1. YEARS 11&12
   Transition & Choices
   Structure of Year 11 and 12
   Secondary Graduation - WACE
   University Entrance/TAFE Entrance

2. THE COURSE SELECTION PROCESS
   Course Offerings
   The Selection Form
   Decision Time Workbook

3. QUESTIONS
The World of the 15 Year Old

- Know a great deal but….
- Different rates of maturation - hormones
- Wide range of choices
- Uneasy with responsibility
- Hesitant to make a commitment
- Beginning to find a direction (but for most there is not yet a final decision)
- Uncertainty, inconsistency
Year 11&12 Commitment

• An expectation of a more mature and responsible approach to everything
• An expectation of an appreciation of the ethos of Scotch College
• An expected greater understanding of ‘Leadership’
• An expectation that a positive contribution will be made to promote a healthy learning environment
• An expectation to undertake serious study and meet the requirements of assessment deadlines, etc.
• An expectation to attend timetabled classes
What choices are available at the end of Year 10?

- TAFE entry?
- Apprenticeship/Traineeship?
- Employment?
- Year 11 and/or 12
  - to gain an apprenticeship
  - to gain TAFE entry
  - to gain university entry
  - to gain employment
Course Selection

• **What should be chosen?**
  
• WACE Courses - Stage 1A/1B, 1C/1D, 2A/2B, 3A/3B

• IB Diploma

• What courses/subjects?
  
WACE Course Structure

All units are semesterised units, but are taught concurrently.

- **Stage 1 units (1A/1B, 1C/1D)** are usually chosen by students who are **not** aiming for university entrance. Stage 1 units will not be examined.

- **Stage 2 units (2A/2B, 2C/2D)** are usually chosen in Year 11 by students who are aiming for university entrance. All Stage 2 units will be examined.

- **Stage 3 units (3A/3B, 3C/3D)** are usually chosen in Year 12 by students who are aiming at university entrance. All Stage 3 units will be examined.

Units are *usually* studied in pairs eg 1A/1B, 2A/2B, 3A/3B
## Common Pathways

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2/3</th>
<th>TER PATHWAY</th>
<th>NON TER PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>6</td>
<td>Chosen by very able students capable of managing a heavy workload with definite plan for University that may require certain prerequisites for entry or a high TER.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>Most commonly chosen combination for students who are serious TER University applicants.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Chosen by students who are interested in University but perhaps not capable of managing a more academically demanding workload. This provides no backup for students should a TER subject prove too demanding.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Usually not chosen.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>A combination occasionally chosen by students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a) Wanting to go to TAFE or apply for University using an alternative entry pathway</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) Who have a particular interest in a TER subject</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Combination typically chosen by students wishing to go to TAFE or apply using one of the alternative entry pathways for university</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- Stage 1 and Stage 2/3 columns indicate the level of academic commitment and workload expected.
- TER PATHWAY represents the traditional pathway for University entry.
- NON TER PATHWAY indicates alternative pathways for TAFE or University entry.
On what basis should decisions be made?

**Academic Ability**
- This is based on student performance at the end of Semester 1 Year 10.
- There is a recommended minimum achievement in Year 10 for accessing most courses in Year 11. (WACE Handbook p13/ Diploma Handbook p11)

**Interests**
- Students will perform best in courses that they really enjoy.

**Future Intentions**
- Students need to select courses that are related to their career intention (if know at this stage).
To qualify for University entrance you must...

- Achieve WACE or Diploma requirements.
- Achieve competence in English as prescribed by the individual universities.
- Obtain a sufficiently high ATAR (TER) for entry to a particular university and/or course.
- Satisfy any prerequisites or special requirements for entry to particular courses.
To be awarded the Western Australian Certificate of Education (WACE), students must:

• complete at least 20 course units or acceptable alternatives

• achieve a C grade average or better across at least 10 course units from at least five courses (including at least three two-unit combinations ie 1C/1D or 2A/2B or 3A/3B)

• achieve requirements for English language competence and complete four English course units

• complete at least one pair of course units from each of: List A (arts/languages/social sciences) and List B (mathematics/science/technology)

• sit WACE examinations in Stage 2 or 3 units in Year 12 (unless exempt).
• A ranking out of 100 indicating a student’s position compared to all other Year 12 students in the State.

• The ATAR will be derived from the Tertiary Entrance Aggregate or Diploma Score.
How a TEA is calculated?

• The Tertiary Entrance Aggregate will be calculated from the sum of the best four scaled course scores (Stage 2 or 3 units). In calculating the scaled score, equal weighting is given to the final school score (50%) and the final examination score (50%).

• The maximum TEA will be 400.
TEA Example

- English: 62
- French: 53
- Mathematics: 85
- Media Production & Analysis: 80
- Biological Sciences: 83
- Accounting & Finance: 82

Sum of best 4 course results:
85 + 83 + 82 + 80 = 330

TEA = 330  Average = 82.5  Estimated ~ ATAR 99
WACE Courses that can be used to obtain a ATAR (TER)

Accounting & Finance
Biological Sciences
Business Management & Enterprise
Chemistry
Computer Science
Design
Drama
Earth & Environmental Science
Economics
English
French
Geography
Human Biological Sciences

Indonesian : Second Language
Literature
Mathematics
Mathematics: Specialist
Media Production & Analysis
Modern History
Music
Physical Education Studies
Physics
Political & Legal Studies
Visual Arts
Which courses should I select for TAFE?

Courses that have no external assessment.

Business Management & Enterprise 1A/1B
Design (Technical Graphics) 1A/1B
Drama 1A/1B
English 1C/1D
Integrated Science 1A/1B
Marine & Maritime Studies 1A/1B
Materials Design & Technology 1A/1B
Mathematics 1B/1C
Media Production & Analysis 1A/1B
Physical Education Studies 1A/1B
Workplace Learning 1A/1B
Visual Arts 1A/1B

OR

a combination of university entrances courses and the above.
To qualify for TAFE entry you need...

• Satisfactory communication and maths skills rated as
  - Basic
  - Developed
  - Well developed
  - Highly developed

• Evidence guides have been prepared to allow students to map school results into one of the four benchmarks above.

• Grades from higher stage units will contribute more than grades from lower stage units
Workplace Experience

• TAFE gives points for workplace experience – part-time, casual, paid or unpaid (workplace experience, voluntary work) – if supporting documentation is provided.

• Structured Workplace Learning (INSTEP) is one way of building workplace experience into a course and gaining credit for it.
Workplace Learning (INSTEP)

• Is an accredited vocational course that is available to students in Years 11 & 12.

• WPL involves students attending a workplace on a weekly basis to attain a set of pre-determined skills – generic in Year 11 and industry specific in Year 12.

• Can only be accessed after a selection interview to ensure enthusiasm and motivation is of a high standard.
What do I do if I am not sure whether I want to go to TAFE or University?

• Take the course that will leave the greatest number of doors open.

• If ATAR (TER) courses are chosen, they can always changed to non-ATAR courses at a later date.

• It is difficult to go from non-ATAR courses to ATAR courses.
Remember!

- There are many career paths out there.

- There are many ways of accessing university, not just by gaining a ATAR (TER).

- Whilst some university courses are highly competitive, many are not.

- TAFE offers a wide range of courses that are career-oriented.
Course Selection Process

• Students’ requests are processed.

• Classes will be programmed if there are sufficient students requesting the course.

• There may be some timetable conflicts, so students may need to re-select some courses.

• Changing courses will be more difficult once the timetable grid has been constructed.
Once the course selection process has been completed

Opportunities to change courses will be limited to:

- End of Winter Term after all students’ courses are reviewed in light of examination results and final report.
- From Monday 12 October 2009 (by appointment with Mr Frusher) prior to the start of Year 11.
- During Summer Term 2010, particularly after Interim Reports have been issued.
Important Dates

• Monday 20 July - Course Selection Information Evening
• Monday 3 August - PLC Careers Expo
• Monday 10 August - Final date for completed Course Selection forms to be returned
• Winter Term - Students & parents discuss course selections with Careers Adviser, Director of Teaching & Learning, IB Diploma Coordinator, teachers and House Heads.
• End Winter Term - Students’ courses reviewed in light of examination results & final reports.
• Monday 12 October 2008 - appointments with Careers Adviser to change subjects prior to start of Summer Term, 2009.
Directions after Year 12…

- University
- TAFE
- Private College
- Alternative entry to university
- Employment/Part time study
- Student exchange
- GAP year
- Defence Force/Police Force
- Family Business
- Apprenticeship/Traineeship
What can you do to help make better choices?

- Attend career expos
- Attend University & TAFE Open Days
- Investigate websites
- Encourage reading of publications/newspapers
- Encourage participation in part-time/casual/voluntary work
- Discuss student’s strengths & abilities
- Help make informed choices
- Network among friends
- Be positive!
- Talk with your son
In this time of *transition* who can help?

- Careers Adviser - Mr Frusher
- IB Diploma Coordinator – Mr Scaife
- Director of Teaching & Learning – Ms Skidmore
- Heads of House
- Course Teachers
- House Tutors
- Parents
Please feel free to contact me via:

- telephone: 9383 6830

- email: pfrusher@scotch.wa.edu.au

- personal visit