



2018

Year 11

**Course
Selection
Handbook**

CONTENTS

This publication is an information document for Comet Bay College students. Every effort has been made to ensure that the information in this document is correct at the date of printing. Occasionally, changes to course details may be necessary due to circumstances beyond our control.

University, State and Private Training Provider entrance requirements may alter from time to time and the recommended websites will elicit the most up to date information.

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Introduction

Year 10 Selections for Upper School 2018

This booklet has been prepared to assist parents and students in making educational decisions for 2018 and beyond. This is always a complex and difficult task that requires careful thought and consideration.

Meeting the requirements for the WA Certificate of Education or for entrance to a State Training Provider or University depends largely on student ambitions and abilities. There are many factors to be considered when choosing courses. Even if you haven't decided on a career area, it is important to look at a number of possibilities and check prerequisites so that you don't restrict future options. When choosing a program of study, consider:

1. Abilities

It is important to check the recommended prerequisite levels for different courses to ensure that you select a course that is best suited to you. Your end of Year 9 performance is the best indicator. Achievement in the NAPLAN (National Testing in Literacy and Numeracy) can also be a useful guide. Previous years' data shows that students who have achieved in Band 7 or above in Reading and Numeracy are more able to succeed at the University bound courses, for example.

2. Future Goals

Ensure that courses chosen meet criteria for future employment or studies. If career goals aren't clear, select a course that offers flexibility, interest and a realistic chance of success.

3. Interests

Choose courses that you are likely to enjoy as you will spend a considerable amount of time studying them in upper school.

Movement between pathways is not easy and it can place secondary graduation at risk.

Therefore, we encourage students and parents to think carefully and try to minimise movement later during the student's senior years. Students and Parents are advised to request courses or units that reflect the recommended pathways. These have been recommended based on past performance.

Upper School Pathways

At Comet Bay College, year 11 and 12 students will have the opportunity to engage in one of the following options:

Pathway One: University Entrance.

Pathway Two: Alternative University Entrance, State or Private Training Providers or Employment.

Pathway Three: State or Private Training Providers or Employment.

OR:

Vocational Education and Training (VET): Apprenticeship, Traineeship or Employment.

NOTE: Some students will take three years to meet graduation requirements.

Pathway One – UNIVERSITY ENTRANCE

Direct entrance into University requires an Australian Tertiary Admissions Rank (ATAR). The ATAR is based on a score derived from the top four courses completed in Year 12. Students need high levels of achievement, strong work ethic, organisational skills and good time management.

Students are required to select ATAR courses Year 11 and Year 12.

What to Select:

Year 11		Year 12	
5 1	ATAR Courses Cert II Qualification or Study (Flexi not available)	4 or 5 1	ATAR Courses Cert II Qualification or Study/Flexi

Each student choosing this pathway must study six courses in Year 11. In order to satisfy English language competence standards, students must select English or Literature as one of their six courses.

They must include:

One List A course (Arts / Languages / Humanities & Social Sciences)
and

One List B Course (Mathematics / Science / Technology) in their courses.

Students that have a clear idea of what they want to enrol in a University should check the TISC WA website, identify where these courses are on offer and ensure they have any specific prerequisite courses selected in Year 12.

NOTE: For more details of courses, prerequisites and requirements please see the *PATHWAY ONE* section of this booklet.

Pathway Two – GENERAL PATHWAY

Students entering this pathway are either seeking an alternative entrance into University, via portfolio entrance or transitioning through a State or Private Training Provider. They will not receive an ATAR score. They need to select a combination of General and ATAR courses.

Students must also select 1 or 2 Certificate II courses.

What to Select:

Year 11	Year 12
<p>1 or 2 Certificate II Courses</p> <p><u>PLUS</u></p> <p>4 or 5 General and ATAR courses</p> <p><u>NOTE:</u></p> <p><i>A student must not select more than 3 ATAR courses</i></p>	<p>1 or 2 Certificate II Courses</p> <p><u>PLUS</u></p> <p>4 or 5 General and ATAR courses</p> <p><u>NOTE:</u></p> <p><i>A student must not select more than 3 ATAR courses</i></p>

Each student choosing this pathway must study six courses in Year 11. In order to satisfy English language competence standards, students must select English as one of their six courses.

They must include:

- One List A Course** (Arts / Languages / Humanities & Social Sciences)
and
One List B Course (Mathematics / Science / Technology)

NOTE: For more details of courses, prerequisites and requirements please see the *PATHWAY TWO* section of this booklet.

Pathway Three – FOUNDATIONS PATHWAY

Students entering this pathway are either seeking entrance into a State or Private Training Provider or Employment. They need to select a combination of General and Foundation courses. **Students must also select one Certificate II course.**

Students in the General pathway must have been identified as band 1 in some aspects of OLNA testing.

What to Select:

Year 11	Year 12
1 or 2 Certificate II Courses <u>PLUS</u> 4 or 5 General and Foundation courses	1 or 2 Certificate II Courses <u>PLUS</u> 4 or 5 General and Foundation courses

Each student choosing this pathway must study six courses in Year 11. In order to satisfy English language competence standards, students must select English as one of their six courses.

They must include:

- One List A Course** (Arts / Languages / Humanities & Social Sciences)
- and
- One List B Course** (Mathematics / Science / Technology)

NOTE: For more details of courses, prerequisites and requirements please see *PATHWAY TWO and THREE* section of this booklet.

Vocational Education and Training (VET)

See separate handbook.

Alternative Possibilities

Students who do not choose to enter any of the previous pathways **may choose alternatives that do not involve Comet Bay College.**

The legal options children in their 16th and 17th years are able to access are listed below. Whilst these options are organised independently of the college, the following paperwork is required to enable the student's subsequent withdrawal from Comet Bay College:

Full-time Home Based Schooling:

The local District Education Office needs to be advised.

Full-time Enrolment at a Training Institution:

e.g. Training WA College or private Registered Training Organisation (RTO):

A 'Notice of Arrangements' Application Form needs to be completed and submitted to the local District Education Office for approval.

NOTE: Where a *Training WA Enrolment Form* and a *Training WA Parent Consent Form* is signed, there is no need for a *Notice of Arrangement* to be submitted.

Apprenticeship or Traineeship:

A 'Notice of Arrangements' is not required providing an apprenticeship or traineeship contract has been signed.

Community Based Course:

A 'Notice of Arrangements' Application Form needs to be completed and submitted to the local District Education Office for approval.

Combination Program involving part-time school/training and/or part-time work:

A 'Notice of Arrangements' Application Form needs to be completed and submitted to the local District Education Office for approval.

Full-time Employment:

A 'Notice of Arrangements' Application Form needs to be completed and submitted to the local District Education Office for approval.

To ensure you have completed the appropriate paperwork or for any further queries, please contact our Student Support Staff on 9553 8100.

Western Australian Certificate of Education (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy the requirements.

WACE Requirements for 2018-2019

To achieve a WACE, a student must satisfy the following:

General requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- a minimum of 10 Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (Arts/English/Languages/Humanities & Social Sciences) and List B (Mathematics/Science/Technology).

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs, **or**
- up to four unit equivalents through completion of endorsed programs, **or**
- up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

- VET qualifications
 - Certificate I is equivalent to two Year 11 units
 - Certificate II is equivalent to two Year 11 and two Year 12 units
 - Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

WACE courses are offered at Comet Bay College in 2018.

(Students either in Pathway 1 or 2 select from these courses):

LIST A (Arts / Languages / Social Science)		LIST B (Mathematics / Science / Technology)	
CAE	Career and Enterprise	AIT	Applied Information Technology
CFC	Children, Family and the Community	BIO	Biology
DAN	Dance	CHE	Chemistry
ENG	English	CSC	Computer Science
GEO	Geography	EST	Engineering-Mechatronics
HEA	Health Studies	FST	Food Science and Technology
HIA	History – Ancient	HBS	Human Biology
HIM	History – Modern	ISC	Integrated Science
LIT	Literature	MDTM	Materials, Design and Technology – Metals
MPA	Media Production and Analysis	MDTW	Materials, Design and Technology – Wood
PAL	Politics and Law	MAT	Mathematics
VAR	Visual Art	PES	Physical Education
		PHY	Physics
		PSY	Psychology

University Bound Courses offered for 2018

LIST A	LIST B
Literature	Biology
English	Chemistry
Geography	Computer Science
Politics and Law	Design (Photography)
History – Modern	Engineering -Mechatronics
Visual Art	Human Biology
	Mathematics Applications
	Mathematics Methods
	Mathematics Specialist
	Physics
	Psychology

Pathway One

University Entrance – Individual Course Descriptions

Biology (A1/A2BLY)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Science Extension or GAT.**

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Living systems are all interconnected and interact at a variety of spatial and temporal scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly with regard to the movement of matter and the transfer and transformation of energy within and between systems. Analysis of the ways living systems change over time involves understanding of the factors that impact on the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology, and underpins the study of all living systems.

Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and well-being of organisms and their populations, and the sustainability of biological resources. Students use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts.

This course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Unit 1 – Ecosystems and biodiversity

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Chemistry (A1/A2CHE)**COST: \$90****TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.****Students will be expected to achieve:**

- A or B Grade in Year 10 Science Extension or GAT.**
- A or B Grade in Mathematics Pre-Methods.**

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales, including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

Unit 1 – Chemical fundamentals: structure, properties and reactions

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.



Computer Science (A1/A2CSC)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Computer Science (teacher recommendation)**

The Year 11 and 12 Computer Science course is divided into 2 units which are delivered as a pair in Year 12; the cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Unit 1 – Design and Development of computer-based systems and database solutions

Students understand the design concepts and tools used to develop relational database systems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.

The unit content includes theoretical aspects (knowledge) and practical aspects (skills) organised into two content areas:

- *Systems analysis and development*
- *Managing data.*

Unit 2 – Design and Development of communication systems and software solutions

Students gain the knowledge and skills to create software. They use algorithms and structured programming to design and implement software solutions for a range of problems using the Software Development Cycle. Students examine attitudes and values that lead to the creation and use of computer-based systems and their effect on society. Students consider networks, communication systems, including security and protocols.

This unit includes the knowledge, understanding and skills described below. This is the examinable content.

The unit content includes theoretical aspects (knowledge) and practical aspects (skills) organised into three content areas:

- *Developing software*
- *Programming*
- *Networks and communications.*



Dance (A1/A2DAN)

COST: \$70

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Please note:

- Dance courses are not to be considered as generic dance lessons. It is assumed that enrolled students have knowledge and ability in dance performance and theory.
- For each unit students are required to complete 55 contact hours.
- Students will also be required to attend dance performances from Buzz dance theatre and Steps youth dance company which is part of students' optional fees, and not covered in the course charges.

Unit 1 – Popular Culture

Trough practical lessons, students use safe dance practices and improved physical competencies to acquire a genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance elements, choreographic processes, technologies and design concepts.

Unit 2 – Australian Dance

An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop deeper understandings of their own dance heritage.

Engineering – Mechatronics (A1/A2EST)

COST: \$200

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Design and Technology (preferably Mechatronics).

This exciting STEM course focuses on solving problems and overcoming challenges using technology focused solutions. This course will foster student's creativity, practical and problem solving skills and turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities.

Students will develop skills and knowledge in the electro-technology field, robotics, coding and computer aided drawing. They will have the opportunity to develop solutions using innovative computer aided manufacturing (CAM) technologies such as, micro controllers, 3D printers, Laser cutters and CNC mill to help them produce solutions. The students will investigate, research and present information, design and make products and undertake project development. They will apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

This course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

English (A1/A2ENG)

COST: \$40

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in English Extension or GAT.**

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. This course places an emphasis on creating imaginative, interpretive and persuasive texts, as well as responding to these text types. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

English Literature (A1/A2LIT)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in English Extension or GAT and must be an avid reader.**

This course develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This course develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.



Geography (A1/A2GEO)

COST: \$100

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in English Extension or GAT.**
- A or B Grade in Year 10 Humanities & Social Sciences Extension or GAT.**

Unit 1 – Natural and ecological hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with natural and ecological hazards. The potential for fieldwork depends on the hazard selected, such as a visit to the town of Meckering to study earthquakes, or the impact of a specific cyclone, flood or bushfire on a town or region.

Fieldwork is a compulsory aspect of the course and students will be expected to attend at least one field trip per semester to collect data in order to support their studies of the ecology of fire. An additional cost of about \$ 60 will cover the two field trips.

Unit 2 – Global networks and interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to, or resist the forces of international integration.

Students develop an understanding about using and applying geographical inquiry methods, tools (such as spatial technologies), and skills to investigate the transformations taking place throughout the world.

Fieldwork is a compulsory aspect of the course and students will be expected to attend at last one field trip per semester. For this course the planned trip will be to a local winery to collect data in support of their studies of the geography of the commodity wine. An additional cost of about \$60 will cover the two field trips.

Human Biology (A1/A2HBY)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade Year 10 Science Extension or GAT.**

Unit 1 – The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 –Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

Mathematics Applications (A1/A2MAA)

COST: \$70

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be required to achieve:

- A or B Grade in Year 10 Mathematics Pre-Applications Extension.**

Unit 1

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. 'Algebra and matrices' continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving no-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Mathematics Methods (A1/A2MAM)**COST: \$70****TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.****Students will be required to achieve:**

- A Grade in Year 10 Mathematics Pre-Methods Extension or GAT**

Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.

Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

Mathematics Specialist (A1/A2MAS)**COST: \$70****TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.****Students will be required to achieve:**

- A Grade in Year 10 Mathematics Pre-Methods Extension or GAT.**

Unit 1

This unit contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand, Reasoning, of the Year 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility. Access to technology to support the computational aspects of these topics is assumed.

Unit 2

This unit contains three topics: Trigonometry, Matrices, and Real and complex numbers. Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and complex numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane. Access to technology to support the computational aspects of these topics is assumed.

Media Production and Analysis (A1/A2MPA)

COST: \$130

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 English Extension or GAT.**
- Completion of Media in Year 10 is preferred, but not essential.**

This course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to interpret others' stories and tell their own.

Students will explore and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students, as user and creator of media products, will consider the important role of audiences and their context. By producing media works, they will demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as expressing their creativity and originality. When producing media creations, they will learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for them to reflect on and discuss their own creative work, intentions and outcomes. Within this process, their practical skills will be developed with the use of high quality equipment and tertiary standard software.

Unit 1 – Popular culture

Students will analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Unit 2 – Journalism

In this unit students will further their understanding of journalistic media. They will analyse, view, listen to and interact with a range of journalistic genres and undertake research into the representation of groups and issues within media works.

Modern History (A1/A2HIM)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Humanities & Social Sciences Extension or GAT.**
- A or B Grade in Year 10 English Extension or GAT.**

Unit 1– Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 1 – Elective 7: Capitalism – the American experience (1907 – 1941)

- *The main causes of the rise of capitalism in the USA, including the expansion of the railways; post-Civil War reconstruction; immigrant labour; discovery of oil; and mass production.*
- *The role and impact of significant individuals in the period, with particular reference to Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge, Herbert Hoover, F D Roosevelt, J D Rockefeller, Henry Ford.*
- *Key ideas of: theories of capitalism, laissez-faire, consumerism, individualism (including 'rugged individualism'), limited government, economic liberty, and the American Dream.*
- *The impact of WWI, the 1920s, and WWII until 1941, on American capitalism, the growth of consumerism; and the shaping of American values, for example, film and fashion, prohibition and the 'Jazz Age'.*
- *The causes of the Great Depression, the consequences for different groups and the effectiveness of political responses, including the New Deal, and the impact on capitalism.*
- *The impact of capitalism on different groups within American society and the aims and beliefs of different groups, for example, African Americans, urban workers, rural workers, immigrants, industrialists, and members of Indian Nations, and the consequences of divisions.*
- *The significance of capitalism in this period, including a comparison with other key economic ideologies, in particular, communism.*

Unit 2 – Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Unit 2 – Elective 6: Nazism in Germany

- *The economic, political and military circumstances in Germany at the end of WWI and how those circumstances contributed to the rise of Nazism.*
- *The democratic changes under the Weimar Government and reasons for its failure to deal with social, political and economic problems.*
- *The reasons for the Nazi Party's rise to power, including the Treaty of Versailles, the impact of the Great Depression, the nature of Nazi ideology and hostility to communism, the ability of Hitler and the Nazi Party to utilize popular fears; and the Party's organizational and tactical skills.*
- *The nature and effects of key aspects of the Nazi state, including military mobilization, Lebensraum (living space), propaganda, terror and repression (SA and SS), the Hitler Youth, social policies on religion, women, education, trade unions, and the nature of oppositions to the Nazis.*
- *Nazi policies of anti-Semitism and the promotion of the Aryan race, resulting in efforts to exterminate minorities in German-controlled lands and the Holocaust.*
- *The role and impact of significant individuals in Weimar and Nazi Germany, for example, Adolf Hitler, Gustav Stresemann, President von Hindenburg, Leni Riefenstahl, Alfred Krupp, Joseph Goebbels, Herman Goehring and Albert Speer.*
- *The legacy of Nazism after WWII.*

Physics (A1/A2PHY)**COST: \$80****TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.****Students will be expected to achieve:**

- A Grade in Year 10 Science Extension or GAT.**
- Must be enrolled in Year 11 Mathematics Methods.**

Unit 1 – Thermal, nuclear and electrical physics

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

Unit 2 – Linear motion and waves

Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and many individuals, and the development of ICT and other technologies have contributed to developing understanding of motion and waves and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

Politics and Law (A1/A2PAL)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Humanities & Social Sciences Extension or GAT.
- A or B Grade in Year 10 English Extension or GAT.

Unit 1 – Democracy and the rule of law

The focus for this unit is political and legal systems. Students critically examine the legislative, executive and judicial structures and processes of Australia's political and legal systems. Essential to the understanding of political and legal systems are the principles of democracy, the rule of law, separation of powers, sovereignty of parliaments, division of powers, representative government, responsible government, constitutionalism and federalism. This unit also examines the structure of Australia's political and legal system, legislative processes at state and national levels and key processes of civil and criminal trials in Western Australia.

Political and legal issues are used to provide a contemporary context for the course.

Unit 2 – Representation and justice

The focus for this unit is representation and justice. Students critically examine the concepts of representation, electoral and voting systems, civil and criminal law processes. Political and legal issues are used to provide a contemporary context for the course. Essential to the understanding of representation and justice are the principles of fair elections and natural justice.

This unit also examines ways individuals and political parties and pressure groups can participate in Australia's electoral processes and the strengths and weaknesses of Western Australia's civil and criminal law processes.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

Psychology (A1/A2PSY)

COST: \$80

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Humanities & Social Sciences Extension or GAT.
- A or B Grade in Year 10 Science Extension or GAT.

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as de-individuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

Visual Art (A1/A2VAR)

COST: \$150

TO SELECT THIS COURSE, STUDENTS MUST BE RECOMMENDED BY THEIR TEACHER.

Students will be expected to achieve:

- A or B Grade in Year 10 Visual Art or Visual Art Extension.**
- A or B Grade in Year 10 English.**

This course prepares students for Year 12 Visual Arts ATAR. It is also a great compliment to other humanities subjects such as English, Literature and History, as well as design subjects such as Photography. Visual Arts ATAR allows for much more creative freedom than the lower school Visual Arts subjects, and includes more in-depth visual analysis and historical study.

Unit 1 – Differences

Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities

Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

There are four types of assessment in Visual Arts ATAR:

Production (50%): A body of work (artwork) that incorporates resolved artwork and documentation of thinking and working practices.

Analysis (15%): Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures.

Investigation (15%): Case studies involving research and visual analysis focused on Australian and/or International visual arts practice.

Exam (20%): An exam assessing students' analysis and investigation skills is held at the end of each unit.

This course allows students to study a creative subject, with many opportunities for personal expression. Many students find the Visual Art course adds variety to their timetable in Year 11 and 12. As well as studying Visual Arts for enjoyment, many students go on to further study and employment in Visual Arts and Design related careers. The course also allows students many opportunities to enter their production work into public exhibitions and allows students to begin building a portfolio of work that could be issued for entry into tertiary visual art and design courses.

University Contact Information

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Pathway Two

General Pathway – Alternative University Entrance

Students seeking this pathway must:

- Ensure six Courses are selected in Year 11;
- Ensure one of these six is a Certificate II Course;
- 4 or 5 General or ATAR Courses are selected;
- Ensure at least **One List A** and **One List B** subject is selected in your **first choices** with this repeated in your backup choices;
- Students who seek alternative portfolio entrance to University should aim at ATAR Courses for Year 12 to be competitive;
- **No more than 3 ATAR Courses can be studied in Year 11 or 12.**

Any student who is intending to select Pathway 2 must have a Certificate II in their selection. As these are Nationally Accredited qualifications the full qualification won't be available until the end of Year 12, although it can be completed in a smaller timeframe providing all competencies are met and nominal hour requirements are covered within that time and approved by the RTO.



Pathway Two

General Pathway – Individual Course Descriptions

Ancient History (G1/G2HIA)

COST: \$80

Prerequisites:

None.

Unit 1 – Ancient civilisations and cultures

In this unit, students investigate life in early Greek civilisations by studying Minoan and Mycenaean cultures and the Trojan War (1500–1050 BC). The course will include content on the social, cultural, political, economic, religious, and military structures of each focus area. Significant values, beliefs, and traditions that existed at the time will be investigated in depth and students will discover how the world and its people have changed, as well as the significant legacies and fallacies that exist/persist into the present. The historical accounts and the misrepresentation of events generated by modern society give rise to the myths and legends associated this civilisation, forcing the students to critically analyse the accuracy of the information and construct their own theories. Students will study the social, political and military involvement of the Minoans in creating a stable trading society capable of withstanding foreign interference. Students will also look into how aspects of Minoan, Mycenaean and Trojan culture have been inherited by modern societies and how our perceptions of these peoples have been modified by historians and the modern media. They will be able to trace the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance and religion, through an examination of ancient Greece.

Unit 2 – Power in the ancient world

Students study Alexander the Great, Macedonia 356–323 BC, examining how the selected individuals used their power to shape their society, and the way they are viewed by history. In this unit, students learn that, in ancient societies, key individuals have acted as agents of change, interacting with groups and institutions, and using their power to shape their society. They investigate key individuals' motives, the methods they used to achieve power, the ways they used their power, the responses of others to their use of power, and their impact and influence on society. Students also learn that individuals, groups, and institutions have a variety of types of power, and that power is not distributed evenly throughout the society. Students will learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Power and authority is distributed throughout a group or society, individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgments about other societies and their own society, developing critical thinking skills related to comparing and contrasting information, distinguishing between the usefulness of sources and understanding that there are different points of view and alternative accounts of history. The electives are taught with the requisite historical skills described as part of this unit.



Applied Information Technology (G1/G2AIT)

COST: \$60

Prerequisites:

None.

The development and application of digital technologies impact most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information in work life and social life. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout this course, students investigate and apply Information Technology skills along with developing digital solutions for real situations and problem solving skills applicable to the workforce, albeit in a school environment. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

Career and Enterprise (G1/G2CAE)

COST: \$90

Prerequisites:

None.

Unit 1

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences are required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

Children, Family and the Community (G1/G2CFC)

COST: \$120

Prerequisites:

None.

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. They engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Australian health issues are also examined, researched and discussed.

Design Photography (G1/G2DESP)

COST: \$100

Prerequisites:

None, though some exposure to Digital Design in lower school is preferred.

The goals of this course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. To reach these goals students will engage in Design projects to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies.

As part of the implementation of STEM – 2018 there is the possibility students will engage using the drone as a platform to design photographs in the following context: Aerial Photography, Aerial Mapping, High camera angle imaging, 3D form photography, HDR (High dynamic range) photography, Time laps photograph and panoramic (wide angle view) photography.

Dimensional Design – CAD & 3D Printing (G1/G2DESD)

COST: \$200

Prerequisites:

None.

3D printing and rapid prototyping is a commonly used technology for people worldwide to produce all sorts of products – from simple sculptures through to fidget spinners and even drones! In this course you will have an opportunity to learn how to work with 21st century technologies such as 3D printing & laser cutting to produce projects of your own design in response to design briefs.

Students will be taught how to use 3D CAD programs as well as conceptual drawing techniques. They will then use these skills to design and produce products and designs of their own. Students will also be introduced to the concept of developing design briefs to help develop solutions to fun problems.

Specific skills students will develop in this course are:

- 3D CAD modelling
- 3D Printing
- 2D Laser cutting
- Design skills
- Portfolio management skills

*Please contact Morgan Hill, Dean of Design & Technology or Clayton Woolcock, Teacher Design & Technology for further information on **9553 8100**.*

English (G1/G2ENG)

COST: \$40

Prerequisites:

None.

This course focuses on students comprehending and responding to the ideas and information presented in texts. Students

- *employ a variety of strategies to assist comprehension*
- *read, view and listen to texts to connect, interpret and visualise ideas*
- *learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure*
- *consider how organisational features of texts help the audience to understand the text*
- *learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts*
- *communicate ideas and information clearly and correctly in a range of contexts*
- *apply their understanding of language through the creation of texts for different purposes.*

Food Science and Technology (G1/G2FST)

COST: \$180

Prerequisites:

None.

Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Students organise, implement and manage production processes in a commercial kitchen and understand systems that regulate food availability, safety and quality. 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 will provide experience and enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Unit 1 – Food choices and health

Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination.

Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements.

Geography (G1/G2GEO)

COST: \$90

Prerequisites:

None.

Unit 1 – Geography of environment at risk

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments. Students develop the knowledge, understandings and skills in this unit that are relevant to the world in which they live and which are also appropriate to careers in the environmental protection/rehabilitation, urban and regional development, and tourism industries.

Unit 2 – Geography of people and places

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

Fieldwork is a compulsory aspect of the course and students will be expected to attend at least one field trip per semester. An addition cost of about \$60 will cover both field trips.

Health Studies (G1/G2HEA)

COST: \$90

Prerequisites:

None.

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Human Biology (G1/G2HBY)

COST: \$80

Prerequisites:

None.

Unit 1 – Healthy body

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning.

Unit 2 – Reproduction

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive system of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.



Integrated Science (G1/G2ISC)

COST: \$80

Prerequisites:

None.

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Practical experiences form an important part of this course. They provide valuable opportunities for students to work together to collect and interpret first-hand data in the field or the laboratory. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigations in the context studied. They will also use sources relating to other Australian, regional and global environments.

The context that is used to teach all the key concepts should be broad and integrate all areas of science to assist in the delivery of the key concepts. It should engage students, have local real-life application, and be relevant to the student's everyday life.

Materials Design and Technology – Metals (G1/G2MDTM)

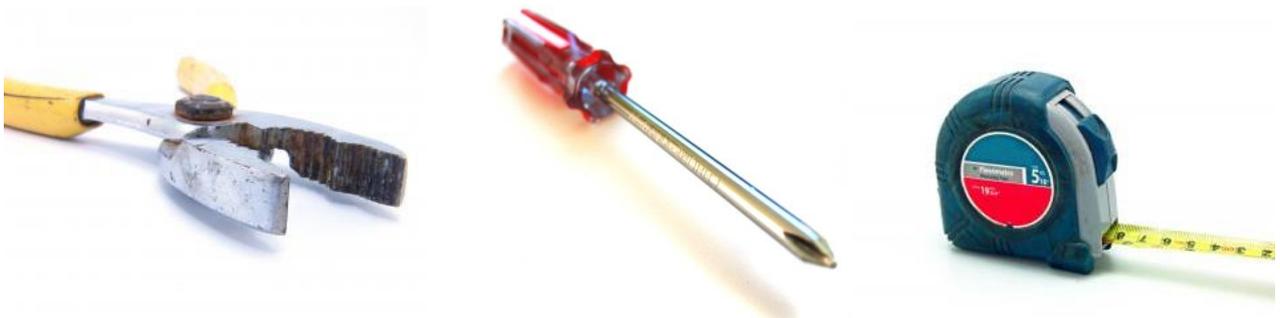
COST: \$200

Prerequisites:

None.

The focus for this course for both semesters is design and production fundamentals. This course is for those students who have an interest in engineering and manufacturing of metal products. Students are introduced to principles and practices of design, fundamentals of design and to manufacture metal products for themselves. They learn to communicate various aspects of the design process within the structure of making their product. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology processes, machine and hand tools skills including computer aided drawing (CAD) and computer aided manufacturing (CAM).

Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively. In addition to this the course also will contribute valuable skills and experience to further education and employment in related fields.



Materials Design and Technology – Wood (G1/G2MDTW)

COST: \$200

Prerequisites:

None.

The focus for this unit is design and production fundamentals. It is a course for those students who have an interest in design and manufacturing of wood products. Students are introduced to principles and practices of design, fundamentals of design to manufacture wood products for themselves. They learn to communicate various aspects of the design process within the structure of making their product.

Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students are introduced to relevant technology process skills including computer aided drawing (CAD) and computer aided manufacturing (CAM). Students work in a defined environment and learn to use a variety of relevant technologies safely and effectively. In addition to this the course also will contribute valuable skills and experience to further education and employment in related fields.

Mathematics Essentials (G1/G2MAE)

COST: \$70

Prerequisites:

None.

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, and the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. Students learn to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs. Possible contexts for this unit are earning and managing money and Nutrition and health.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. Students learn to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to them. Possible contexts for this unit are Transport and Independent living.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

Media Production and Analysis (G1/G2MPA)

COST: \$100

Prerequisites:

- Completion of Media in Year 10 is preferred, but not essential.

In this course, students are encouraged to explore, experiment and interpret their world through the study and creation of media products. This course focuses on the development of technical skills in the practical process. Similarly to ATAR, students will produce their own work and also respond to the work of others.

Unit 1 – Mass Media

Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Unit 2 – Point of View

The focus for this unit is on point of view, a concept that underpins the construction of all media work. Students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Physical Education Studies (G1/G2PES)

COST: \$120

Prerequisites:

- None.

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.



Psychology (G1/G2PSY)

COST: \$80

Prerequisites:

None.

Unit 1

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Visual Art (G1/G2VAR)

COST: \$120

Prerequisites:

None.

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

Pathway Three

Foundation Courses – Individual Course Descriptions

English (F1/F2ENG)

COST: \$40

Students with OLNA Level 1 in Literacy MUST attempt this course.

Students with OLNA Level 2 or 3 in both aspects of Literacy MAY NOT attempt this course.

Unit 1

This unit is comprised of two core modules, which are compulsory, and three elective modules.

Learning outcomes

The learning outcomes reflect the intent of the rationale and the aims and are, in turn, reflected in the content and the assessment types. This repetition is deliberate, to keep the focus on these aims/outcomes/skills and the need to immerse students in the learning experiences that will develop these skills. The intention is that students will become increasingly autonomous in acquiring the skills that ensure that the learning outcomes are met.

By the end of this unit, students will:

- *develop skills in functional literacy, including appropriate spelling, punctuation and grammar.*
- *develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts*
- *develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts*
- *develop skills in speaking and listening for work, learning, community and everyday personal contexts*

Mathematics (F1/F2MAT)

COST: \$70

Students with OLNA Level 1 or 2 in Numeracy MUST attempt this course.

Students with OLNA 3 in Numeracy MAY NOT attempt this course.

Unit 1

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time, and involving the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for the unit are whole numbers and money.

This unit includes five content areas.

- 1.1 *Whole numbers and money*
- 1.2: *Addition and subtraction with whole numbers and money*
- 1.3 *Length, mass and capacity*
- 1.4: *Time*
- 1.5: *Data, graphs and tables*

Unit 2

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals, solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. Teachers are encouraged to apply the content of this unit in contexts which are meaningful and of interest to their students. The number formats for this unit are whole numbers, money, fractions and decimals.

This unit includes five content areas:

- 2.1 *Understanding fractions and decimals*
- 2.2 *Multiplication and division with whole numbers and money*
- 2.3 *Metric relationships*
- 2.4 *Perimeter, area and volume*
- 2.5 *The probability of everyday events*

QUALIFICATIONS – Individual Course Descriptions

ALL STUDENTS MUST CHOOSE AT LEAST ONE OF THE FOLLOWING QUALIFICATIONS:

Certificate II in Creative Industries - Media (CUA20215) (CT2CIM)

COST: \$90

ONE YEAR qualification.

Prerequisites:

None.



This qualification will allow students to explore the world of Media and will focus primarily on the film and television broadcast industries. Students will develop the ability to utilise digital recording equipment in interesting and creative ways, allowing them to express their ideas through a variety of text forms including short film, news broadcast and documentary style film-making. Students will also be given the opportunity to work with industry level editing software in post-production and will learn how to apply visual and audio special effects to their work.

The course is designed to be completed within one year, with students completing a total of 10 units focussing on topics such as following a design process, developing industry knowledge, effective video and sound recording, as well as applying critical thinking.

This course is offered to students under the auspices of Skills Strategies International (RTO #2401).

Certificate II in Creative Industries - Drama (CUA20215) (CT2CID)

COST: \$150

ONE YEAR qualification.

Prerequisites:

None.



This certificate is an Entertainment Industries qualification. The focus is on gaining practical Theatre Industry skills, knowledge and real-life experience in areas such as Events Management, Lighting and Audio, constructing props and costume pieces and assisting in a public event. Completing the Certificate II is a pathway to further studies at TAFE, University, WAAPA or NIDA. Students will gain practical experience in staging events and insight into the local arts industry whilst developing industry networks.

This course is offered to students under the auspices of Skills Strategies International (RTO #2401).

**Certificate II Information, Digital Media and Technology
(ICT20115) (CT2IT11)**

COST: \$90/year



TWO YEAR qualification.

Prerequisites:

None.

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

This qualification provides students with a VET qualification to industry standard. Students will gain practical skills and knowledge to operate the essential functions of hardware and software applications. Successful completion of this qualification provides students with foundation general computing and employment skills that enable participations in an information technology environment.

Students will be enrolled with the Australian Institute of Communications and Technology (AICT) as a registered provider. AICT have a valued reputation within the industry and provide a web based interactive portal for students to access – anywhere and any format. AICT have clustered units with similar elements which acknowledge student skills.

This course is competency based as per State/Private Training Provider guidelines. Students must demonstrate their ability to do a skill on demand. Students achieve 'competency' – there are no grades awarded.

This course is offered to students under the auspices of Australian Institute of Communications and Technology (RTO #2058).

Certificate II Music (CUS20109) (CT2MUS)

COST: \$90



ONE YEAR qualification.

Prerequisites:

None.

The course objective is to introduce and develop musical skills in technical production and performance. Performance components focus on general performance skills such as reading, song writing and performing within ensembles. Production components focus on using music technology in studio and live environments as well as occupational health and safety within the industry. This course is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry. This certificate is delivered over one year within a school based setting. Candidates may enter the qualification with limited or no vocational experience and without a relevant lower level qualification.

This course is offered to students under the auspices of the College of Sound and Music Production, member college of the Australian Centre for Advanced Studies (RTO #50392).

Certificate III Music (CUS30109) (CT3MUS)

COST: \$90



TWO YEAR qualification.

Prerequisites:

None.

This course is designed for students with a background and passion for music who wish to extend and develop those skills within a strongly peer supportive environment. Students pursue their own musical direction within parameters of the course while gaining key Music Industry knowledge such as promotion and copyrighting and exploring more in depth applications of music skills such as song writing, recording, improvisation and stagecraft.

The course is a pathway into specialist Certificate IV qualifications within the music industry. This certificate is delivered over two years within a school based setting. Candidates may enter the qualification without a lower level qualification; Students are expected to enter the course with a suitable musical proficiency (instrument, voice, composition, etc.).

Certificate II Sport Coaching (SIS20513) (CT2SC)

COST: \$90/year



TWO YEAR qualification.

Prerequisites:

None.

The qualification provides the skills and knowledge for an individual to be competent in assisting senior coaches in the planning and implementation of instruction for a range of sports. Work may be undertaken as part of a team and would be performed under supervision. Learners wishing to undertake this qualification should be current or past participants in the respective sport specialisation chosen as part of this qualification.

This course is offered to students under the auspices of YMCA (RTO #3979)

Certificate II Sport Coaching – Soccer (SIS20513) (CT2SOC)

COST: \$90/year



TWO YEAR qualification.

Prerequisites:

Involvement in the Soccer Development Program.

The qualification provides the skills and knowledge for an individual to be competent in assisting senior coaches in the planning and implementation of instruction for Soccer. Work may be undertaken as part of a team and would be performed under supervision. Learners wishing to undertake this qualification must be current or past participants in the Soccer Development Program at Comet Bay College or an equivalent program at a previous school.

This course is offered to students under the auspices of YMCA (RTO #3979)

Cert II Sport and Recreation – AFL (SIS20115) (CT2SRA)

COST: \$150/year

NOTE: AFL Pathway



ONE YEAR qualification.

Prerequisites:

- AFSP students only.**

The qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

This course is offered to students under the auspices of YMCA (RTO #3979)

Cert II Sport and Recreation (SIS20115) (CT2SRG)

COST: \$150

ONE YEAR qualification.

Prerequisites:

- None.**



The qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centers. All job roles are performed under supervision.

The Netball component describes the performance outcomes, skills and knowledge required by players to participate in netball activities at an intermediate level. It requires the ability to prepare for and participate in drills, activities, games and competitions using intermediate level skills, strategies and tactics and to review and evaluate self and team performance.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

This course is offered to students under the auspices of YMCA (RTO #3979)

Cert II Sport and Recreation – Outdoor Focus (SIS20115) (CT2SROP)

COST: \$150

ONE YEAR qualification.

Prerequisites:

- Participation in Outdoor Education in Year 9 & 10.**



The qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry with an Outdoor Pursuits focus in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as fitness centre, outdoor sporting grounds or complexes or aquatic centers. All job roles are performed under supervision.

The Outdoor Pursuits component involves participation in a range of outdoor activities ranging from Snorkeling to Climbing and abseiling in an indoor climbing facility. All students wishing to enroll need to be aware previous involvement in Outdoor Education in years 9 & 10 is a prerequisite and that participation in all physical activities within the course are compulsory.

Job roles

The following are indicative job roles for this qualification:

- recreation assistant
- administration assistant
- grounds assistant
- retail assistant

This course is offered to students under the auspices of YMCA (RTO #3979)

**Cert III Education Support – Transition to Education (TEd)
(CHC30213) (CT3EDS)**

COST: \$180

TWO YEAR qualification.

Prerequisites:

- None.**



The qualification will provide participants with the practical skills and knowledge to assist teaching staff in schools and provide care, instruction and supervision of children from kindergarten to Year 12. Participants will learn how to implement planned education programs, assist students in their learning and development, contribute to the safety and health of students and support students with additional needs. Participants will also learn how to work with children and young people at risk of harm, work effectively with culturally diverse students, families and co-workers and introduce them to working with children with special needs. As part of this qualification participants will undertake a supervised work placement where they will be able to apply the skills and knowledge they have learned in a classroom setting.

In the second year of this program students attend the Fremantle Education Centre to complete the requirements for the Cert III in Education Support. On successful completion students can apply to progress to the Certificate IV. Enrolment in the Cert IV is not automatic and entry is determined by the skill and knowledge level and ability of the student.

**Cert II Building and Construction – Pathway Trades
(52443WA) (CT2BCV)**

COST: \$120/year

TWO YEAR qualification – qualification to be confirmed.

Prerequisites:

None.



The qualification provides students with an excellent opportunity to gain the skills to impress possible future employers. It has been very successful in providing many of our students the opportunity to move into apprenticeships and traineeships in the building and construction industry.

This course gives students the opportunity to develop skills in

- General construction
- Construction techniques to assist in personal projects
- Working as part of a team
- Working safely in the construction industry
- Using a variety of construction tools and equipment

Work placement is a requirement of this qualification and gives students the opportunity to work with potential employers.

Cert III Events (SIT30612) (CT3EVE)

COST: ***

***** Cost unavailable at time of printing**

ONE YEAR qualification.

Prerequisites:

None.

The qualification opens the doors to many career directions in the exciting and rapidly growing event Industry. The course provides student with the education and training to launch their career as an event coordinator. It will equip students with skills and knowledge to work in an administrative or operational events support role.

The qualification has particular relevance in the community, cultural, hospitality, sporting and tourism sectors
(SIT30612)

Cert II Process Plant Operations (PMA20108) (CT2PROC)

COST: ***

***** Cost unavailable at time of printing**

TWO YEAR qualification.

Prerequisites:

None.

The qualification aims to provide students with entry level training using state of the art processing facilities located at Gilmore College at the Trade Training Centre. There will be an emphasis on safety training and following work procedures in a process plant environment.

Authority-developed Recreational Pursuit - Drone (ADRP)

COST: 200*

Prerequisites:

None.

An exciting opportunity for those interested in flying Remotely Piloted Aircraft (RPAs), most commonly known as Drones, is available for Year 11 students in 2018.

In the past 5-10 years there has been a massive increase in civilian operation of drones. We have developed a drone-based program which will allow students to develop skills in drone flying, an understanding of the applications for commercial drone operations, and also an understanding of the engineering and mechanical systems of drones.

The content will be broken up into four main areas:

- Drone flying & RePL training
- Drone Engineering & Design
- Drone Racing
- Commercial Drone Operations

Students will have the opportunity to sit CASA exams in order to gain their Remote Pilots Licence (RePL) – the drone equivalent of a Commercial Pilots Licence. This will allow students to gain employment as a Drone pilot upon leaving school (or even while they are still here!).

***Additional costs** involved in gaining the Remote Pilots Licence (RePL) through our program are approximately \$750 (correct at time of printing). This compares to \$3000-4000 to gain this licence through commercial operators – equating to a 75%+ discount.

Student Information on the Unique Student Identifier (USI)

Unique Student Identifier Number Application

The recent implementation of this new reform requires all students enrolling into Nationally Recognised Courses to obtain a USI number. Comet Bay College offers a wide range of Nationally Recognised Courses to its students and therefore requires **all** students to obtain their individual USI.

Please visit the link below to apply for your child's USI and forward the allocated number to Comet Bay College Administration.

NOTE:

- Please take care to record the number accurately, we may need to contact you in the event an error is made.
- Applications **MUST** be made using the student's LEGAL first name AND LEGAL surname.
- You will be required to provide details from your current Medicare Card and an additional form of ID (for example Drivers Licence). Please have them on hand prior to starting your application.

Further, more comprehensive information regarding the USI is available from the USI website www.usi.gov.au.

START YOUR APPLICATION HERE:

<https://www.usi.gov.au/students/create-your-usi>

Problems With Your Application?

Unfortunately, college staff are not able to assist with any technical issues you may experience in submitting your application. **Please refer to the USI website for contact details in the event you require support.**

Training WA State Training Providers (Training WA)

State Training Providers (Training WA) offer courses for Vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into a State Training Provider (TWA), applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for State Training Provider courses are strongly advised to access the latest information from www.dtwd.wa.gov.au.

Students will find detailed information on the website, but if more information or clarification is needed, then contact:

Phone: 13 64 64 or 9224 6500
Email: career.centre@dtwd.wa.gov.au
Web: www.careercentre.dtwd.wa.gov.au



The links between State Training Providers and University

All Universities in Western Australia to a greater or lesser extent accept Training WA qualifications ie. Certificate IV and above, as admission for specific courses. The extent of this acceptance varies between Universities and courses and students should consult with the relevant university.

State Training Provider (STP) Qualifications Australian Qualifications Framework

Training WA	UNIVERSITY
	Doctorate
	Masters Degree
	Graduate Diploma
	Bachelor Degree
Advanced Diploma	Advanced Diploma
Diploma	Diploma
Certificate IV	
Certificate III	
Certificate II	
Certificate I	

If you intend to follow this Pathway to University Admission then you are advised to consult with the Counsellors at the relevant University to identify which Training WA Courses are recommended.

Alternative University Entry Pathways

(NB: Alternate Entry Programs are reviewed annually)

Portfolio Pathway to Edith Cowan University (ECU)

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students. Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 13 43 28 or www.ecu.edu.au/future-students/course-entry/portfolio-pathway.

Portfolio Entry to Murdoch University

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to Bachelor degrees in Media, Mass Communication and in Digital Media. For more information see www.murdoch.edu.au/School-of-Arts/Media-Portfolio-Entry/.

Gaining Admission to University through Training WA

An Australian Tertiary Admissions Rank (ATAR) is not the only means of entry to University in Western Australia. Training WA can be your stepping stone to a University Education. A significant number of Training WA graduates gain admission to Australian universities each year. Training WA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit www.tisc.edu.au. Apply directly for admission to the University of Notre Dame Australia.

Bridging Courses are available at a number of Universities.

University Access via Training Provider

At time of printing this chart shows the current entry requirements for each University for students applying after completing a state or private training provider Course. This needs to be checked for 2018 / 2019 as it can change annually.

University	Minimum Entry Requirement	Contact Information (Universities Admissions Centres)
Curtin University of Technology	Certificate IV is the minimum requirement for university entry, in some cases a diploma or higher is required. You must also satisfy English requirements.	Curtin will assess applicants with diplomas and/or Advanced Diplomas for advanced standing. The amount of credit given will depend on the relevance of the State or Private Training Provider's qualification to the course of study at Curtin. Visit: futurestudents.curtin.edu.au
Edith Cowan University	Certificate IV	Edith Cowan will assess applicants with Diplomas and/or Advanced Diplomas for advanced standing. The amount of credit given will depend on the relevance of the State or Private Training Provider's qualification to the course of study at Edith Cowan Visit: http://www.ecu.edu.au
Murdoch University	Certificate IV	Murdoch University will assess students with Certificate IV, Diploma, Advanced Diploma or <i>State or Private Training Provider WA</i> studies for advanced standing. Advanced standing is not dependent on the overlap, if any, between these studies and the proposed study at Murdoch University. However, the number of exemptions given will depend on the relevance of the State or Private Training Provider qualification to the course of study at Murdoch. Visit: http://www.murdoch.edu.au/Future-students
University of Notre Dame Australia	Certificate IV and English language competence	Notre Dame will assess applicants with a Diploma and/or Advanced Diploma for advanced standing. The amount of credit given will depend on relevance of the State of Private Training Provider qualification to the course of study at Notre Dame. Visit: www.nd.edu.au
University of Western Australia	Diploma, English language and subject prerequisites.	On gaining a place at UWA , a diploma and/or advanced diploma graduate may be eligible for credit transfer (advanced standing). Applications for credit are assessed on an individual basis. The amount of credit granted will depend on the relevance of elements of the State or Private Training Provider qualification to the degree course, and on evidence of academic quality beyond "competent". Visit: http://study.uwa.edu.au

Minimum Entry Requirement for University

The minimum entry requirement is the minimum level of educational achievement necessary to be eligible to apply for a place at a university. Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university. Entry to courses is very competitive and some university courses have course prerequisites. Completing a diploma may increase your chance of selection.

Advanced Standing and Credit Transfer

Once you have gained admission into university, you may be eligible for advanced standing or credit for your previous studies. In many cases, the universities have determined which State or Private Training Provider qualification will earn you advanced standing or credit.

