



COURSE SELECTION GUIDE

YEAR 11 & 12



SENIOR SCHOOL COURSE GUIDE 2026

Courses | Pathways | Certificates

Cover artwork by Ammm Chanyakam, Year 12 2025

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GLOSSARY OF TERMS.

ATAR – Australian Tertiary
Admissions Rank

NAPLAN – National Assessment
Program – Literacy and Numeracy

OLNA – Online Literacy and
Numeracy Assessment

RTO – Registered Training
Organisation

SCSA – School Curriculum and
Standards Authority

TAFE – Technical and Further
Education

TISC – Tertiary Institutions Service
Centre

VET – Vocational Education and
Training

WACE – West Australian Certificate
of Education

WASSA – West Australian
Statement of Student Achievement

INTRODUCTION.

This course selection guide is designed to present a summary of the courses available at Pinjarra Senior High School and provide students and their families with other vital information that is necessary in order to make informed choices for students entering Senior School.

Year 11 and 12 is a time where students and their families may face many new challenges and decisions. The expectations that are set during this time need to be met if students are to successfully move into a post-secondary pathway. It is now compulsory for all students to complete Year 11 and 12 unless engaged in full-time employment or ongoing training with an external provider.

This guide summarises what you need to know about the West Australian Certificate of Education (WACE) in preparation for Years 11 and 12. It contains information on:

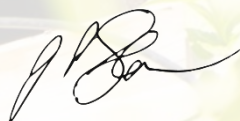
- Pathways
- Courses on Offer and their Units
- Vocational Education and Training (VET)
- Endorsed Programs
- Requirements to Achieve the WACE
- Examinations

I encourage you to read the information in this guide carefully and discuss the contents within your family.

Students and their families are asked to familiarise themselves with the content within this Course Selection Guide. The Guide is to be combined with advice and information available from Course Counsellors who will be appointed by the School for Parent and Student Information Sessions.

Please contact the school for further information regarding Course Selection or for support with any aspect of Senior Schooling at Pinjarra Senior High School.

Ms J Stone
Principal



COURSES FOR ALL STUDENTS.

All courses are divided into units to cater for students' interests and different rates of learning. A student should study the highest level course that they are capable of doing and should aim for their highest level of success to make them competitive when applying for placements post-school.

There are two types of courses that contribute to the WACE:

ATAR	For students who are aiming to enrol in a university course directly from school. These courses will be examined by SCSA and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Currently, these courses are assessed – 50% school assessment, 50% external examination. You must sit an external exam to complete this course.
General	For students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by SCSA. These courses are moderated with an Externally Set Task (EST) in Year 12 which is set by SCSA.

VET Program (Vocational Education and Training)

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and in some cases, complete training in industry through Workplace Learning. You can begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships. As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your VET Coordinator. VET can contribute up to eight of the 20 units you need to achieve your WACE.

Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include Workplace Learning (WPL), Cadets WA, performance in school productions and independently administered examinations in Music, Speech and Drama. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE. You should discuss endorsed program opportunities with your course counsellor.

GUIDELINES FOR COURSE SELECTION.

The Purpose of Senior School

Before embarking on the Senior School journey, students should be very clear about the purpose of Senior School. It is a transition to the next phase of their educational life, be it TAFE, University, further training, or work. Students should consider if school is the best next step on their pathway.

Students who elect to enrol in our Senior School programme are making a conscious decision to improve and further their education.

The Senior School programme of courses offered at Pinjarra SHS is designed to enable ALL students who wish to continue at school to select courses, ATAR, VET or endorsed programs appropriate to their interests, ability, and future intentions.

The course listings to follow indicate the likely offerings at Pinjarra SHS for Senior School for 2026. In general, students will study six courses at Year 11 level and six courses at Year 12 level. It is vital that students understand that Year 11 and Year 12 work together to lead to achievement of the WACE.

Points to Consider when Making Course Selections

- Students must carefully consider the minimum recommendations for particular courses, pathway requirements and, where appropriate, the various entry requirements of other institutions.
- Students must realistically aim to match their own ability, interests and educational or career intentions. In particular, courses to be studied in Year 11 should be selected in view of:
 - a) results obtained in Year 10, and
 - b) what Year 12 courses are to be studied.
- *Students are strongly encouraged to discuss their preferences with teachers, the school course counsellors, and parents, prior to finalising their course selections.*
- Students are reminded that there needs to be sufficient interest in a course before it will be incorporated into the final Selection Grid for next year. Those courses which do not attract adequate numbers will be removed and the students affected will need to re-select.

OBTAINING YOUR WACE.

The West Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Students generally complete two years of senior secondary study, and if they demonstrate the required levels of achievement, they will be awarded the WACE.



Government of **Western Australia**
School Curriculum and Standards Authority



WACE requirements 2024 and beyond

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

You must complete 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 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) subjects.

4

Achievement standard

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

ATAR PATHWAY.

If your preference is to study at University, then the Australian Tertiary Admissions Rank (ATAR) pathway may be for you. To be eligible for an ATAR ranking, you must enrol in at least four ATAR courses.

Your ATAR ranking determines the courses and universities you will be able to attend. Your ATAR ranking determines your eligibility for courses at any of the four public universities in Western Australia: Curtin University, Murdoch University, Edith Cowan University, and The University of Western Australia. You can also apply for courses at any university across the country.

Each university has different minimum ATAR requirements and course prerequisites.

Check out the Good Universities Guide to find the course that is right for you. If ATAR is not for you, there are other entry pathways to university.



5 ATAR COURSES + **1** GENERAL COURSE = **WACE**

VET PATHWAY.

Students who are not on a direct entry to university ATAR pathway must select from 1 of 7 Vocational pathways that we offer at Pinjarra Senior High School. These pathways have pre-selected General courses that support the student to complete their nationally accredited certificate combined with Workplace Learning.

Students are on site 3 – 4 days per week and off site either Thursday or Friday, depending on the chosen pathway.

Minimum Entry Requirements

- **C Grades or higher in Mathematics or English**
- **Successfully secured a placement in a VET in Schools program or TAFE one day a week**
- **Successfully secured ADWL placement one day a week**

Students who have not secured a TAFE placement by Term 1 Week 4, 2024 will be re-counselled into another pathway.

These pathways have been designed to provide the most appropriate combination of courses to assist in meeting future education, training or employment prospects.

3 DAYS AT SCHOOL + 1 DAY AT TAFE + 1 DAY AT WORKPLACE LEARNING

Students should research which of these pathways is best suited for them. All students will also need to select a second, alternative option in the event that their chosen pathway may not run. A Vocational pathway is not a viable option for students wanting **direct entry** to university.

VET PATHWAYS.

TRADE SKILLS

Plant Operations Pathway

- General English
- General Maths Essentials
- General Automotive
- *MEM20422 Certificate II in Engineering Pathways (onsite) or VETDSS (offsite)*
- Workplace Learning
- **1 Student Choice**

Auto Industry Pathway

- General English
- General Maths Essentials
- General Materials Design and Technology - Metals
- *AUR20720 Certificate II in Automotive Vocational Preparation (onsite) or VETDSS (offsite)*
- Workplace Learning
- **1 Student Choice**

Construction Pathway

- General English
- General Maths Essentials
- General Materials Design and Technology - Metals
- *CPC20220 Certificate II in Construction Pathways (onsite) or VETDSS (offsite)*
- Workplace Learning
- **1 Student Choice**

ALLIED SERVICES

Community, Health & Fitness Pathway

- General English
- General Maths Essentials
- General Physical Education Studies **or** General Health Studies
- *SIS30321 Certificate III in Fitness (onsite) or VETDSS (offsite)*
- Workplace Learning
- **1 Student Choice**

Hospitality Pathway

- General English
- General Maths Essentials
- General Food Science and Technology
- *SIT20322 Certificate II in Hospitality (onsite) or VETDSS (offsite)*
- Workplace Learning
- **1 Student Choice**

CREATIVE INDUSTRIES

- General English
- General Maths Essentials
- General Media Studies or General Visual Arts
- *CUA20720 Certificate II in Visual Arts Photography **or** CUA20220 Certificate II in Creative Industries (onsite) or VETDSS (offsite)*
- Workplace Learning

PRIMARY INDUSTRIES

- General English
- General Maths Essentials
- General Plant Production Systems
- *Certificate II in Rural Operations (onsite) or VETDSS (onsite)*
- Workplace Learning
- **1 Student Choice**

STUDENT CHOICE

- Physical Education Studies
- Health Studies
- Outdoor Education
- Business Management & Enterprise
- Food Science & Technology
- Materials Design & Technology
- Automotive Engineering & Tech
- Media Production & Analysis
- General Visual Arts
- Plant Production Systems

COURSE DESCRIPTIONS.



Mathematics

Mathematics Methods (ATAR)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives, and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level. Recommendation is that students obtain an **A grade** in Year 10 Maths, 2025. Students have the option to study both Maths Methods and Maths Applications as part of an ATAR pathway.

**Note: If there are insufficient numbers to run this course, students will be given the opportunity to study Maths Methods via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.*

Mathematics Applications (ATAR)

This course focuses on using Mathematics to solve problems in financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also develops strategies for answering statistical questions through analysis of univariate, bivariate, and time series data. The Mathematics Applications ATAR course suits students aiming to extend their skills beyond Year 10 without needing calculus, and supports a range of future university or TAFE pathways. A Year 10 Maths grade of A or B is recommended.

Mathematics Essentials (General)

The Mathematics Essential General course focuses on using Mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. It is preferred that students have not received an E grade in Year 10 Maths, 2025.

Mathematics Methods and Mathematics Applications can be studied concurrently.

English

English (ATAR)

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. Students are encouraged to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

English (General)

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Science

Biology (ATAR)

Prerequisite: High achievement in Year 10 Biological Science

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wider range of study pathways and careers. These include careers in Medical, Veterinary, Food and Marine Sciences, Agriculture, Biotechnology, Bio-Security, Quarantine, Conservation and Eco-Tourism. This course will also provide a foundation for students to critically consider and make informed decisions about contemporary biological issues in their everyday lives.

Chemistry (ATAR)

Prerequisite: High achievement in Year 10 Chemical Science

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate Chemistry to other sciences, including Biology, Geology, Medicine, Molecular Biology and Agriculture, and prepares them for further study in the sciences. All students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision-making and engage critically with contemporary scientific issues.

*Note: If there are insufficient numbers to run this course, students will be given the opportunity to study Chemistry via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.

Physics (ATAR)

Prerequisite: High achievement in Year 10 Physical Science

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Studying Physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in Science, Engineering, Medicine and Technology.

***Note:** If there are insufficient numbers to run this course, students will be given the opportunity to study Physics via SIDE (School of Isolated & Distance Education). SIDE courses will still operate from the school site and additional support will be offered to the students during Senior School Support Classes.

Plant Production Systems (General)

Prerequisite: C in Biological Science

Plant Production Systems are a fundamental component of agriculture, which has never been more important than in the twenty-first century. Agriculture output and productivity are expected to continue to increase as the world's population reaches an estimated nine billion by 2050. International demand for high quality and safe food and fibre products, particularly from Asia, predicts a positive outlook for the State's agriculture and food sector, while managing biosecurity risks and minimising the impact of climate change variability have become more important in order to remain sustainable and globally competitive.

The Plant Production Systems General course enables students to develop knowledge and skills related to the sustainable use of resources and to the production and marketing of a range of plants and their products. Students explore ways that people manage natural resources, such as plants, animals, soil and water, to meet personal and community needs. They evaluate food and fibre production systems, sustainable practices, new technologies, consumer-driven economics and product marketing.

Australia is well positioned to maintain its reputation for 'clean and green' products, and to be a world leader in agricultural production. There will continue to be demand for people skilled in combining scarce resources and for innovative methods of production.

Humanities & Social Science

Geography (ATAR)

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments.

Unit One investigates natural and ecological hazards in terms of their causes and impacts on the social, economic and natural environments. This unit has a strong emphasis on mitigation strategies and the way peoples' values and viewpoints affect the effectiveness of these.

Unit Two is centred on the concept of globalisation. Students have the opportunity to choose an element of culture and lead their own enquiry into the interconnectedness of the world and this relates to the spread of culture.

Fieldwork is an important aspect of the Geography course. Students will be involved in collection of primary data related to their studies on several occasions throughout the year.

Business Management and Enterprise (General)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture.

Students will be encouraged to consider a real or simulated business related to the vocational or university pathway they have chosen to engage in at Pinjarra SHS. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy.

Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Health & Physical Education

Health Studies (ATAR)

The Health Studies ATAR course explores health as a dynamic aspect of human life. Students develop the knowledge and skills to understand and promote personal and community health, with a focus on social, environmental, economic, and biomedical health determinants. Ever wondered why health outcomes vary between countries? This course helps answer that. Using an inquiry approach, students investigate health issues of interest, building research, communication, and leadership skills. The course prepares students for careers in health and community services and equips them with transferable skills for future study and employment.

Physical Education Studies (General)

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Health Studies (General)

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic, and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Outdoor Education (General)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing, and orienteering. It provides students with an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Technology & Enterprise

Automotive Engineering and Technology (General)

In the Automotive Engineering and Technology General course students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and sub-systems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

Food Science and Technology (General)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include Nutrition, Health, food and beverage manufacturing, food processing, Community Services, Hospitality and Retail.

Materials Design and Technology – Metals (General)

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met.

The Materials Design and Technology General course is a practical course. Students work with metal, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

The Arts

Visual Arts (General)

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design.

Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop an understanding and critical awareness that assists them to appreciate and make informed evaluations of art.

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation.

This course allows students to engage in a range of art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, installations, textiles and multimedia.

Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts.

Students will develop a visual portfolio over the two years (Year 11 and 12) which can maximise opportunities to gain entry into further educational pathways such as TAFE, Diploma Courses etc.

Media Production & Analysis (General)

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while, as users and creators of media products, they consider the important role of audiences and their context. Studying Media can provide students with a pathway into the growing and emerging creative industries professions.

Literacy & Numeracy

There are two parts to demonstrating competence in literacy and numeracy.

1. Students are required to complete two Year 11 English units and a pair of Year 12 English units.
2. Students must demonstrate 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.

You can demonstrate the minimum standard:

1. If you pre-qualify through achieving a minimum score as set by SCSA in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
2. By successfully completing the relevant component of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

Online Literacy Numeracy Assessment (OLNA)

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.

There are three assessment components:

- one multiple-choice Reading,
- one multiple-choice Numeracy (non-calculator).
- one extended response in Writing.

If you have a language background other than English and arrived from overseas in the past year, you may be able to delay sitting the OLNA. You should discuss your options with your Course Counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the school, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their Course Counsellor.

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS 2025

VET Pathways are industry-based programs designed for completion over one or two years. On completion of the VET Pathways, students graduate with a range of industry qualifications enhancing their opportunities for employment and further education and training. The programs typically engage students in extensive practical training and on the job experiences.

The completion of nationally recognised qualifications from industry training packages provides students with significant advantages when seeking employment.

To ensure student success in any of the VET certificate courses, students must have completed Year 10 satisfactorily and have C grades in English and Mathematics.

Vocational Education and Training Certificate Courses – School Based

Qualifications are delivered by Pinjarra Senior High School staff under a rigorous quality assurance system for different Registered Training Organisations (RTO's).

VET certificate courses are selected by students from the Senior School grid during the course selection process. Students typically select and complete a Year 11 skill set made up of a number of units of competency followed by a Year 12 skill set the following year. Students will be expected to remain enrolled in and complete the Year 11 and Year 12 skill sets (course changes will not be permitted). On successful completion of both skill sets, students are eligible to apply for the award (Qualification). In most cases, successful completion of a qualification will ensure that a student will gain preferential entry to higher level qualifications in that study area.

These VET Programs are offered at Pinjarra Senior High School in 2025:

- AUR20720 Certificate II in Automotive Vocational Preparation
- CUA20220 Certificate II in Creative Industries
- CPC20220 Certificate II in Construction Pathways
- MEM20422 Certificate II in Engineering Pathways
- SIS30321 Certificate III in Fitness
- SIT20322 Certificate II in Hospitality
- AHC21216 Certificate II in Rural Operations – (VETDSS PSHS Special Program)
- CUA20720 Certificate II in Visual Arts – Photography

Vocational Education and Training Certificate Courses – (VETDSS - VET Delivered to Secondary Students)

Access to the following VET training is likely to be supported at Pinjarra Senior High School in 2026. This will be determined by the programs offered by the different training providers and are subject to change.

(A preliminary list of 2025 courses will be available on the PSHS Next Step website.)

The training component offered in these programs is run by external training providers and the school does not control the training or the days that they are offered.

Entry into these courses is competitive and involves completing an application form along with supporting documents such as resume, school reports and references. To be competitive, students should have a minimum of C grades in English and Maths as well as good attendance. VET staff at PSHS will work with students and their parents/carers to support the completion of these applications. Students MUST ensure that applications for these places are submitted by the appropriate deadlines.

More specific information is available from the VET Coordinator upon request and will be uploaded to the Next Step website.

Please Note:

Students may need special clothing/uniform/textbooks and/or equipment for their chosen course – this is the student's responsibility.

Students will need to be able to arrange their own travel to and from the nominated TAFE Campus.

Vocational Education and Training Certificate Courses – Fee for Service

There are opportunities for students to be involved in selected Certificate courses run by state and private training providers at an upfront cost to those who choose to engage in one of these courses. Typically, these courses are at a Certificate III and above. Students need to be academically sound in English and Mathematics and demonstrate good attendance. Those who undertake this study, need to be able to get to and from the delivery site for the course independently.

More specific information is available from the VET Coordinator upon request and will be uploaded to the Next Step website.

CERTIFICATE DESCRIPTIONS 2025.

AUR20720 Certificate II in Automotive Vocational Preparation

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited. This qualification has been specifically designed to prepare students for entering apprenticeships in the automotive mechanical and electrical trades.

AUR 20720 Certificate II in Automotive Vocational Preparation is usually auspiced with South Metropolitan TAFE (RTO code: 52787).



**South
Metropolitan**

CUA20220 Certificate II in Creative Industries

This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment, customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.

The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

RTO to be advised.

CPC20220 Certificate II in Construction Pathways

This qualification provides a pathway to the primary trades in the construction industry except for plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry off-site occupations, such as joinery as well as carpentry, bricklaying, and other occupations in general construction.

This qualification is designed to introduce learner to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has a core unit of competency requirements that are required in most Cert III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

CPC20220 Certificate II in Construction Pathways is usually facilitated by CARTEC Training (RTO code: 52502)



MEM20422 Certificate II in Engineering Pathways (Metals)

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification is intended for people interested in exposure to a metals engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in a metals engineering or related working environment. The learning program will develop trade-like skills by introducing students to welding, fabrication and machining where they apply metal joining techniques, experience welding and use machines to accurately manufacture a tool. The focus is on using engineering tools and equipment to produce or modify objects, in a safe manner for each learner and those around them. This qualification delivers broad-based metals underpinning skills and knowledge in a range of metals engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a metals engineering-related workplace.

MEM 20422 Certificate II in Engineering Pathways is usually facilitated by CARTEC Training (RTO code: 52502)



SIS30321 Certificate III in Fitness

This qualification reflect the role of group and gym fitness instructors. These fitness instructors may plan and deliver group exercise sessions and develop gym-based programs for individuals where the level of personalised instruction and ongoing client monitoring is limited. They work in predictable environments under general supervision. When instructing groups or interacting with clients, they use discretion and judgement to solve routine issues within the parameters of clearly defined organisational policies and procedures.

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres.

SIS30321 Certificate III in Fitness is auspiced through Binnacle Training College (RTO Code 31319)



SIT20322 Certificate II in Hospitality

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools. Possible job titles include:

- Breakfast cook
- Catering assistant
- Fast food cook
- Sandwich hand
- Take-away cook

SIT 20322 Certificate II in Hospitality is usually auspiced with IVET Institute (RTO Code 40548)



AHC21216 Certificate II in Rural Operations

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met.

Rural Operations students are engaged in a wide range of seasonal tasks under supervision. Work may include operating machinery and equipment, operating tractors and ride-on farm vehicles, basic repair of plant and equipment, maintaining property and structures, assisting in crop maintenance and animal-handling activities, seasonal horticultural production work and wool industry work. Students complete this certificate off site at Wandalup Farms.

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia. Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Certificate II in Rural Operations usually delivered under a VETDSS agreement with South Metropolitan TAFE (RTO code: 52787).



CUA20720 Certificate II in Visual Arts - Photography

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met. C grade in Maths and English.

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice within a photographic context. Students will develop an A3 portfolio of their artistic works that can be used as an entry requirement for further TAFE courses and/or University courses that offer portfolio entry.

CUA20720 Certificate II in Visual Arts – Photography is usually auspiced with Skills Strategies International (RTO code: 2401)



ENDORSED PROGRAM DESCRIPTIONS 2026.

An Endorsed Program is a significant learning program that has been developed for senior secondary students (Years 10-12). ALL successfully completed endorsed programs are listed on the student's Western Australian Statement of Student Achievement (WASSA).

Pinjarra Senior High School offers Endorsed Programs in;

- Workplace Learning
- Murdoch FlexiTrack High (Murdoch University preparatory pathway)
- TLC Learning for Tomorrow (Murdoch University pre-preparatory program)
- Elite Sports Performance
- Community Service
- Administration and Management (Year 12 only – School Ball and Yearbook Committee)
- Off Campus Enrichment (Country Week, PFNA Melbourne Tour & Canberra Tour)

There are many other endorsed programs assessed by external agencies. The extensive list of endorsed programs may be found in the 2025 Endorsed Program codes and achievement descriptors document at <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

Workplace Learning Year 11 and/or 12

Minimum Prerequisite: Demonstrated self-management skills to ensure Occupational Health and Safety standards are met.

Workplace Learning is an Authority-developed Endorsed Program that is managed by individual schools and is open to students in Years 11 and 12. To complete this Endorsed Program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

This Course provides students with on the job training (in a real workplace) in an industry of their choice. ADWPL contributes towards the WACE and is often viewed as an advantage in TAFE applications.

The final outcome for ADWPL students is derived from the following three areas:

- Completion of the minimum days required and associated worksheets
- Satisfactory completion of the ADWPL Journal
- Personal attributes outlined in the Student Performance Profile
 - Initiative
 - Enthusiasm
 - Reliability
 - Response to advice
 - Quality of work
 - Approach to learning
 - Confidence
 - Work attendance

PLEASE NOTE:

Students are expected to find their own workplace. The school will then assess the nominated workplace.

Transport to and from the workplace is the student's responsibility.

Appropriate clothing and footwear e.g. steel capped boots are NOT supplied by the school or the host workplace – they are a parent/student responsibility.

Students do not work during the school holidays or public holidays unless organised with and approved by the VET Coordinator. Students do complete WPL on Pupil Free days.

Duty of care is a significant issue when we release students into the workplace so it is important that students follow the procedures set down in the Workplace Learning Policy and that the appropriate checks and measures are in place before the student attends the workplace.

Students enrolled in ADWPL will receive an information pack to bring home to parents/guardians at the beginning of Term 4 2024. All students will participate in an induction towards the end of Term 4, 2025. Regular checks are also conducted by the ADWPL staff. Completion of the Induction program by the end of Term 4, 2025 is required. This is a pre-requisite for accessing AWPL in 2026.

COURSE CHARGES 2026.

2026 Approximate Course Charges

Actual costs will be advised by 1 December 2025

A 50% deposit will be required when completing course counselling for Year 11 & 12 subjects

Code	Course	Charge
ADWPL	Workplace Learning 11	105.00
AEBLY	Biology ATAR 11	105.00
AECHE	Chemistry ATAR 11	140.00
AEENG	English ATAR 11	80.00
AEGEO	Geography ATAR 11	95.00
AEMAA	Mathematics: Applications ATAR 11	55.00
AEMAM	Mathematics: Methods ATAR 11	TBC
AEHEA	Health Studies ATAR 11	85.00
AEPHY	Physics ATAR 11	105.00
GEAET	Automotive Engineering and Technology General 11	150.00
GEENG	English General 11	70.00
GEBME	Business Management General 11	TBC
GEFST	Food Science & Technology General 11	195.00
GEMAE	Mathematics: Essential General 11	80.00
GEMDTM	Materials Design & Technology – Metals General 11	160.00
GEHEA	Health Studies General	85.00
GEOED	Outdoor Education General 11	195.00
GEPES	Physical Education Studies General 11	100.00
GEPPS	Plant Production Systems – General 11	115.00
GEMPA	Media Production and Analysis - General 11	115.00
GEVAR	Visual Arts General 11	160.00

Code	Certificate Courses	Charge
AUR20716	Certificate II in Automotive Vocational Preparation	150.00
MEM20422	Certificate II in Engineering Pathways	200.00
SIT20322	Certificate II in Hospitality	210.00
AHC21216	Certificate II in Rural Operations	140.00
CPC20220	Certificate II in Construction Pathways	180.00
CUA20720	Certificate II in Visual Arts (Photography)	150.00
SIS61654	Certificate III in Fitness	200.00
CUA20220	Certificate II in Creative Industries	TBC

VET Fee for Services Charges 2025

VET Fee for Service certificates cost up to \$3500 dependant on Registered Training Organisation (RTO) providers.

A 50% deposit is to be paid to the school upon **course selection** and the remaining balance is to be paid in full by the end of Week 4, Term 1 2025. Payment plans are welcome to be negotiated and will be directly debited from your bank account.

School of Isolated & Distance Education (SIDE)

Courses studied through SIDE are subject to additional charges. These will be determined at the time of enrolment into SIDE and a statement provided to parents.

A 50% deposit is to be paid to the school upon **course selection** and the remaining balance is to be paid in full by the end of Week 4, Term 1 2025. Payment plans are welcome to be negotiated and will be directly debited from your bank account.



GENERAL ADVICE FOR STUDENTS.

Seek sound advice...

- Complete Career Exploration Workbook
- Research through websites e.g. MyFuture
- Collect reliable information about your options
- Consider prerequisites for courses and future jobs
- Discuss your decisions and listen to advice from various sources
- Seek assistance from teachers, VET Coordinator, Career Practitioner, Head of House, Student Services, Deputy Principals, parents and family or peers.

Make wise choices...

- Play to your strengths: Build your talents and skills to create the opportunities you want
- Be competitive: The easy option is not always the best option; challenge yourself
- Be aspirational: set manageable goals while pushing yourself to achieve more. Embrace a growth mindset
- Stay connected: create and maintain a support base
- Review your choices regularly to ensure you are on track

Make the most of school...

- Develop good habits early: Focus on attendance, timely work submission, and persistence
- Create an effective routine. A commitment schedule allows you to plan for your school work, extra-curricular activities, part-time employment, volunteering, sport and time for family and friends

Stay Healthy...

- Maintain your energy: Eat a balanced and nutritious diet and stay hydrated
- Exercise regularly to keep your body and mind healthy
- Take a break from screens
- Get enough rest with a regular sleep schedule
- Engage in stress-reducing activities: Find hobbies/activities that help you relax and add balance to your school year

Feeling stressed about your pathway options?

Additional support

Headspace has resources to help with a range of issues that can confront young people. You can check their services at www.headspace.org.au.

Other useful contacts

Beyond Blue www.beyondblue.org.au 1300 22 4636

Kids Helpline www.kidshelpline.com.au 1800 55 1800