



**School Curriculum  
and Standards  
Authority**



# YEAR 10 INFORMATION HANDBOOK 2025

UPDATED  
  
21/05/25

## Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## Updates

In this edition of the *Year 10 Information Handbook 2025* updates made during the year will be marked with double lines and/or a document icon that includes the date of the change.



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### Guide to key abbreviations

Abbreviation	Full term
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>OLNA</b>	Online Literacy and Numeracy Assessment
<b>SRMS</b>	Student Records Management System
<b>the Authority</b>	School Curriculum and Standards Authority
<b>TISC</b>	Tertiary Institutions Service Centre
<b>VET</b>	Vocational education and training
<b>WACE</b>	Western Australian Certificate of Education
<b>WASSA</b>	Western Australian Statement of Student Achievement
<b>WASN</b>	Western Australian student number

**Student name:**

**WA student number:**

## Foreword

This handbook provides information for Year 10 students of 2025 who are working towards completion of a Western Australian Certificate of Education (WACE) in 2027. On behalf of the School Curriculum and Standards Authority (the Authority), I encourage you to consider the information presented here and the resources published on the Authority website.

Years 11 and 12 mark an important phase of your schooling as you prepare for the world beyond school. Choosing courses that sit well with your interests and abilities will help you maintain your focus throughout Years 11 and 12. A key to making good choices when selecting your courses is to think about your interests, abilities and goals. Think about the subjects you like and are good at. Consider your goals. You may not know precisely what you want to do when you finish school, but having a goal, making a plan to achieve it and putting that plan into action will help you keep the focus you need in Years 11 and 12.

When making your choices and reflecting on your strengths and interests, also consider the value of a challenge and the importance of effort. If there's an area that interests you, but where you need to address a weakness, consider how it fits with your goals. Are you prepared to do the work and face the challenge? Choosing a course that will challenge you can have benefits through maintaining your interest and effort while developing skills for later challenges and further studies.

Your efforts in Years 11 and 12 will help you to develop not just knowledge and understanding but will build attributes you take into your life beyond school. Developing a strong work ethic, working out how to approach a challenge and working hard in Years 11 and 12 will contribute to your success long after you leave school.

This handbook is for Year 10 students making choices about how to work towards achieving their WACE. It contains information about course types, examples of course combinations for WACE achievement, general advice for students, and further resources. If you already have some information about studying in Years 11 and 12, you should confirm what will be involved for students achieving a WACE in 2027. This handbook is a starting point for that process.

Students entering Year 11 in 2026 must meet a number of requirements in order to be awarded a WACE at the end of Year 12 in 2027. These include:

- a set of general requirements about course completion
- demonstrating the literacy and numeracy standard
- the breadth and depth requirement and the achievement standard requirement.



Image: Yan Krukau via Pexels



Further information about the WACE requirements can be found in this handbook.

My advice is always to check your sources when seeking advice about what you need to do to achieve a WACE. It is always important to make decisions based on information that is current, accurate and relevant. The Authority began a process of WACE Refreshment in 2023 and there are some changes to WACE completion in 2027 connected with this process. As you read this handbook and the resources published on the Authority website, you need to bear these changes in mind.

The teachers and counsellors at your school will have up-to-date information about the WACE requirements. Most importantly, they know you and understand your achievements and potential. Your family and friends who have completed Years 11 and 12 recently will have a sense of what the final years of secondary schooling involve. That understanding is always important, but keep in mind that there are some changes the WACE requirements and the courses offered because of the WACE Refreshment. The Authority will be providing further information through its website and communications with schools.

I wish you all the best as you move into Years 11 and 12. November 2027 and the end of Year 12 will be here before you know it. Stay focused on your goals and keep trying to do your best. I trust you will reap the rewards of your efforts.

**JUANITA HEALY**  
**EXECUTIVE DIRECTOR**  
**SCHOOL CURRICULUM AND STANDARDS**



Image: Karolina Grabowska via Pexels

## About the WACE Refreshments

The Board of the Authority approves modifications to the WACE from time to time. This is to ensure that the WACE is maintained as a robust, rigorous and contemporary senior certificate that aligns with others across the nation and internationally.

Following its December 2022 meeting, the Board initiated a WACE Refreshment process in response to the changing landscape of education and society. The process acknowledges emerging demands on senior secondary education and the impact of social, economic and global conditions on young people. The WACE Refreshments are ongoing and will be implemented over the coming years.

### Vocational education and training (VET) and endorsed programs

The Authority has consulted widely with a range of stakeholders, including students, school principals across different demographics and metropolitan and regional locations, school systems and sector bodies, industry training councils, Technical and Further Education (TAFE) colleges, private training providers, regulatory and policy setting bodies in the training sector, and representatives from the tertiary sector.

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

1. Diploma-level qualifications will no longer receive unit equivalence towards WACE achievement from 2027. This supports quality outcomes for students undertaking VET as part of their WACE studies.
2. As ATAR courses best prepare students for university study, from 2027, students who select a TPEP will be required to complete at least one Year 12 ATAR course. The decision reflects the expectation that students selecting a TPEP have aspirations for university entrance. Note: the Authority will consult with schools that do not offer ATAR courses to ensure their students are accommodated.

Students may like to contact their VET coordinator or course counsellor at their schools for further clarification about Diploma-level qualifications and TPEPs. The Authority will be working with schools through Principals to meet the needs of students during this transition period.

This handbook contains information for students currently enrolled in Year 10. It provides a reference point for students preparing to work towards the WACE.

Further information is also available from the School Curriculum and Standards Authority (the Authority) website. You should also speak with staff at your school, including counsellors, year coordinators, VET coordinators and deputy principals for personalised advice.



## The Western Australian Statement of Student Achievement (WASSA)

The WASSA is issued to each Year 12 student at the completion of their senior secondary schooling, which typically takes two years. The WASSA lists all courses and programs that a student has completed, and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of the literacy (reading and writing) standard
- achievement of the numeracy standard
- achievement of any exhibitions and awards
- school grades, school marks and combined scores in ATAR courses\*
- school grades and school marks in General and Foundation courses\*
- completed Preliminary units
- completed VET industry specific courses
- successfully completed VET qualifications and VET units of competency
- completed Department of Training and Workforce Development (DTWD) funded VET skill sets
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

\*In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are typically reported as a year-long course but may be reported separately.

You will receive a WASSA if you have completed any of the listed units, courses, programs or achievements.

It may interest you to know that the WACE Refreshments include the addition of more information on the WASSA. This is not about adding more requirements to complete a WACE but is a way of acknowledging students' efforts and engagement with their learning.

## The Western Australian Certificate of Education (WACE)

The senior secondary certificate of education issued in Western Australia to Year 12 students who meet the specified requirements is the Western Australian Certificate of Education (WACE).

The full WACE requirements are published in the [WACE Manual](#) and on the Authority website. It is important to read the full set of explanatory notes for your year of completion.

### WACE achievement requirements

To meet the WACE achievement requirements, **you must:**

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete
  - at least four Year 12 ATAR courses\* **OR**
  - at least five Year 12 General courses<sup>†</sup> and/or ATAR courses\* or equivalent<sup>‡</sup> **OR**
  - a Certificate II<sup>§</sup> (or higher<sup>||</sup>) VET qualification<sup>#</sup> in combination with ATAR, General or Foundation courses.

You will receive a WACE if you meet all of the WACE requirements stated in the [WACE Manual](#) at the time of completion.

\*In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.

Note: for ATAR courses with practical components, students must complete both the practical and written examinations. Students enrolled in the Physical Education Studies Year 12 ATAR course must complete the written examination and the school-based practical external assessment (SPEA) to complete the course.

<sup>†</sup>Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.

<sup>‡</sup>Up to two units from endorsed programs can be used to meet this requirement.

<sup>§</sup>In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

<sup>||</sup>The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see the [WACE Manual](#) for further information).

Note: from 2027, students will not be awarded unit equivalents towards WACE achievement for undertaking a Diploma or higher-level qualification.

<sup>#</sup>VET qualifications (Australian Qualifications Framework (AQF) levels II and higher) must be part of a national endorsed training package or relevant accredited course recognised by the Authority identified on the Accredited Course Recognition Status List, which may be accessed from the Authority website at <https://senior-secondary.scsa.wa.edu.au/vet/wace-recognition-of-vet-accredited-courses>.



## Literacy and numeracy standard requirement

You must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the *Australian Core Skills Framework* (<https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework>).

For the WACE literacy standard, you must demonstrate the minimum standard of literacy either by prequalifying through the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority’s Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

For the WACE numeracy standard, you must demonstrate the minimum standard of numeracy either by prequalifying through the numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the numeracy components of the Authority’s Online Literacy and Numeracy Assessment (OLNA) in the Year 9 Term 4 window, or subsequent windows.

## Sitting the OLNA

If you do not meet the standard in Year 10 (if you sit in the Term 4 Year 9 window, this counts as one of your Year 10 sits), you must sit one of the Semester 1 windows in Year 11. Note: if you are enrolled in a Foundation course and you demonstrate the literacy and/or numeracy standard in Term 2 Window B, you will also be required to move to a General or ATAR course for Semester 2 once results are released in Term 3.

If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard, and meet all the WACE requirements current at the time, you will be issued with a WACE.

## International and mature-age students

If you are an international and/or mature age student, you are required to sit the OLNA in one of the first two windows available to you. If you **have not** prequalified through NAPLAN and choose **not** to sit the OLNA, you will **not** qualify for the WACE.

## Adjustments

Equitable access adjustment provisions for timed assessments are available for students who have a condition/s that may significantly limit your capacity to participate in the OLNA. For information about the adjustment provisions, see <https://senior-secondary.scsa.wa.edu.au/assessment/olna/disability-adjustments>.

If you are a student with disability or have additional needs and choose not to sit the OLNA, or have not demonstrated the standard through your performance in Year 9 NAPLAN, you will **not** qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.

The OLNA (or prequalification through Year 9 NAPLAN) is how the literacy standard and numeracy standard is demonstrated. You cannot meet this WACE requirement through your completion of English or Mathematics courses.

After discussions with your parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve a WACE.

## Breadth and depth requirement

To meet the breadth and depth requirement **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.

## Achievement standard requirement

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.

## Unit equivalents

The WACE requirement for at least 20 units and at least 14 C grades may be met partly through unit equivalents. These are units within VET and endorsed programs of at least 55 nominal hours. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.

You can be awarded unit equivalents 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. You may be awarded:

- up to eight unit equivalents through completion of VET qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or IV is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or IV is equivalent to two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met). (See the [WACE Manual](#) for further information.)

Note: from 2027, students will not be awarded unit equivalents towards WACE achievement for undertaking a Diploma or higher-level qualification.

Information about the unit equivalents for endorsed programs is available on the endorsed program page of the Authority website. Look for the approved list of endorsed programs available at <https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>. Endorsed programs may carry a value of 0 to 4 unit equivalents.

**Figure 1. WACE requirements in 2025**

## 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:

- prequalify through 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 awarded 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.



## Course options

Year 11 gives you the opportunity to choose courses that reflect your strengths and interests, and support your career aspirations. When selecting your courses for Year 11, consider that you are more likely to do well if you enjoy the courses you study.

The Authority provides a wide range of courses and programs for Year 11 and Year 12 students. Schools then make decisions about which courses and programs they will offer. These decisions are based on a range of factors, such as resources, staffing and community need.

There are four types of WACE courses – ATAR, General, VET industry specific and Foundation courses.

### WACE courses

#### Australian Tertiary Admission Rank (ATAR) courses

ATAR courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses are examined by the Authority and contribute to the achievement of an ATAR. You must sit the final external examination to complete the course.

#### General courses

General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses are not examined by the Authority. However, they each have an externally set task (EST) in Year 12, which is set by the Authority.

#### Vocational education and training (VET) industry specific courses

These courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualifications Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows you to include more VET in your secondary education program.

#### Foundation courses

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. These courses are not examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.

Foundation courses provide a focus on functional literacy and numeracy skills within the context of the subject, practical work-related experience and the opportunity to build personal skills that are important for life and work.

The **only** students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have not yet demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10.

Students who have demonstrated the minimum standard of literacy and/or numeracy by the end of Year 10 **are not** eligible to enrol in the Foundation courses in Year 11.

Students who have not demonstrated the minimum literacy standard are permitted to enrol in both the List A and List B Foundation courses and, if the literacy standard is not achieved before the end

of Semester 1 of Year 11 (including results from Term 2 Window B), remain enrolled in Foundation courses until the end of Year 12.

Students who demonstrate the minimum standard of:

- literacy in Semester 1 of Year 11 are not eligible to continue in the List A Foundation courses in Semester 2 of that year
- numeracy in Semester 1 of Year 11 are not eligible to continue in the Foundation List B courses unless they are yet to demonstrate the minimum literacy standard
- literacy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Year 12 in Foundation English and their other List A and List B Foundation courses studied in Year 11
- numeracy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Year 12 Foundation Mathematics and their other List B Foundation courses in Year 11.

A full list of courses and their codes is provided in the [WACE Manual](#).

If you enrol in a Foundation course in Year 12, you **must** complete a Certificate II (or higher) qualification to achieve your WACE (partial completion rules apply for Certificate III and higher VET qualifications). This is to make sure you are well prepared for the workforce or further training.

### Preliminary courses

The Authority also offers Preliminary courses for those students who have been identified as having a learning difficulty and/or an intellectual disability.

Preliminary courses provide a relevant option for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions
- have been identified as having a recognised disability under the *Disability Discrimination Act 1992* and meet the above criteria.

Preliminary courses **do not** contribute to achievement of the WACE. Students who meet the requirements of Unit Completion for Preliminary course units will have their progress documented on their WASSA.

## VET and endorsed programs

### General features of programs

The general features of the program types are summarised below.

#### VET

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. Completing a Certificate II (or higher) is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve a WACE. These qualifications contribute to the WACE as unit equivalents.

Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents)

- a combination of the above.

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II, if this option is chosen from the three general completion options available.

For more information on how VET contributes towards your WACE, visit the VET page of the Authority website at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>. It is important you check with your school to confirm that your VET qualification will meet the requirements to contribute to the WACE.

**Figure 2. How VET contributes towards the WACE**

### Standard

VET credit transfer reduces the number of course units in which a C grade is required.\*

VET industry specific courses contribute in the same manner as a C grade or higher in other WACE course units.

### Breadth

VET industry specific courses or VET credit transfer programs do not contribute to the breadth requirement.

### Depth

VET credit transfer contributes towards the depth requirement as unit equivalence.\*

\*A maximum of eight unit equivalents can contribute towards the WACE (standard and depth requirements) if completed through a VET credit transfer arrangement.

Note: VET qualifications **do not** contribute to the WACE breadth of study requirement because they are not identified as List A or List B subjects.

### Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

There are many endorsed programs which can contribute towards achievement of the WACE. These are classified as Authority-developed, School-developed, Provider-developed and Tertiary preparation endorsed programs. The new category of Tertiary preparation endorsed programs (TPEP) category has been introduced in 2025. TPEPs have previously been a part of the Provider-developed category.

See the Authority website for the full listing of currently endorsed programs and their unit equivalent allocation at <http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>.

### Tertiary preparation endorsed programs

TPEPs are developed by tertiary education providers, such as a university. TPEPs recognise structured learning that results in the attainment of a quality-assured certificate.



The Authority-developed ATAR courses are designed to prepare students for tertiary studies with input from teachers representing schools across Western Australia, representatives of Western Australian universities and other subject matter experts.

To ensure students are receiving the best preparation for tertiary students, the Board has determined that students wanting to undertake a TPEP and be awarded unit equivalents to contribute towards WACE achievement, must complete at least one Year 12 ATAR course. This requirement comes into effect from 2027 and students who are in Year 10 in 2025 should consider this in making their course selections. It is recommended that students intending to undertake a Year 12 ATAR course consider undertaking Year 11 ATAR course/s.

Students wanting to undertake a TPEP and be awarded unit equivalents to contribute towards WACE achievement, must complete at least one Year 12 ATAR course. It is recommended that students intending to undertake a Year 12 ATAR course consider undertaking Year 11 ATAR course/s.

To support students during the transition period to this new element of the WACE, in Term 3, 2025, the Authority will release criteria and a process for schools to accommodate students in specific circumstances from having to complete at least one Year 12 ATAR course for a TPEP to contribute at least one unit equivalent.

You should discuss endorsed program opportunities with the appropriate staff member at your school.

## Starting points for subject selection

Questions	Notes
What are your interests, abilities and goals?	
What courses and programs are available at your school?	
What combination of courses do you need for your WACE?	
What are the prerequisites for courses and training you are interested in?	
What would you like to do after school?	

## Examples of some study options for students

Table 1 shows examples of some study options for students. They do not represent the minimum requirements to achieve a WACE, which have previously been described.

**Table 1: Examples of study options**

Year	ATAR (pairs)	General (pairs)	Foundation (pairs)	Cert II + (unit equiv.)	Endorsed (unit equiv.)	Unit total (inc. unit equiv.)	ATAR Eligible*	WACE Eligible
11	6	-	-	-	-	12	Y	Y
12	6	-	-	-	-	12		
11	5	-	-	-	-	10	Y	Y
12	4	1	-	-	-	10		
11	4	2	-	-	-	12	Y	Y
12	4	1	-	-	1	11		
11	-	4	-	-	2	10	N	Y
12	-	4	-	-	2	12		
11	3	1	-	-	2	10	Y	Y
12	4	2	-	-	-	12		
11	-	5	-	-	-	10	N	Y
12	-	5	-	-	-	10		
11	2	3	-	-	-	10	N	Y
12	1	4	-	-	1	11		
11	-	5	-	-	-	10	N	Y
12	-	4	-	-	2	10		
11	-	5	-	-	1	11	N	Y
12	-	5	-	-	1	11		
11	-	4	2	-	-	12	N	N <sup>†</sup>
12	-	3	2	-	-	10		
11	-	2	2	2	-	10	N	Y
12	-	3	1	2	1	11		
11	1	2	-	4	-	10	N	Y
12	1	2	-	4	-	10		
11	-	4	-	-	2 (TPEP)	8	N	N <sup>‡</sup>
12	-	4	-	-	2 (TPEP)	8		
11	1	3	-	-	2 (TPEP)	10	N	Y
12	1	3	-	-	2 (TPEP)	10		

\*Calculation of an ATAR may be affected by conditions set by TISC (see Undergraduate Admission Requirements for School Leavers at <http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc>).

<sup>†</sup>Students completing Foundation units are required to complete a Certificate II (or a Certificate III or IV).

<sup>‡</sup>Students are required to complete at least one Year 12 ATAR course to receive unit equivalents from a TPEP for WACE achievement. Without an ATAR, the TPEP is not awarded as unit equivalents.

**Figure 3. Sample programs – WACE in 2027**

### **Jen and Tim – Sample set 1**

Jen enjoys puzzles and problem solving and wants to study architecture or engineering at university. She loves being part of a team and wants a career that will combine her creative and critical thinking skills.

#### **Year 11**

AECHE	Chemistry
AEDES	Design
AELIT	Literature
AEMAM	Mathematics Methods
AEMAS	Mathematics Specialist
AEPHY	Physics

#### **Year 12**

ATCHE	Chemistry
ATDES	Design
ATLIT	Literature
ATMAM	Mathematics Methods
ATMAS	Mathematics Specialist
ATPHY	Physics

Tim is also thinking about a career in architecture in the long term, but he is planning to go to TAFE to get a qualification in drafting first. Tim does not need an ATAR, but he wants to try some ATAR courses.

#### **Year 11**

AEDES	Design
AEMAA	Mathematics Applications
GEAIT	Applied Information Technology
GEENG	English
Cert II	Building and Construction
ADWPL	Workplace Learning (2 unit equivalents)

#### **Year 12**

ATDES	Design
ATMAA	Mathematics Applications
GTAIT	Applied Information Technology
GTENG	English
Cert II	Building and Construction
ADWPL	Workplace Learning (2 unit equivalents)

### **Alex and Michael – Sample set 2**

Alex loves food and cooking and plans to follow that passion into a career. He likes thinking on his feet and feels he is suited to a fast-paced restaurant kitchen. Alex is aiming for an apprenticeship and enrolment at a TAFE after school.

#### **Year 11**

GEELD	English as an Additional Language/Dialect
GEFST	Food Science and Technology
GEHEA	Health Studies
GEMAE	Mathematics Essential
GESIP	Science in Practice
ADCS	Community Service (two unit equivalents)

#### **Year 12**

GTELD	English as an Additional Language/Dialect
GTFST	Food Science and Technology
GTHEA	Health Studies
GTMAE	Mathematics Essential
GTSIP	Science in Practice
ADCS	Community Service (two unit equivalents)

Michael likes food and entertaining, but food preparation is not his strong suit. While he's thinking about a career in hospitality, he doesn't know whether he wants to go to TAFE or straight to work.

#### **Year 11**

GEENG	English
GEMMS	Marine and Maritime Studies
GEMUS	Music
GEREL	Religion and Life
Cert II	Hospitality
ADWPL	Workplace Learning (two unit equivalents)

#### **Year 12**

GTENG	English
GTMMS	Marine and Maritime Studies
GTMUS	Music
GTREL	Religion and Life
Cert II	Hospitality
ADWPL	Workplace Learning (two unit equivalents)



### Sam and Franki – Sample set 3

Sam likes being around people and would love to use their people skills working in an office. Sam wants to improve their literacy and numeracy skills and get ready for the workplace.

#### Year 11

GECEM	Careers and Employability
GEENG	English
GEHAS	Humanities and Social Sciences in Action
GEMDT	Materials Design and Technology (Wood)
GEMAE	Mathematics Essential
ADCS	Community Service (two unit equivalents)

#### Year 12

GECEM	Careers and Employability
GTENG	English
GTHAS	Humanities and Social Sciences in Action
GTMDT	Materials Design and Technology (Wood)
GTMAE	Mathematics Essential
ADCS	Community Service (two unit equivalents)

Franki wants to run his own business. He enjoys designing and making a range of clothes and looks forward to pursuing a career in fashion. Franki is confident about his creative abilities and wants to take advantage of courses that will help his entrepreneurial dreams.

#### Year 11

AEBME	Business Management and Enterprise
AEDES	Design
GEENG	English
GEMDT	Materials Design and Technology (Textiles)
Cert II	Business
ADWPL	Workplace Learning (two unit equivalents)

#### Year 12

ATBME	Business Management and Enterprise
ATDES	Design
GTENG	English
GTMDT	Materials Design and Technology (Textiles)
Cert II	Business
ADWPL	Workplace Learning (two unit equivalents)

### Sue and Dev – Sample set 4

Sue wants to become an archaeologist and has decided to complete a Tertiary preparation endorsed program (TPEP). Taking a TPEP means Sue must complete at least one ATAR course; she has chosen five.

#### Year 11

AEAUS	Auslan
AECHE	Chemistry
AECEO	Geography
AEHIA	Ancient History
AELIT	Literature
PECUP2	Academic Literacies
PECUP3	Mathematics

#### Year 12

ATAUS	Auslan
ATCHE	Chemistry
ATGEO	Geography
ATHIA	Ancient History
ATLIT	Literature
PECUP4	Society and Cultural Studies
PECUP5	Science

Dev hopes to pursue a career in public policy and is looking forward studying Arts and Humanities at university. He is choosing a TPEP with a mix of General and ATAR courses.

#### Year 11

AEECO	Economics
AEPAL	Politics and Law
GEENG	English
GEHEA	Health Studies
GEMPA	Media Production and Analysis
PMUFTH	FlexiTrack High (over two years)

#### Year 12

ATECO	Economics
ATPAL	Politics and Law
GTENG	English
GTHEA	Health Studies
GTMPA	Media Production and Analysis
PMUFTH	FlexiTrack High (over two years)

## Ian and Elena – Sample set 5

Ian wants to become a primary school teacher. He is working towards a Queen's Scout Award and might use it as an endorsed program (four unit equivalents). His course selection starts with five WACE courses.

### Year 11

AEBLY	Biology
AEENG	English
AEGEO	Geography
AEMAM	Mathematics Methods
GECFC	Children, Family and the Community

### Year 12

ATBLY	Biology
ATENG	English
ATGEO	Geography
ATMAM	Mathematics Methods
GTCFC	Children, Family and the Community

Elena is not sure of what she wants to do after school, so her subject selection is based on the Year 10 courses she likes. Her plan is to do her best and be well positioned by the end of Year 12.

### Year 11

GEACF	Accounting and Finance
GEBME	Business Management and Enterprise
GEENG	English
GEMAE	Mathematics Essential
ADCS	Community Service (two unit equivalents)

### Year 12

GTACF	Accounting and Finance
GTBME	Business Management and Enterprise
GTENG	English
GTMAE	Mathematics Essential
ADCS	Community Service (two unit equivalents)

## Lou and Kim – Sample set 6

Lou is working towards demonstrating the literacy and numeracy standard. He is starting his course selection with Foundation units and a Certificate II VET qualification.

### Year 11

FEAIT	Applied Information Technology
FECAE	Career and Enterprise
FEENG	English
FEMAT	Mathematics
Cert II	Automotive Vocational Preparation

### Year 12

FTAIT	Applied Information Technology
FTCAE	Career and Enterprise
FTENG	English
FTMAT	Mathematics
Cert II	Automotive Vocational Preparation

Kim plans a career in the travel industry and wants to continue learning Punjabi as a second language. She enjoys art and is very involved in a local photography club as a recreational pursuit.

### Year 11

AEENG	English
AEHBY	Human Biology
AEPSL	Punjabi: Second Language
AEVAR	Visual Arts
GEPES	Physical Education Studies
ADRP	Recreational Pursuits (two unit equivalents)

### Year 12

ATENG	English
ATHBY	Human Biology
ATPSL	Punjabi: Second Language
ATVAR	Visual Arts
GTPES	Physical Education Studies
ADRP	Recreational Pursuits (two unit equivalents)

Note: these sample programs provide examples of course and program combinations. It is important to remember that they are a guide only and they are not exhaustive. Students should research and investigate the most appropriate combination of courses and programs to assist in meeting their future education, training or employment prospects.

## General advice for students

### Seek sound advice

- Collect relevant information about your post-school options for university, training and employment. Find out about the courses and careers that interest you and check whether there are any prerequisites that you need to factor into your course selection.
- Talk with the people who know your skills, abilities and interests, as well as those who have a sense of your goals and aspirations. Your teachers, year coordinators, counsellors, principal, deputy principal, parents, family and friends are all useful sounding boards. Take the time you need to talk about the decisions you are making and to listen to the advice you receive.

### Make wise choices

- Play to your strengths and build on your talents and skills. Choosing a subject on the basis of how you think it is scaled at the expense of one that you are good at or really enjoy doing may not pay the dividend you hope for in the long run.
- Be enthusiastic about what you are doing and work hard. It is worth bearing in mind that an easy option is not always the best option. When selecting your courses, balance being kind to yourself with offering yourself a challenge.
- Be positive and clear about your goals from the outset. You should review your goals from time to time to check how you are going in making progress and whether you are being challenged to do your best.

### Establish good routines

- It is important to get into good study habits early. Develop an effective routine that works for you and remember that you will need to be flexible as well as committed to it. Set yourself a regular schedule and map out your longer-term commitments. When you can see ahead of time that you might need to adjust your daily schedule, you can plan accordingly.
- Strike a balance between your commitments and priorities, including study, family, friends, extra-curricular activities and part-time work. It is important to stay connected with your family and friends throughout Years 11 and 12. Share your schedule and plans with your family and friends, so they understand your commitments and priorities.
- Remember healthy habits are part of good routines. Keep your energy levels in check by starting the day with a healthy breakfast and having regular mealtimes with a balanced and nutritious diet. Stay hydrated by drinking around two litres of water a day and avoiding caffeinated, sugary and energy drinks. Exercise to energise your body and mind and take part in activities that will reduce stress and add balance to your life.

### Manage your stress

- Manage your commitments and aim to include some downtime in your schedule, even when you expect to be busy. If you are feeling overwhelmed, take a break and do something that makes you feel positive. Keeping a balanced lifestyle and continuing to do the things you love can help you stay relaxed and focused when it is time to study.
- Talk about how you are feeling about the things that may be causing you stress, especially if you have difficulty sleeping or concentrating. Check in with your teachers, year coordinators, counsellors, principal, deputy principal, parents, family and friends about how you are feeling. Ask for help if you need it.



## Other information

### Student Information website

The Authority has a Student Information website that can be accessed via the Authority website home page and at <https://student.scsa.wa.edu.au/>.

The student website provides students with easy access to information under the headings of:

- Student portal
- Getting organised
- Curriculum
- Examinations and testing
- Certification and post-school
- Frequently asked questions (FAQs)
- Advice for Year 12s – which may be of interest to students in other years.

The student website focuses on Year 12s and links closely to the *Year 12 Information Handbook 2025, Part I*.

### Student portal

The student portal can be accessed at <https://student.scsa.wa.edu.au/student-portal>. Technical support for the portal is available via [wacehelp@scsa.wa.edu.au](mailto:wacehelp@scsa.wa.edu.au) (monitored from Monday to Friday between 8.00 am and 4.30 pm).

Year 10 students applying to enrol in a WACE language course for Year 11 will use the student portal to complete their application.

The student portal is a space for Year 12 students to check and access personal information that relates to their WACE.

When you are in Year 12, you will be able to visit the portal to:

- check your personal details
- check your enrolments
- complete the student declaration and permission when you are in Year 12, or as a Year 10 or Year 11 enrolled in a Year 12 course
- complete your Year 12 ATAR English as an Additional Language or Dialect (EAL/D) eligibility declaration
- download a copy of your approved equitable access adjustments for ATAR course examinations as a Year 12
- download a copy of your *Personalised practical examination timetable*, which states the date, time and venue for each practical examination you need to attend as a Year 12 (available in the year of examination)



Image: Laura Chouette via Unsplash

- download a copy of the *Personalised written examination timetable*, which states the date, time and venue for each written examination you need to attend as a Year 12 (available in the year of examination)
- check your results as a Year 12
- download a copy of your sickness/misadventure outcome from ATAR course examinations as a Year 12
- view and download digital copies of your WASSA, WACE and/or ATAR course reports.

You need your WA student number (WASN) – which you can find out through your school – and a password to access the student portal. When you visit the student portal for the first time you will be prompted to change your password.

Security restrictions mean information, such as your WASN, cannot be provided over the phone.

## Year 12 Information Handbook

The *Year 12 Information Handbook* is published each year. Part I, which contains information for all Year 12s in the current year, is published in March. Part II of the handbook, which focuses on ATAR course examinations, is published in July. You'll find them at <https://www.scsa.wa.edu.au/publications/year-12-information>.

## WACE Checker

In Years 11 and 12 you will be able to use the WACE Checker published by the Authority to check your progress towards meeting the requirements of the WACE. It is designed to determine whether you have met (or are expected to meet) each of the requirements for the WACE.

You can test your choices by considering the grades you expect you would achieve and see how different combinations would help you meet the requirements. When using the WACE Checker, it is important to be realistic and positive about your projected performance, and also remember it is a guide.

If you have any concerns about your progress towards achieving your WACE after using the WACE Checker, speak to the support staff at your school.

## Social media

The Authority has two Facebook pages.

<https://facebook.com/SCSAWA> is for students in Years 10, 11 and 12, their parents, teachers and community stakeholders. The aim of the page is to provide information to students working towards the WACE and a WASSA, particularly in Year 12. It is also a way to contact us if you have questions.

<https://facebook.com/SCSAWateachers> is for teachers and community stakeholders. The aim of the page is to provide information to teachers delivering the Western Australian curriculum from Kindergarten to Year 12. Reminders about key dates, as listed in the *Activities Schedule*, are published on this page.

## Response times

The Authority's office hours are 8.00 am to 4.30 pm from Monday to Friday, excluding public holidays. Our social media accounts are formally monitored during these hours. A response to a question or comment may not be immediate, due to checking processes and other commitments. Decisions on out-of-hours responses are made on a case-by-case basis and are dependent on staff availability. We always do our best to respond to you within two working days.

## Community standards

We welcome your feedback, comments and questions through social media, but be aware that we moderate our Facebook pages.

The Authority treats its Facebook pages as ‘family friendly’ and has a zero tolerance approach to rude language and abusive or offensive posts. Comments and messages that are off topic are treated as spam.

## Contact us

Students, teachers and stakeholders are encouraged to use the Authority’s Facebook pages to access information and stay in touch with the Authority.

We also have an email address if you prefer not to use social media. You can email us at [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au).

## Parents and Community website

The Authority’s Parents and Community website is designed to support parents and members of the community. It can be accessed on the Authority website at <https://www.scsa.wa.edu.au> via the Parents and Community tab.

The website has been developed for parents and community members as a guide to:

- the *Western Australian Curriculum and Assessment Outline* (the *Outline*), Kindergarten through to Year 10
- the Western Australian Certificate of Education (WACE), Years 11 and 12.

Parents and the community can access information about:

- what children and young people should learn
- how they are assessed
- the standards children and young people are expected to reach at each year level
- advice for parents of Year 12s – which may be of interest to parents of students in other years.

## Appendix 1: List A and List B subjects

To ensure an appropriate breadth of study in your senior secondary studies, you are required to select **at least one** Year 12 course unit **from each** of List A and List B subjects.

### List A (arts/languages/social sciences)

Course	Code	Course	Code
Aboriginal and Intercultural Studies	AIS	Humanities and Social Sciences in Action <sup>†</sup>	HAS
Aboriginal Languages of Western Australia <sup>‡</sup>	ABL	Indonesian: Background Language <sup>†</sup>	IBL
Agribusiness <sup>†</sup>	AGB	Indonesian: Second Language	IND
Ancient History	HIA	Italian: Background Language <sup>**†</sup>	ITB
Arabic <sup>*</sup>	ARA	Italian: Second Language	ISL
Auslan <sup>*</sup>	AUS	Japanese: Background Language <sup>**†</sup>	JBL
Business Management and Enterprise	BME	Japanese: Second Language	JSL
Career and Enterprise <sup>§</sup>	CAE	Korean: Background Language <sup>†</sup>	KOB
Careers and Employability <sup>†</sup>	CEM	Korean: Second Language <sup>†</sup>	KOR
Children, Family and the Community <sup>†</sup>	CFC	Literature <sup>†</sup>	LIT
Chinese: Background Language <sup>**†</sup>	CBL	Media Production and Analysis	MPA
Chinese: First Language <sup>**†</sup>	CFL	Modern Greek <sup>*</sup>	GRE
Chinese: Second Language	CSL	Modern History	HIM
Dance	DAN	Music	MUS
Drama	DRA	Philosophy and Ethics <sup>†</sup>	PAE
Economics <sup>†</sup>	ECO	Polish <sup>*</sup>	POL
English	ENG	Politics and Law <sup>†</sup>	PAL
English as an Additional Language or Dialect	ELD	Punjabi: Background Language <sup>**†</sup>	PBL
French: Background Language <sup>**†</sup>	FBL	Punjabi: Second Language <sup>†</sup>	PSL
French: Second Language	FSL	Religion and Life	REL
Geography	GEO	Russian <sup>*</sup>	RUS
German: Background Language <sup>**†</sup>	GBL	Sinhala <sup>*</sup>	SIN
German: Second Language	GSL	Tamil: Background Language <sup>**†</sup>	TBL
Health Studies	HEA	Tamil: Second Language <sup>†</sup>	TML
Hebrew <sup>*</sup>	HEB	Turkish <sup>*</sup>	TUR
Hindi: Background Language <sup>**†</sup>	HBL	Visual Arts	VAR
Hindi: Second Language <sup>†</sup>	HDI		

## List B (mathematics/science/technology)

Course	Code	Course	Code
Accounting and Finance	ACF	Human Biology	HBY
Agricultural Science and Technology <sup>†</sup>	AST	Marine and Maritime Studies	MMS
Animal Production Systems <sup>‡</sup>	APS	Materials Design and Technology	MDT
Applied Information Technology	AIT	Mathematics <sup>§</sup>	MAT
Automotive Engineering and Technology <sup>‡</sup>	AET	Mathematics Applications <sup>†</sup>	MAA
Aviation	AVN	Mathematics Essential <sup>†</sup>	MAE
Biology <sup>†</sup>	BLY	Mathematics Methods <sup>†</sup>	MAM
Building and Construction <sup>‡</sup>	BCN	Mathematics Specialist <sup>†</sup>	MAS
Chemistry	CHE	Outdoor Education	OED
Computer Science	CSC	Physical Education Studies	PES
Design	DES	Physics <sup>†</sup>	PHY
Earth and Environmental Science <sup>†</sup>	EES	Plant Production Systems <sup>‡</sup>	PPS
Engineering Studies	EST	Psychology	PSY
Food Science and Technology	FST	Science in Practice <sup>‡</sup>	SIP
Health, Physical and Outdoor Education <sup>§</sup>	HPO		

\*To count as a List A subject, these courses must be studied at a registered school/provider or at a community organisation through a registered school or provider. Where a student is enrolled in the examination for one of these courses as a non-school candidate, the course does not count for the WACE unit completion or breadth of study requirements.

<sup>†</sup>This course is available as an ATAR course only.

<sup>‡</sup>This course is available as a General course only.

<sup>§</sup>This course is available as a Foundation course only.



## Appendix 2: VET industry specific courses

Course	Code	VET industry specific qualification
Automotive (VET industry specific)	VAU	Certificate I in Automotive Vocational Preparation (VEVAU) Certificate II in Automotive Body Repair Technology (VEVAUB, VTVAUB) Certificate II in Automotive Vocational Preparation (VEVAUP, VTVAUP) Certificate II in Automotive Servicing Technology (VEVAUV, VTVAUV) <sup>†</sup>
Business and Financial Services (VET industry specific)	VBF	Certificate I in Business (VEVBF) Certificate II in Workplace Skills (VEVBFB, VTVBFB) Certificate III in Business (VEVBFS, VTVBFS) Certificate I in Basic Financial Literacy (VEVBFF) Certificate II in Financial Services (VEVBFN, VTVBFN)
Community Services and Health (VET industry specific)	VCS	Certificate II in Community Services (VEVCSS, VTVCSS) Certificate III in Early Childhood Education and Care (VEVCSC, VTVCSK) Certificate III in School Based Education Support (VEVCSE, VTVCSSE) Certificate II in Health Support Services (VEVCSS, VTVCSH)
Construction Industries (VET industry specific)	VCO	Certificate I in Construction* (VEVCO) <sup>†</sup> Certificate II in Building and Construction* (Pathway - Trades) (VEVCO, VTVCO) <sup>††</sup> Certificate II in Plumbing* (VEVCOP, VTVCO) Certificate II in Building and Construction (Pathway - Para Professional) (VEVCON, VTVCON) Certificate I in Resources and Infrastructure Operations (VEVCOR) <sup>†</sup> Certificate II in Civil Construction (VEVCOR, VTVCOR) <sup>†</sup> Certificate II in Data and Voice Communications (VEVCOD, VTVCOD) Certificate II in Electrotechnology – Career Start* (VEVCOE, VTVCOE) <sup>†</sup>
Creative Industries (VET industry specific)	VCI	Certificate II in Music (VEVCI, VTVCI) Certificate III in Music (VEVCIT, VTVCI) Certificate I in Aboriginal or Torres Strait Islander Cultural Arts (VEVCIC) Certificate II in Visual Arts (VEVCIV, VTVCI) Certificate III in Visual Arts (VEVCIA, VTVCIA) Certificate II in Creative Industries (VEVCIN, VTVCI) <sup>†</sup> Certificate III in Screen and Media (VEVCID, VTVCI)
Engineering (VET industry specific)	VEN	Certificate I in Engineering (VEVEN) <sup>†</sup> Certificate II in Engineering Pathways (VEVENV, VTVENV) Certificate II in Engineering* (VEVEN, VTVEN) <sup>††</sup>
Hospitality and Tourism (VET industry specific)	VHT	Certificate I in Hospitality (VEVHT) Certificate II in Hospitality (VEVHTF, VTVHTF) Certificate II in Cookery (VEVHTK, VTVHTK) Certificate I Tourism (Australian Indigenous Culture) (VEVHTO) Certificate II in Tourism (VEVHTU, VTVHTU)

Course	Code	VET industry specific qualification
Information and Communications Technology (VET industry specific)	VIT	Certificate II in Applied Digital Technologies (VEVITG, VTVITG) Certificate III in Information Technology (VEVITS, VTVITS)
Primary Industries (VET industry specific)	VPI	Certificate I in Agriculture (VEVPIF) Certificate II in Agriculture (VEVPIA, VTVPIA) <sup>†</sup> Certificate II in Rural Operations (VEVPIA, VTVPIA) <sup>†</sup>
Sport and Recreation (VET industry specific)	VSR	Certificate I in Sport and Recreation (VEVSR) Certificate II in Sport and Recreation (VEVSRS, VTVSRS) <sup>†</sup> Certificate II in Sport Coaching (VEVSRS, VTVSRS) <sup>†</sup>

\*These VET industry specific qualifications require more WPL than other qualifications at the same levels. This was a request from the Industry Training Council (ITC).

<sup>†</sup>Qualifications which have significant overlap of units of competency have been given the same course code to avoid dual credit for the same content.

<sup>‡</sup>Refer to the latest [VET Qualifications register for Secondary Students](#) for details on relevant delivery options.

Note: VET industry specific courses are not available for offshore international schools.

### Appendix 3: Preliminary courses

Course	Code	Course	Code
Business Management and Enterprise	BME	Materials Design and Technology	MDT
English	ENG	Mathematics	MAT
Food Science and Technology	FST	Religion and Life	REL
Health and Physical Education	HPE	Visual Arts	VAR

## Appendix 4: Other information you may wish to access

### Courses – Year 11 and 12

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>

### Disability adjustments

<https://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>

### Eligibility criteria for languages and EAL/D courses

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

### Endorsed programs

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>

### Online Literacy and Numeracy Assessment (OLNA)

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

### School-based assessment

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

### Vocational Education and Training (VET)

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

- VET industry specific courses
- VET credit transfer
- How VET contributes to the WACE
- WACE recognition of VET accredited courses
- News and frequently asked questions <https://senior-secondary.scsa.wa.edu.au/vet/faqs>

### The Western Australian Certificate of Education (WACE)

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

### ATAR examinations

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

- Examination information
- University entrance
- Special provisions

### Past ATAR course examinations

<https://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams>

### WASSA (Western Australian Statement of Student Achievement)

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

## This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, typical of notebook or composition paper. The background is white, and there are no margins, text, or other markings present.

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