



# Upper School 2025 Course Selection Handbook

## Introduction

This Handbook 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.



**Should you have any questions at any time please contact the staff below by calling the College on (08) 9553 8100**

Who?		What for?
<b>Associate Principals</b>	Jo Harmer Aimee Vukman	for all pathway planning and course selection queries
<b>Career Practitioner</b>	Katy Vipond	for in-person pathway planning appointments
<b>Dean of Student Support – Upper School</b>	Martin Donohue	for queries related to attendance, pastoral care and alternative arrangements
<b>Year 10 Associate Dean of Student Support</b>	Kale Mcloughlin	for pathway planning and course selection advice, and pastoral care concerns
<b>Dean of Vocational Education and Career Development</b>	Jane Bryer	for queries related to STEP, TAFE, Workplace Learning and Fee For Service.

## **Our Moral Purpose:**

*We strive for excellence by nurturing individual abilities, providing meaningful opportunities, and fostering positive respectful communities.*

## **Message from the Principal**

Year 11 and 12 are pivotal years that mark a significant transition in the educational journey of our students, as they embark on the final stages of their secondary education and prepare for the exciting opportunities that lie beyond.



This handbook serves as a comprehensive guide to the courses and pathways available to our students as they navigate their way through these crucial years. It outlines the diverse range of subject offerings that cater for the varied interests, abilities, and aspirations of our student body. We are committed to providing a well-rounded education that equips our students with the skills and knowledge they need to thrive in an ever-changing world.

Our experienced staff are here to assist students and parents every step of the way, offering guidance, encouragement, and advice whether their ambitions lie in pursuing a university pathway, embarking on a vocational training program, or entering the workforce directly.

I encourage all students and parents to familiarise yourselves with the content of this handbook and to take full advantage of the resources and support available. Together, let us embark on this exciting journey of learning, growth, and discovery, as we work towards a bright and promising future for all.

**Kelly Bennett**  
**Principal**

## Pathway selections

### Year 10 Selections for Upper School 2025

This booklet has been prepared to assist parents and students in making educational decisions for 2025 and beyond.

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.



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.

#### 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.

#### 4. Financial Commitment

We recommend families take into consideration course costs and their affordability at this stage of the Course Selection Process.

#### 5. Courses Delivered Over Years 11 and 12 (2 Years)

In the case of courses/qualifications that are delivered over Years 11 and 12, please consider the financial commitment for both years.

**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.

## Upper School Pathways at Comet Bay College

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 via a full ATAR load

**Pathway Two:** General or Foundation courses  
Alternative University Entrance  
State or Private Training Providers or Employment.

**Pathway Three:** School Transition to Employment (STEP)  
(Apprenticeship, Traineeship or Employment).

**Note:** There is an individual Handbook for VET pathways including STEP and FFS information.

**Key dates in the course counselling process are below.**

What?	When in Term 2
Career Week during HASS classes	Week 1
Pathway planning and course selection sheets overview in Homeroom	Weeks 2 - 4
VET 2025 Course Handbook for STEP & FFS published	Week 3
Career Expo and Parent information evening	Week 5, Tuesday 14 <sup>th</sup> May 6 – 7.30 pm
Year 10 Semester One reports emailed home	Week 7, Tuesday, 28 <sup>th</sup> May
SSO opens for Year 10 students to select their 2025 Year 11 courses	Week 8, Wednesday, 5 <sup>th</sup> June 6.30pm

## 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 in Year 11 and Year 12.**

What to select:

Year 11		Year 12	
5 1	ATAR Courses Cert II Qualification or General course	4 or 5 1	ATAR Courses Cert II Qualification, General course, or Study/Flexi period

Each student choosing this pathway must study six courses in Year 11. 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)

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

### **NOTE:**

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

## Pathway Two – GENERAL OR ALTERNATIVE UNIVERSITY ENTRY

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

**Students may also select 1 or 2 Certificate II Qualifications.**

What to select:

Year 11	Year 12
4 or 5 General and ATAR courses <u>plus</u> 1 or 2 Cert II Qualifications <u>or</u> 6 General or ATAR courses <b>NOTE:</b> <i>A student must not select more than 3 ATAR courses.</i>	4 or 5 General and ATAR courses <u>plus</u> 1 or 2 Cert II Qualifications <u>or</u> 6 General or ATAR courses <b>NOTE:</b> <i>A student must not select more than 3 ATAR courses.</i>

Each student choosing this pathway must study six courses in Year 11. To satisfy English language competency standards, **students must select General English or General English Literature** as one of their six courses.

**They must include:**

**At least one List A Course** (Arts / Languages / Humanities & Social Sciences)

and

**At least one List B Course** (Mathematics / Science / Technology)  
**(Recommended two list B Courses)**

## Pathway Three – SCHOOL TRANSITION TO EMPLOYMENT (STEP)

Students entering this pathway are either seeking employment or entry to TAFE or a private Registered Training Organisation (RTO). The STEP pathway also provides students with the opportunity to continue their education and training post-school and can lead to the achievement of higher-level qualifications such as Certificate III and IV, or eventual university entry.

Students in the STEP program will attend school three days each week and attend TAFE (or another RTO) and workplace learning on the remaining two days. STEP students select ONE VET qualification and are required to complete the below courses at school.

**Note:** There is a separate Handbook for VET pathways including STEP and FFS information.

COURSE	Year 11	Year 12
English General	✓	✓
Mathematics Essential General	✓	✓
Mathematics Applications ATAR (optional year 11&12)	✓	✓
Health Studies General	✓	✓
Workplace Learning	✓	✓
BSB20120 Cert II Workplace Skills	✓	×
FSK20119 Cert II in Skills for Work and VET Pathway	×	✓

### Minimum Criteria for STEP program:

- Minimum of C grade in Mathematics, English and Science.
- OLNA 2 or above in Numeracy, Reading and Writing.
- High standards of attendance.

### How to apply for the STEP Program?

1. Complete a General Selection through our online selection process (SSO).
2. Tick the STEP BOX at the end of the course selection process on SSO.
3. Book a STEP interview for week 1 or 2 of term 3 (via the link on SSO).
4. Complete a Profile Funded TAFE application for the course you are interested in.



## 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 16<sup>th</sup> and 17<sup>th</sup> years can access are listed below.

Alternative	How?
Full-time home-based schooling	Advise local District Education Office
Full-time enrolment at a training institution such as TAFE or a private Registered Training Organisation	Complete a 'Notice of Arrangements' application form and submit to local District Education Office for approval.
Apprenticeship or Traineeship	Signed contract.
Community Based Course	Complete a 'Notice of Arrangements' application form and submit to local District Education Office for approval
Combination Program involving part-time work and / or training	Complete a 'Notice of Arrangements' application form and submit to local District Education Office for approval
Full-time employment	Complete a 'Notice of Arrangements' application form and submit to local District Education Office for approval

Further information about alternatives can be found at [www.education.wa.edu.au/alternatives-to-full-time-schooling](http://www.education.wa.edu.au/alternatives-to-full-time-schooling).

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

## Pathway One – University Entrance Individual ATAR Course Descriptions

### Biology (A1/A2BLY)

COST: \$80

This course leads to Biology (ATBLY) in Year 12

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 SCIENCE.**

Biology is the study of the amazing diversity of life and how it functions. Exploring everything from cells to ecosystems, it helps us understand and solve biological issues and how living systems, from tiny molecules to entire ecosystems, are all connected. Biology is essential for addressing environmental, health, and sustainability challenges in our communities. Through collaborative and individual work, students enhance their investigative, analytical, and communication skills in the field, lab, and research investigations.

#### 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

This course leads to Chemistry (ATCHE) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 SCIENCE.**

Chemistry is the study of materials and substances, exploring how they transform through interactions and energy transfer. Students in chemistry learn about the role of chemical, electrical, and thermal energy. Using models, students predict properties and reactions, adapting them for specific purposes. Studying chemistry provides a foundation for investigations in various scientific fields, serving as a 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.

## **Economics (A1/A2ECO)**

**COST: \$70**

**This course leads to Economics (ATECO) in Year 12.**

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 HUMANITIES AND SOCIAL SCIENCES.**

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national, and global levels.

This course explores the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.



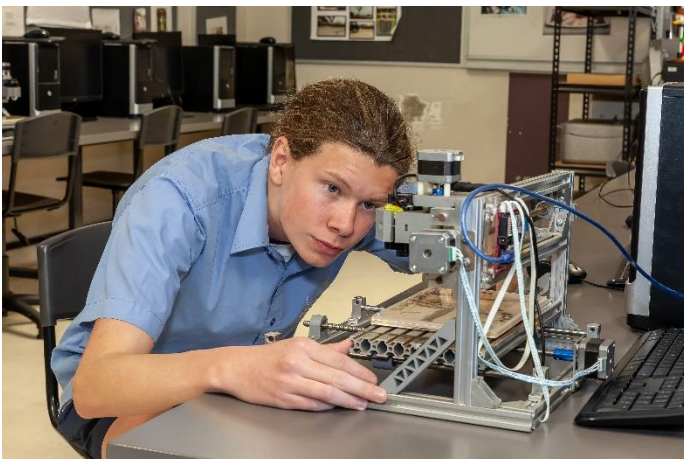
## **Engineering – Mechatronics (A1/A2EST)**

**COST: \$280**

**This course leads to Engineering – Mechatronics (ATEST) in Year 12.**

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 ENGINEERING – 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 apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills, and explore the interrelationships between engineering and society.

## ATAR English (A1/A2ENG)

COST: \$40

This course leads to English (ATENG) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 ENGLISH.**

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. They can respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.



## Geography (A1/A2GEO)

COST: \$90

This course leads to Geography (ATGEO) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 HUMANITIES & SOCIAL SCIENCES.**

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

### Unit 1 – Natural and ecological hazards

In this unit, students explore both natural (i.e., hydrological, geomorphic, and atmospheric) hazards and ecological (i.e., biological, and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards.

### Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.



Fieldwork is a compulsory aspect of the course. For this course the planned trip will be to Mandurah Dolphin Cruises to collect data in support of their studies of tourism. Additional costs for field trips will apply.

## Health Studies (A1/A2HEA)

COST: \$90

This course leads to Health Studies (ATHEA) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 ENGLISH.**

This course provides an introduction into personal health and wellbeing and what it means to be healthy by exploring health as a dynamic quality of life. Students examine the impact of social, environmental, economic, and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments, and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research, or community health care.



## Human Biology (A1/A2HBY)

COST: \$80

This course leads to Human Biology (ATHBY) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 SCIENCE.**

### 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.



## Literature (A1/A2LIT)

COST: \$80

This course leads to Literature (ATLIT) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 ENGLISH 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. 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. 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.



## Mathematics Applications (A1/A2MAA)

COST: \$70

This course leads to Mathematics Application (ATMAA) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 MATHEMATICS.**

### 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' continue the Year 7–10 study of algebra and introduces the new topic of matrices. 'Shape and measurement' extend 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.

### 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' use linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.



## Mathematics Methods (A1/A2MAM)

COST: \$70

This course leads to Mathematics Methods (ATMAM) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A GRADE IN YEAR 10 MATHEMATICS.**

### 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

This course leads to Mathematics Specialists (ATMAS) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A GRADE IN YEAR 10 MATHEMATICS.**

### 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. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments. 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 provide 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: \$150

This course leads to Media Production and Analysis (ATMPA) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 ENGLISH.**

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. It is also a great compliment to other humanities subjects such as English, Literature and History, as well as design subjects such as Photography.

### Unit 1 – Popular culture

Students analyse and respond to a range of popular culture media, identifying techniques, purposes and meanings that are created and audience interpretation. Students develop their own ideas and learn production skills to produce media work in the context of popular culture.

### Unit 2 – Journalism

Students analyse and respond to a range of media work designed to influence audiences. Students develop their own ideas and expand production skills to produce media work in the context of media influence.





## Modern History (A1/A2HIM)

COST: \$80

This course leads to Modern History (ATHIM) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 HUMANITIES & SOCIAL SCIENCES.**

### Unit 1– Understanding the modern world.

In this unit, students are introduced to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality, and fraternity.

### Unit 1 – Elective 7: Capitalism – the American experience (1901 – 1941)

The political, economic, and social situation in the USA at the beginning of the 20th century.

### Unit 2 – Movements for change in the 20th century

In this unit, students examine significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. It focuses on the ways in which individuals, groups and institutions challenge authority and transform society.



### Elective 6: Nazism in Germany

The economic, social, political, and military circumstances in Germany at the end of WWI.

## Physics (A1/A2PHY)

COST: \$80

This course leads to Physics (ATPHY) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A GRADE IN YEAR 10 SCIENCE AND 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.

### 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.

## Psychology (A1/A2PSY)

COST: \$80

This course leads to Psychology (ATPSY) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 HUMANITIES & SOCIAL SCIENCES.**

### Unit 1

This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies, and models, which develop and change over time, to explain human emotion, cognition, and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel, and behave. Students can understand the impact of developmental change on human thoughts, feelings, and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

### Unit 2

This unit focuses on the influence of others on human behaviour, cognition, and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity, and attribution with reference to relevant psychological studies and apply these theories to real-world experiences. The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice, and discrimination in a range of areas.

## Visual Art (A1/A2VAR)

COST: \$160

This course leads to Visual Art (ATVAR) in Year 12.

**TO SELECT THIS COURSE, STUDENTS MUST ACHIEVE AN A OR B GRADE IN YEAR 10 VISUAL ARTS OR VISUAL ARTS EXTENSION.**

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.

### 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.



## Pathway Two – General Pathway

### Individual General Course Descriptions

#### Ancient History (G1/G2HIA)

COST: \$80

This course leads to Ancient History (GTHIA) in Year 12.

##### 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.

##### **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.



#### Career and Enterprise (G1/G2CAE)

COST: \$90

This course leads to Career and Enterprise (GTCAE) in Year 12.

##### Prerequisites:

None.



This course engages students in learning about developing their career in a constantly changing digital and globalised world.

The focus of this course involves learning to manage and take responsibility for personal career development. The Career and Enterprise course involves students recognising their individual skills and talents and using this understanding to assist in gaining and keeping work. The course develops a range of work skills and an understanding of the nature of work. Key elements of the course include: the development of an understanding of

different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; the exploration of social, cultural, and environmental issues that affect work; workplace and careers; and the rights and responsibilities of employers and employees.

## Children, Family, and the Community (G1/G2CFC)

COST: \$150

This course leads to Children, Family, and the Community (GTCFC) in Year 12.

### 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.



## Computer Science (G1/G2CSC)

COST: \$20

This course leads to Computer Science (GTCSC) in Year 12.

### Prerequisites:

None.

In the Computer Science General Course students are introduced to the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems while exploring the building blocks of computing. Students explore the principles related to the creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.



## Design Graphics (G1/G2DESG)

COST: \$100

This course leads to Design Graphics (GTDESG) in Year 12.

### Prerequisites:

None, though some exposure to Digital Design and the use of application like: Illustrator, Photoshop, and InDesign in lower school is preferred.

The goals of Design and Graphics 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.

## Design Photography (G1/G2DESP)

COST: \$100

This course leads to Design Photography (GTDESP) in Year 12.

### Prerequisites:

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

The goals of Design Photography 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 – 2025 there is the possibility students will engage using the drone as a platform to design photographs in the following context: Arial Photography, Arial Mapping, High camera angle imaging, 3D forms photography, HDR (High dynamic range) photography, Time laps photograph and panoramic (wide angle view) photography.

## Dimensional Design – CAD/CAM (G1/G2DESD)

COST: \$50

This course leads to Dimensional Design– CAD/CAM (GTDESD) in Year 12.

### Prerequisites:

- None.

Dimensional Design CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) is an exciting STEM course that allows students to use their creativity to develop solutions to real world problems, needs and opportunities.

The design projects allow students to demonstrate their skills and understandings of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

This course leads to a Certificate 3 in Engineering Technical CAD or related industry career pathway in design, drafting or machining. Students will be exposed to current manufacturing techniques including CNC machining, CNC laser and plasma cutting and 3D printing. The ability to use CAD/CAM will benefit students studying Engineering, Metal and Wood in Senior School.



## Drama (G1/G2DRA)

COST: \$100

This course leads to Drama (GTDRA) in Year 12.

### Prerequisites:

None.

This course focuses on drama in practice. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting, and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.



## Engineering – Mechanical (G1/G2EST)

COST: \$280

This course leads to Engineering – Mechanical (GTEST) in Year 12.

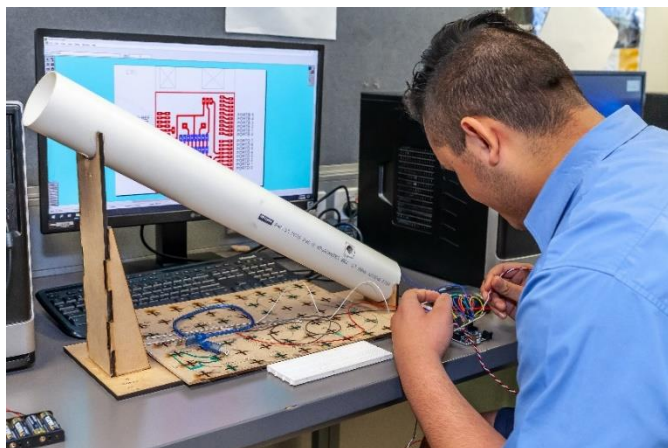
### Prerequisites:

None.

This course is specifically designed around the eV Challenge ([www.facebook.com/evchallengewa](http://www.facebook.com/evchallengewa) and <https://youtu.be/AcCvgpDh94s>), a STEM competition Comet Bay College has been involved with since 2016.

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. Being based around the eV Challenge competition, students also can test their solutions against those students from other schools who have been working to the same design brief.

Students will develop skills and knowledge in mechanical engineering, mechanical systems, aerodynamics, material selection, the design process and computer aided drawing. They will have the opportunity to develop solutions using innovative computer aided manufacturing (CAM) technologies such as 3D printers, laser cutters and CNC mill to help them produce solutions. Students will also use hand tools, power tools and traditional machines to also produce solutions to design problems.



## English (G1/G2ENG)

COST: \$40

This course leads to English (GTENG) in Year 12.

### 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.



## eSports Endorsed Program (ADRPSP)

COST: \$50

### Prerequisites:

None.

New for 2025, the eSports Endorsed program is a course designed for students who are keen gamers. With several online and in-person interschool gaming competitions already in place students will have the opportunity to refine their skills in several electronic games, with the potential of representing Comet Bay College in eSports competition. Games that are used in interschool events include Rocket League, F1 22, Valorant and Overwatch - with the potential for other games to be included in our program.



Gaming can assist students develop key STEM skills identified by the Education Department as being critical skills for 21st century workers - including problem solving, creativity, teamwork, and communication amongst others. This course would be ideal for students looking at developing these skills in a safe and controlled environment.

## Food Science and Technology (G1/G2FST)

COST: \$270

This course leads Food Science and Technology (GTFST) in Year 12.

### 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.

### **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.

### **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) (Tourism focus)

COST: \$90

This course leads to Geography (GTGEO) in Year 12.

### Prerequisites:

None.

Geography is the study of the world we live in, its environments, landscapes and natural disasters, and the relationship between people and environments. Physical Geography covers the Earth's climate atmosphere, landscapes and natural processes including tectonic plates, while human Geography covers population growth, globalisation, urbanisation, and tourism.

Geography includes field trips to immerse students in local environments so they can apply knowledge learned in class.

Geographers are seen as employable due to their combination of transferrable skills including problem solving and critical thinking. They will often work in the field of social research, business, finance, and human resources, with more than 10% of Geographers go into marketing, public relations, and sales.



Some Geographers work as town planners, cartographers, surveyors, environmental consultants, travel agents, emergency planners, landscape architects and meteorologists. Whilst others specialise in development, poverty and climate change, journalism, local government, and utility companies.



## Health Studies (G1/G2HEA)

COST: \$90

This course leads to Health Studies (GTHEA) in Year 12.

### 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

This course leads to Human Biology (GTHBY) in Year 12.

### Prerequisites:

None.

### **Unit 1**

Students explore how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system and how the dietary decisions we make can affect the functioning of body cells and our quality of life.

### **Unit 2**

Students explore circulatory, respiratory, and urinary systems, and how they facilitate the exchange, transport, and removal of materials for efficient body functioning and explore the importance of regular health checks to prevent or manage medical problems.

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. Students will analyse and interpret data collected through investigations in the context studied.



## Materials Design and Technology – Metals (G1/G2MDTM)

COST: \$280

This course leads to Material Design and Technology – Metal (GTMDTM) in Year 12.

### 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 – Textiles (G1/G2MDTT)

COST: \$150

This course leads to Material Design and Technology – Textiles (GTMDTT) in Year 12.

### Prerequisites:

None.

Students who love fashion and the idea of creating their own look are invited to select this course. The design and manufacture of fashion products is the major focus of this course, which gives students the opportunity to develop skills which contribute to creating their own fashion items. Students will also develop design skills for textiles products from initial concept through to the finished product. Students will also consider designing and producing items for consumers, providing a real-world application for their learned skillset.



## Materials Design and Technology – Wood (G1/G2MDTW)

COST: \$280

This course leads to Material Design and Technology – Wood (GTMDTW) in Year 12.

### 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

This course leads to Mathematics Essential (GTMAE) in Year 12.

### 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.



### 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.

## Media Production and Analysis (G1/G2MPA)

COST: \$100

This course leads to Media Production and Analysis (GTMPA) in Year 12.

### Prerequisites:

None.

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.

The Media Production and Analysis General course enables students to:

- use skills, techniques, processes, codes and conventions, and technologies to create media work for audience, purpose, and context.
- use critical, social, and cultural understandings to respond to, reflect on, create, and evaluate media work.
- understand the evolving role of media in society.

### 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.

## Outdoor Education Studies (GEOUT)

COST: \$250

This course leads to Outdoor Education Studies (GTOUT) in Year 12.

### Prerequisites:

None.

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



## Physical Education Studies (G1/G2PES)

COST: \$120

This course leads to Physical Education Studies (GTPES) in Year 12.

### 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

This course leads to Psychology (GTPSY) in Year 12.

### 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 several influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. 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.

### Focus Area 1: Engagement with the community.

Students study at least one contemporary community service related to improving communities, and explore the potential issues they face and, how those issues are currently being addressed. Students present any further actions required/expected by government, communities or other individuals that enhance or further improve this service or category.



### Focus Area 2: Influencing Community Change

Students study at least one contemporary example of a community initiative by either an individual, group, organisation, or community that has contributed to social change. They will explore the impact this change has had on a community and how this initiative can be improved and implemented by other communities.

## Science in Practice (G1/G2SIP)

COST: \$85

This course leads to Science in Practice (GTSIP) in Year 12.

### Prerequisites:

None.

### Unit 1

Students conduct a variety of investigations, developing science and presentation skills, as well as increasing their understanding of sustainability, environmental science, chemistry, and data management. They develop an understanding of some of the broader aspects of sustainability by exploring a current issue of local relevance. They are encouraged to use information and communication technology to gather and interpret data, and to communicate their findings in a variety of ways.



### Unit 2

Students continue to conduct a variety of investigations, developing science and presentation skills. Students will increase understanding of forensic science through collection of evidence, evidence types, evidence analysis (fingerprinting, blood, DNA, handwriting, drugs, and trace evidence).

## Visual Art (G1/G2VAR)

COST: \$140

This course leads to Visual Art (GTVAR) in Year 12.

### 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.



## Pathway Two – Foundation Pathway

### Individual Course Descriptions

#### English Foundation (F1/F2ENG)

COST: \$40

English Foundation (FTENG) in Year 12.

**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.

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 Foundation (F1/F2MAT)

COST: \$70

Mathematics Foundation (FTMAT) in Year 12.

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

**Students with OLNA 2 or 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. The number formats for the unit are whole numbers and money.

#### 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. The number formats for this unit are whole numbers, money, fractions, and decimals.





## Pathway Two – Qualifications

### Individual Course Descriptions

The following Qualifications are proposed offerings for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of these qualifications. The school will initiate a formal partnership agreement with an RTO for the delivery of the qualifications on the basis of interest from students in these qualifications.

#### ICT20120 Certificate II Applied Digital Technology (CT2ADT)

COST: \$120

##### ONE YEAR qualification.

##### Prerequisites:

Year 11 and year 12 students.

This qualification is highly centred around the development of skills and preparation for the workplace in that it covers both the 'hard skills', that is knowledge skills of the use of technology and the 'soft skills' of problem solving, communication, workplace health and safety etc. It is a practical course that provides realistic applications of technology and tasks that are found in the workplace.

The nationally recognised Certificate II in Applied Digital Technologies prepares you for entry-level roles in information technology across a range of industries and foundational computer skills that can be used in any workplace where computer skills are necessary.

Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)

#### CUA20220 Certificate II Creative Industries – VR (CT2CIM)

COST: \$150

##### ONE YEAR qualification.

##### Prerequisites:

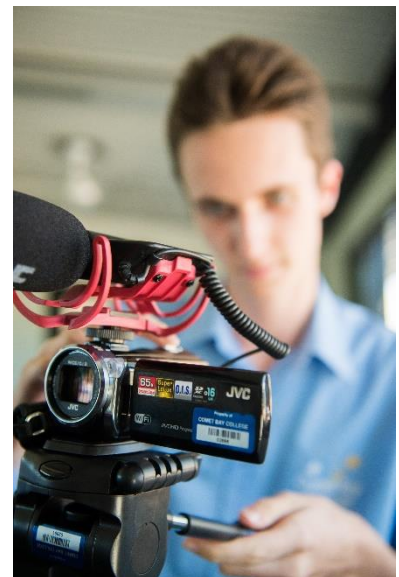
Year 11 and year 12 students.

This qualification will allow students to explore 3D design using Virtual Reality. They will be designing 3D models using a CAD (Computer Aided Design) and learning how to 'rig' and 'skin' the characters by adding virtual bones and skin. These models will then be animated to create a short media project.

As well as 3D modelling, students will be completing units in film and sound recording to develop skills in motion capture. This technology allows film makers and animators to apply realistic human movements, caught on camera, to 3D models.

The qualification is designed to be completed within one year, with students completing a total of 10 units focussing on topics such as following a 3D Modelling, 3D Animation, developing industry knowledge and effective video and sound recording.

Delivered via Auspice partnership with Skills Strategies International Pty Ltd (RTO: 2401)



## SIT20322 Certificate II Hospitality (CT2HOS)

COST: \$280

### TWO YEAR qualification.

#### Prerequisites:

- Year 11 students

The Certificate II in Hospitality is for students who aspire to become food and beverage attendants and want to build an exciting career in the growing hospitality industry. Students learn the practical skills to deliver great customer service in a range of hospitality settings such as restaurants and cafes, catering operations and coffee shops. This qualification provides detailed training in a range of hospitality operational skills including basic food and beverage service.

Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)



## CUA20615 Certificate II Music Industry (CT2MUS)

COST: \$90

### ONE YEAR qualification.

#### Prerequisites:

- Year 11 and year 12 students.

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. Candidates may enter the qualification with limited or no vocational experience and without a relevant lower-level qualification.

Delivered via Auspice partnership with College of Sound and Music Production (RTO: 41549)



## SIS20419 Certificate II Outdoor Recreation (CT2OR)

COST: \$250

### ONE YEAR qualification.

#### Prerequisites:

- Year 11 and year 12 students.

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities.

Students will learn to use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)

*Please note: all students will be required to complete First Aid training as part of this course at an additional cost of \$50.00.*

## SIS20319 Certificate II Sport Coaching (CT2SC)

COST: \$90

### ONE YEAR qualification.

#### Prerequisites:

- Year 11 and year 12 students.

This qualification provides a pathway to work in entry-level assistant coaching roles, working or volunteering at community-based sports clubs and organisations in the Australian sport industry. The course provides a defined and fundamental range of elementary coaching skills needed to engage participants in a specific sport, under the supervision of a senior coach.

Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)

*Please note: all students will be required to complete First Aid training as part of this course at an additional cost of \$50.00.*



This course leads to Certificate III Sport and Recreation (CT3SRA) in year 12.

**NOTE: AFL Pathway**

**ONE YEAR qualification.**

**Prerequisites:**

**Year 11 AFSP students only.**

This qualification develops basic functional knowledge and skills for working in customer contact positions in the sport or community recreation industry. It also teaches a range of administrative activities and functions, both within a team and as an individual working under supervision.

It prepares participants for working in settings such as sport and recreation centres or facilities, and leisure and aquatic centres, assisting with the conduct of recreation activities, and basic facility maintenance and operations. Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)

*Please note: all students will be required to complete First Aid training as part of this course at an additional cost of \$50.00.*



## SIS20115 Certificate II Sport and Recreation – AFL girls (CT2SRAG)

COST: \$90

This course leads to Certificate III Sport and Recreation (CT3SRAG) in year.

**NOTE: AFL Female Pathway**

### ONE YEAR qualification.

#### Prerequisites:

- Year 11 AFSP female students only.

This qualification develops basic functional knowledge and skills for working in customer contact positions in the sport or community recreation industry. It also teaches a range of administrative activities and functions, both within a team and as an individual working under supervision.

It prepares participants for working in settings such as sport and recreation centres or facilities, and leisure and aquatic centres, assisting with the conduct of recreation activities, and basic facility maintenance and operations.



Delivered via Auspice partnership with IVET Pty Ltd (RTO: 40548)

*Please note: all students will be required to complete First Aid training as part of this course at an additional cost of \$50.00.*

## MSL20118 Certificate II Sampling and Measurement (CT2SAM)

COST: \$80

### ONE YEAR qualification.

#### Prerequisites:

- Year 11 and year 12 students.
- Year 10 C-grade in science is desirable.

This qualification is designed to launch a science career as there is a strong demand for sample collection and laboratory skills across diverse industries such as mining, food manufacturing, construction, and pharmaceutical production. This program provides the foundation-level skills necessary to proficiently collect, handle, and transport samples. Students develop essential knowledge in data recording, storage, simple calculations, and result presentation. Successful completion of this qualification equips students with the ability to gather samples for various industry testing scenarios. It also lays a solid foundation for further studies in environmental sciences, health, or trades.

Delivered via Auspice partnership with Australian Institute of Education and Training.



## CUA31020 Certificate III Screen and Media – VR (CT3CIM)

COST: \$150

### ONE YEAR qualification.

#### Prerequisites: Cert II Creative Industries - VR

- Year 12 students only.

This qualification will allow students to continue to explore 3D design using Virtual Reality. They will be using VR CAD (Computer Aided Design) to develop a solution for an existing engineering problem and will apply their skills in designing futuristic modes of transportation.

Students will gain skills in critical and creative thinking and will be required to problem solve within teams.

The qualification is designed to be completed within one year and follows on directly from the Cert II in Creative Industries – VR.



Delivered via Auspice partnership with Skills Strategies International Pty Ltd (RTO: 2401)

## CUA30915 Certificate III Music Industry (CT3MUS)

COST: \$90

### ONE YEAR qualification.

#### Prerequisites:

- Year 12 students only.
- Certificate II Music Industry (CT2MUS).

This qualification is for those students who have an interest in music and are keen to develop skills for the contemporary music industry. The Certificate III in Music Industry allows for specialisations in Performance.

#### Performance Specialisation

Depending on the electives chosen, Performance Specialisation students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Delivered via Auspice partnership with College of Sound and Music Production (RTO: 41549)



## Alternative University Entry Pathways

(NB: Alternate Entry Programs are reviewed annually)

### Experienced Based Entry to Edith Cowan University (ECU)

Edith Cowan University offers an additional pathway for entry by school leaver students. Detailed information about the requirements for the Experienced Based Pathway to ECU may be obtained from Student Recruitment on 13 43 28 or

<https://www.ecu.edu.au/future-students/course-entry/experience-based-entry-scheme>



### Portfolio Entry to Murdoch University

Murdoch University offers a portfolio pathway for admission to bachelor's degrees in media, Mass Communication and in Digital Media as well as other undergraduate degrees.

For more information see

<https://www.murdoch.edu.au/study/pathways-to-uni/high-school>

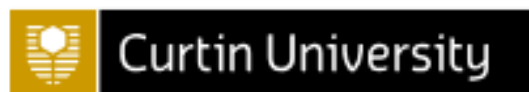


### TLC Learning for Tomorrow Murdoch University Enabling Course

TLC Learning for Tomorrow is free and available to domestic students in participating schools in the Mandurah and Rockingham areas. Students commit to attending TLC classes once per week during Term 1, 2 and 3 while they complete Year 12. Students apply to participate at the end of Year 11.

### Portfolio Entry to Curtin University

Curtin University offers an additional pathway for entry by school leaver students. Detailed information about the requirements for the Portfolio entry can be obtained from <https://www.curtin.edu.au/study/applying/pathways/>



### Experienced-based Entry to University of Western Australia

UWA offers an additional pathway for entry by school leaver students. Detailed information about the requirements for the Portfolio entry can be obtained from

<https://www.uwa.edu.au/study/How-to-apply/Admission-entry-pathways/Experience-based-entry>



## **Enabling (bridging) Courses are available at all West Australian universities.**

All Universities offer enabling courses into certain Undergraduate degrees. These range from 4-week intensive courses held over the summer to courses that are offered in first semester. Statistics show that students who complete enabling courses have a similar completion rate to those who enter using an ATAR ranking.

## **Gaining Admission to University through Training WA**

Training WA can be your steppingstone to a University Education.

A significant number of Training WA graduates gain admission to Australian universities each year. Students can use a Certificate IV, Diploma or Advance Diploma to gain entry into university. Each University has their own additional requirements.

Training WA graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to the public universities, visit [www.tisc.edu.au](http://www.tisc.edu.au). Apply directly for admission to the University of Notre Dame Australia.

