
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<th>MDT – Metals</th>
</tr>
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<td>Drama</td>
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<td>Religion and Life</td>
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<tr>
<td></td>
<td>Visual Arts</td>
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</tbody>
</table>
Vocational Education and Training (VET) Industry Specific courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.

- All students who do not finish Year 12 with an ATAR must complete a Certificate II.
- Non-ATAR students must complete at least one and no more than two VET subjects.
- VET Certificates are only offered in Year 12.
- Cert II is equivalent to 2 units in Year 11 and 2 units in Year 12. (Graduation requires completion of 20 units.)
### Group 3 VET Subjects

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</table>
Graduation requirements

- Complete at least 20 units.
- Achieve a ‘C’ grade average.
- Complete 4 units in an English Course. A pair of units must be studied in the final year of schooling.
- Meet Breadth of Study criteria.
- Students in their final year who are enrolled in ATAR Courses must sit the WACE external exams.
- Meet the literacy and numeracy benchmark in the OLNA.

The graduation rate at Mazenod over the past 10 years has been 99.7%. 
Students must demonstrate that they have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Achieved by:

- Demonstrating Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests, or
- Meeting benchmark in the Online Literacy and Numeracy Assessment (OLNA).

Students have up to six opportunities between Year 10 and Year 12 to demonstrate the literacy and numeracy standard.

Students must also complete 4 units of English in Senior School including a pair of units in Year 12.
Year 10 students sat the Online Literacy and Numeracy Assessment (OLNA) in Term 1. This is a statewide test conducted by the School Curriculum and Standards Authority (SCSA).

If you have not received a letter regarding his results, this means that your son has met the benchmarks in Reading, Writing and Numeracy.

If you have received a letter, this means that your son has not met one of the benchmarks and will be required to sit the test again in September.

- **2014:** 78% Writing ✓ 86% reading ✓ 85% numeracy ✓
- **2015:** 83% Writing ✓ 90% reading ✓ 90% numeracy ✓
PART 2: Post-schooling options

University
- Bridging courses
- Bachelor degree
- Post-graduate studies

TAFE/Training
- Short courses
- Training programs
- University pathways
- Diplomas
- Certificates I – IV

Workforce
- Apprenticeships
- Careers
Mazenod post-schooling pathways

- University: 53%
- Apprenticeship: 25%
- TAFE: 5%
- Defence: 2%
- Traineeship: 4%
- Employment: 9%
- Other: 2%

Post-schooling pathways
University

University 53%
Achieve the Western Australian Certificate of Education (WACE).

Achieve competence in English as prescribed by the individual universities.

Satisfy any prerequisites or special requirements for entry to particular courses.

Obtain a sufficiently high Australian Tertiary Admission Rank (ATAR).
Sample calculation of ATAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ATAR</td>
<td>62</td>
</tr>
<tr>
<td>Human Biology ATAR</td>
<td>73</td>
</tr>
<tr>
<td>Applied Information Technology ATAR</td>
<td>72</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>70</td>
</tr>
<tr>
<td>Mathematics Methods ATAR</td>
<td>55</td>
</tr>
<tr>
<td>Religion and Life General</td>
<td>-</td>
</tr>
</tbody>
</table>

Best four subject sum \[73 + 72 + 70 + 62 = 277\]  

\[\text{TEA} = 277.00\]  
\[\text{ATAR} = 89.85\]

Do not consider scaling and moderation issues in your subject selection decisions.
Key Information in this Presentation

- Workplace Learning – changes, benefits and dates
- General Pathway students - Post-school options – TAFE, apprenticeships, employment
- Subject Selection is NOT about choosing a career
- Trends in the workplace. Workers have to be career managers now, offshoring, contract work, less secure work environment
- Areas of job growth and decline
- Mazenod student case studies
## Workplace Learning (ADWPL)

### What?
Workplace Learning is an Authority-developed endorsed program. Across Y11 and Y12 it counts as 4 units of equivalence for WACE. No longer a theoretical component or a grade. Focus now on the Core Skills for Work Framework.

### Why?
- Develop “life skills”
- Test out career options
- Contributes to WACE
- Future employment opportunities
- Extra points for TAFE entry

### Who?
All non-university pathway students (2 or less ATAR subjects) are expected to enrol.
Australia in 2010/2011 had:

- 319,900 school leavers
- 82,400 went straight into the workforce
- 156,600 pursued further education and training
- 93,500 started a bachelor degree
- 47,200 began an apprenticeship
- 17,400 went back to high school
Post-Schooling Options for General Pathway Students (Part 2) **TAFE**

- TAFE - An increasingly popular post-schooling option (40% of state graduates).

- Image change: Courses such as mining, engineering, instrumentation, aviation are making TAFE more desirable.

- Surprisingly though Mazenod only averages between 4 and 8 graduates per year enrolling in TAFE.

- Still the best place to commence training for trades, and also very strong pathway links to university now.
Lots of Group Training companies have emerged to help find apprenticeships for job seekers.

- Some GTOs are industry specific e.g. MPA (Plumbing)
- MITA (Automotive)
- Hospitality G.T. (Chefs, Waiters etc)
- HIA (Construction)
- EGT (Electrical)

Other GTOs host across a range of industries: MEGT, Skillhire, AMA, The App. & Trainee Co., Workplace Services.

Interesting stat – Between 2008-2012 only 45.5% of trade based apprentices who started in 2008 completed their contracts.
At present it is a popular option for students to take time out and work for a year or so.

Types of work commonly undertaken include: retail, hospitality (coffee making, waiting, bar work), warehouse work, logistics, sales and leisure (swimming pool lifeguard, swimming teaching).

Important to note that it is getting harder to just go out and get a job. Many job ads seek experience, skills and flexibility.

Interesting Stat: Unemployment for 15-19 year olds in May 2014 was 16% and for 20-24 year olds – 11%.
Should I panic if I don’t know what I want to do? How do I find career information?

> There is no need to panic. Depending on the figure you read, most people will now change jobs between 5 and 15 times in their working lives.

> Think about the kinds of things you value. Outdoors, Indoors, Money, Helping People, Travel, Part of a Team, Creating, Fixing, Designing etc.
Another good place to go is the Careers Centre. If you are bored in the holidays the Careers Centre has loads of information and resources.

There is a vast array of career information on the internet. Some of the best Australian sites include: Myfuture, The Job Guide, Career Information Centre, Alife.

The key is to start exploring early in Year 11 and investigate pathways as you go through Year 11 and 12.
Trends in the workplace

- Outsourcing/Offshoring – Call centres, phone companies, internet companies and now things like Legal, Accounting, Graphic Design and Programming.

- Rio Tinto now offshores up to 50% of their legal services using Indian lawyers trained in Australian law at Indian universities.

- Contract work is becoming very common. This means many professional workers now have to manage their own careers. This is flexible but scary.
Social and professional networking is becoming more and more important.

E-portfolios, LinkedIn, Blogs, Twitter, Facebook all have a role to play in the new professional workplace.

New ideas can become hugely profitable – YouTube etc.

Low skill jobs are disappearing fast. Leaving school hoping to just “get a job” has become almost impossible.
Jobs in decline

**Low skill jobs** – Manufacturing is in major decline (car industry, clothing, textiles). Also consider *Rio Tinto* buying another 140 driverless trucks and expects to have driverless trains within 3 years.

**Tourism** – still suffering. The strength of the Aussie $ is a major reason.

**Science** (Funding for research drying up, but the rewards of locating cures and treatments are now $$$)

**Health and Fitness** (Incomes are down. Gyms are expensive to run - Jetts fitness)

**Media** – Print media particularly. Journalism grads now need excellent IT and desktop skills.

**Banks and finance** – Basic message is buy shares in them but DON’T become a bank worker in Australia despite their record profits.

**More so than ever, the emphasis is on becoming as skilled as possible at whatever pathway you are following. Competition for jobs is higher.**

**THEREFORE**

Sadly for parents maybe that means your boys staying at university or TAFE longer and therefore staying at home longer!!!
Jobs in Demand

<table>
<thead>
<tr>
<th>Carers and Aides</th>
<th>Chefs ++</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Professionals</td>
<td>Healthcare++</td>
</tr>
<tr>
<td>Finance Professionals</td>
<td>Glaziers</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>Bricklayers ++</td>
</tr>
<tr>
<td>IT Professionals</td>
<td>Plasterers ++</td>
</tr>
<tr>
<td>Radiologists/</td>
<td>Fabricators ++</td>
</tr>
<tr>
<td>Radiographers</td>
<td></td>
</tr>
<tr>
<td>Logistics</td>
<td></td>
</tr>
<tr>
<td>Plumbers</td>
<td></td>
</tr>
<tr>
<td>Nurses</td>
<td></td>
</tr>
</tbody>
</table>
Mazenod Case Studies (Jason)

- General Pathway student
- Did a plumbing traineeship at school
- End of Y12 began a plumbing apprenticeship
- Half way through first year transferred to TAFE (Sport & Rec and Community Services)
- Now at ECU 2nd Year Education degree
General Pathway student

Strong Maths skills (studied ATAR level Maths)

Did his initial work placements in automotive and retail

In Y12 undertook 2 drafting work experience placements

From the 2nd placement he obtained a traineeship and has now been employed full-time
Mazenod Case Studies (Chris)

- Strong ATAR pathway student
- Studied high maths, physics, chemistry getting good marks
- Half-way through Y12 decided he didn’t want to go to uni
- Worked with me to apply for a highly technical apprenticeship (applicants need to have studied physics and maths) at a major fuel distribution company
- Was selected as one of 2 apprentices from 600 applicants from across Australia
- In his 4th year and earning $$$
Mazenod Case Studies (Lochie)

- ATAR pathway student
- Strong student 95+ ATAR
- Just missed out on his first choice course
- Went to uni and started a Science degree
- After 6 months changed focus to Physiotherapy
- After 6 more months left uni and spent the next 2 years working
- In that time he spent over a year as a TA/driller’s assistant on the mines
- Now back at uni studying a course that will get him into his original choice of career
- He has also started a company in the hills area to supplement his income
VET and Careers Personnel

- HOD Careers + VET Coordinator: Mr Jake Delaney
- Senior School Psychologist: Ms Gabbie Petta
- Subject Selection Issues: Ms Jenny Knox/ Mr John Payne (Deputy Principal)
PART 3: Choosing an appropriate program of study
Considerations

Interests, abilities and intentions
Prerequisites and grading
Sample programs of study
Decisions
Sample Year 11 grid
The process
Considerations: interests, abilities and intentions

- Interests and passions
- Talents and capabilities
- Goals and dreams
Considerations: prerequisites

Prerequisites set by the College should act as a guide to the likelihood for success in any given subject.

- Act as a guide to the level of achievement required at Year 10 to successfully cope with individual Year 11 subjects.

- Set to provide realistic indications for students and to ensure they undertake the most appropriate course.

- **Minimum** achievement levels required for a successful transition to Year 11.

- Students have until the Semester 2 report to meet prerequisites.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama ATAR</td>
<td>B grade in Year 10 Drama and Australian Curriculum C grade (English)</td>
</tr>
<tr>
<td>Drama General</td>
<td>B grade in Year 10 Drama and satisfactory achievement in Standard English</td>
</tr>
<tr>
<td>Earth &amp; Environmental Science ATAR</td>
<td>Australian Curriculum C grade (Science)</td>
</tr>
<tr>
<td>Economics ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Geography ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Modern History ATAR</td>
<td>B grade in Year 10 S+E</td>
</tr>
<tr>
<td>Human Biological Science ATAR</td>
<td>Australian Curriculum B grade (Science)</td>
</tr>
<tr>
<td>Integrated Science General</td>
<td>Satisfactory achievement in Year 10 Science</td>
</tr>
<tr>
<td>Mathematics Essential General</td>
<td>Australian Curriculum D (Maths) and satisfactory achievement in Year 10 Maths</td>
</tr>
<tr>
<td>Religion and Life ATAR</td>
<td>B grade in either Religious Education or Australian Curriculum C grade (English)</td>
</tr>
<tr>
<td>Visual Arts General</td>
<td>B grade in Year 10 Art major or minor preferred</td>
</tr>
<tr>
<td>Visual Arts ATAR</td>
<td>B grade in Year 10 Art major and Australian Curriculum C grade (English)</td>
</tr>
</tbody>
</table>
The Australian Curriculum
Reporting to Parents
In Semester One, all WA schools will be reporting against the Australian Curriculum in English, Mathematics and Science from Years K-10. This has implications for how we report grades in streamed courses. The purpose here is to outline the Australian Curriculum and to invite feedback on how we plan to communicate reporting changes to families in the lead-up to reports.
What is the Australian Curriculum?

• The first moves towards the Australian Curriculum emerged in 2008 with the Melbourne Declaration, which state and federal ministers agreed upon as a statement of educational goals
• Implementation began for Maths, Science, History and English in 2011
• Since 2013 this curriculum has been taught at Mazenod.
• The Australian Curriculum provides for the knowledge and skills that need to be taught at each year level
The Australian Curriculum is being developed in phases

- Phase 1: English, Mathematics, Science, History
- Phase 2: Languages, Geography, Arts
- Phase 3: HPE, ICT, D&T, Economics, Business, Civics & Citizenship

These are being reviewed and adapted by the WA curriculum authority (SCSA) to suit the context of Western Australian schools.
In 2015, parents will receive reports that include grades against the Australian Curriculum for Maths, English and Science. Other subjects will be graded on existing standards. Grades are based on what is expected for each year level:

- A – Excellent Achievement
- B – High Achievement
- C – Satisfactory Achievement
- D – Limited Achievement
- E – Very Low Achievement
Where we have a challenge is in reporting on achievement for students in streamed courses. Reports need to give reliable, useful information to students and families about achievement. Reports include information about:

- effort, participation, organisation, behaviour etc.
- achievement in relation to an expectation for the year level (A – E)
- achievement in relation to the course standard (course achievement description)
<table>
<thead>
<tr>
<th>Course</th>
<th>Achieved</th>
<th>Grade</th>
<th>Performance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (Higher)</td>
<td>A</td>
<td>90</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> (Extended)</td>
<td>Honours</td>
<td>95</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong> (Level 2)</td>
<td>B</td>
<td>85</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

**Australian Curriculum Courses**
- The brackets indicate which stream your son is in.
- Course achievement indicates performance relative to the stream.
- The Australian Curriculum grade indicates performance relative to the Australian standard.
- These courses are unstreamed, so only a grade is given to indicate your son’s achievement.

**WA Curriculum Framework Courses**
- The courses are part of the existing Curriculum Framework.
- They are among the Phase 2 and Phase 3 courses that are being adapted to WA and will be introduced in the coming years.
- The courses are part of the new Australian Curriculum.
- As more courses are introduced for the Australian Curriculum, they will appear in this section of the report.
The brackets indicate which stream your son is in.

Course achievement indicates performance relative to the stream.

The Australian Curriculum grade indicates performance relative to the Australian standard.
# Semester 1 Report

## Australian Curriculum Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Final Mark</th>
<th>Study Average</th>
<th>Exam Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH (Standard)</td>
<td>C</td>
<td>Final Mark: 50%</td>
<td>Study Average: 90%</td>
<td>Exam Average: 90%</td>
</tr>
<tr>
<td>SCIENCE (Level 1)</td>
<td>C</td>
<td>Final Mark: 70%</td>
<td>Study Average: 80%</td>
<td>Exam Average: 80%</td>
</tr>
</tbody>
</table>

The courses are part of the new Australian Curriculum.

As more courses are introduced for the Australian Curriculum, they will appear in this section of the report.

## WA Curriculum Framework Courses

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<th>Course</th>
<th>Grade</th>
<th>Mark</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTRONICS</td>
<td>A</td>
<td>95%</td>
<td>Detailed feedback on project completion.</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>A</td>
<td>90%</td>
<td>Strong effort in group discussions.</td>
</tr>
<tr>
<td>METALWORK</td>
<td>C</td>
<td>70%</td>
<td>Needs improvement in practical skills.</td>
</tr>
</tbody>
</table>

These courses are unstreamed, so only a grade is given to indicate your son’s achievement.
• An email was sent to all families last week with details about changes to our reports
• An item was in last week’s newsletter and will be there again this week with a link to our webpage
• The school website has a page explaining these changes with videos and links to more information
Sample program of study: case study 1
‘Good’ achievement (Australian Curriculum B/C - aiming for unknown course at university)

<table>
<thead>
<tr>
<th>Mathematics Applications ATAR</th>
<th>English ATAR</th>
<th>Economics ATAR</th>
</tr>
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<tbody>
<tr>
<td>Biology ATAR</td>
<td>Computer Science ATAR</td>
<td>Religion and Life General</td>
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</tbody>
</table>

- Students with a Year 10 extended background should enrol in 5 ATAR subjects for Year 11. The highest 4 results will contribute to the ATAR.
- Note breadth of subjects
- Note Religion & Life
- What happens if he moves to AIT General in Year 12?
## Sample program of study: case study 2

‘High’ achievement (Australian Curriculum A/B - aiming for competitive course at university)

<table>
<thead>
<tr>
<th>Mathematics Methods ATAR</th>
<th>Literature ATAR</th>
<th>History ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry ATAR</td>
<td>Physics ATAR</td>
<td>Religion and Life ATAR</td>
</tr>
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</table>

- Only students with a strong ‘B’ grade background should attempt 6 ATAR subjects.
- Literature or English?
- Literacy demands in Religion and Life
- 6 subjects at 12 assessments/subject = 72 assessments in 30 weeks = 2-3 assessment per week!! Plus 2 exams!
Sample program of study: case study 3
‘Moderate’ achievement (Australian Curriculum C - aiming for a non-university pathway)

- This is a very typical General program of study
- No WACE external exams to be sat except Maths – additional academic rigour could be good
- Good mix of very design /creative based practical courses
- This student will be required to enrol in the Workplace Learning Endorsed Program
- As he will not receive an ATAR, he must complete a VET Certificate II in Year 12 to meet WACE requirements for graduation

<table>
<thead>
<tr>
<th>Mathematics Applications ATAR</th>
<th>English General</th>
<th>MDT Wood General</th>
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<td></td>
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Visual Art General
Yr 11 – Integrated Science General
Yr 12- Cert II in Samples & measurement
Religion and Life General

Workplace Learning
**Sample program of study: case study 4**

‘Marginal’ achievement (Australian Curriculum D – but skilled in D&T)

<table>
<thead>
<tr>
<th>Applied Information Technology General</th>
<th>English General</th>
<th>MDT Metals General Yr 12 – Cert II Engineering (Metals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Essentials</td>
<td>Engineering Studies General</td>
<td>Religion and Life General</td>
</tr>
</tbody>
</table>

- No WACE exams
- Note practical nature of D+T courses
- Note addition of design-type course
- Note Workplace Learning
- Note VET Certificates
- Select subjects that compliment your interests and skills
Decisions
Choosing a program of study

Decision 1: post-school pathway

What pathway do I want to follow?

- For a university pathway, I need to choose at least 4 or preferably 5 subjects from Group 1 and I am an extended ‘C’ student or a strong Standard ‘B’ student.

- For a non-university pathway, I need to choose subjects mainly from Group 2 and at least one from Group 3.
If I have a definitive career pathway, I can select subjects that will enhance this career, eg:

- Sports Science – PE Studies ATAR
- Music/Sound – Music General
- Commerce – Economics
- Carpentry – Woodwork
- Engineering – Maths Specialist, Physics, Chemistry
Choosing a program of study

Decision 2: my English course

- Compulsory
- Must complete 4 units over 2 years including a pair of units in Year 12
- A final combined school/WACE exam mark required for university entry
- The appropriate course will be determined by Year 10 results and the post-schooling pathway
- ATAR Literature – Australian Curriculum B grade minimum
- ATAR English – Australian Curriculum C grade minimum
- General – ‘satisfactory’ course achievement
Choosing a program of study

Decision 3: my Religion course

- Compulsory to complete 2 units in Year 11 and 2 units in Year 12
- General - no WACE exam
- ATAR - count towards university entrance (I need to be a very good English student)
- You can move from ATAR Year 11 to General Year 12
- Has the same status as any other SCSA subject, i.e.: it counts towards the WACE
## Choosing a program of study

### Decision 4: my Mathematics course

<table>
<thead>
<tr>
<th>Year 10 Maths grade</th>
<th>Year 11 Maths course</th>
<th>Year 12 Maths course</th>
<th>Post-Secondary Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum D and satisfactory course achievement</td>
<td>Maths Essential General</td>
<td>Maths Essential General</td>
<td>TAFE/EMPLOYMENT</td>
</tr>
<tr>
<td>Australian Curriculum C</td>
<td>Maths Applications ATAR</td>
<td>Maths Applications ATAR</td>
<td>TAFE/UNIVERSITY</td>
</tr>
<tr>
<td>Australian Curriculum B</td>
<td>Maths Methods ATAR</td>
<td>Maths Methods ATAR</td>
<td>UNIVERSITY (Preferred or prerequisite for some courses)</td>
</tr>
<tr>
<td>Australian Curriculum A</td>
<td>Maths Specialist ATAR</td>
<td>Maths Specialist ATAR</td>
<td>UNIVERSITY (Preferred or prerequisite for some courses)</td>
</tr>
</tbody>
</table>
Choosing a program of study

Decision 5: do I enrol in a VET course?

If I am enrolled in a General program of study, I must enrol in at least one but no more than two VET courses in Year 12.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDT (Metal) General</td>
<td>Cert II Engineering (Metals)</td>
</tr>
<tr>
<td>Physical Education Studies General</td>
<td>Cert II Sport &amp; Recreation</td>
</tr>
<tr>
<td>Integrated Science General</td>
<td>Cert II Sampling &amp; Measurement</td>
</tr>
<tr>
<td>Applied Information Technology General</td>
<td>Cert II Information Technology</td>
</tr>
</tbody>
</table>
### The Grid

Student choices determine the grid

All courses are offered conditionally

Note: double classes

Note: Visual Art

Note: Popular combinations, e.g. PE & HB

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<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Maths Methods</td>
<td>AIT</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Religion and Life</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Maths Applications</td>
<td>Economics</td>
<td>Comp Sci</td>
<td>Drama ATAR/General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English General</td>
<td>Maths Essentials General</td>
<td>Biology</td>
<td>Earth &amp; Env Science</td>
<td>Human Biology</td>
<td>Religion and Life General</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE Studies</td>
<td>Maths Spec</td>
<td>Visual Arts ATAR/General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>PE Studies</td>
<td>Design General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music General</td>
<td>Int Science General</td>
<td>Wood General</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIT General</td>
<td>Metals General</td>
<td>PE Studies General</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Engineering General</td>
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</tr>
</tbody>
</table>

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*Workplace Learning for students in a General Programme of Study*
Subject Selection Process

- Parent Teacher Interviews (July 30)
- Initial subject selection (August 3)
- Creation of the 2016 grid (subjects that are not viable are removed from the grid)
- Students choose again from the grid specifically those who did not have all 6 choices satisfied
- Confirmation of 2016 program of study with Term 3 reports.
- Counselling by HODs and Deputy (Term 4)
- Interviews (Year 11 induction – Term 4)

Subjects will not be offered if there are insufficient numbers.
Please be open to subjects other than the 3 you choose for English, RE and Maths.
Program for the evening

- Welcome and introduction to the Subject Selection Program
- Immersion tours
- PART 1: Programs of study in Years 11 and 12
- PART 2: Post-schooling and career exploration
- PART 3: Choosing an appropriate program of study
- PART 4: Advice from teachers and Heads of Departments
What is takes to be your best

- Nobody said it would be easy! Many people are sentenced to mediocrity – not because they don’t have the talent but because they don’t have the willpower, desire, ambition or commitment.

- Don’t let failure or challenges get in your way. A fail doesn’t mean it’s all over. If that was the case we would all be done for.

- One thing is certain, there will need to be much time, energy and resilience expended by people in their quest for excellence.