

COMO

Secondary
College

STUDENT COURSE

HANDBOOK

Year 11

2018

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Costs indicated in this handbook are the costs for 2017. They are an indication of the cost per unit. Actual costs will appear on the Charges and Contributions sheets sent out by the College before the end of the school year. The college cannot guarantee any course or combination of courses will appear on the timetable due to the availability of resources or insufficient students selecting the course.

Principal's Message

Transition to Year 11 is a significant and important milestone but is also a very complex and potentially confusing change. It is therefore important that families and school work in partnership to make informed decisions that best meet each individual's educational and career needs.

This handbook contains essential information about the transition process, future pathways and courses offered in Year 11 and is therefore the cornerstone of our counselling process. It will need to be referred to constantly throughout the remainder of the year and may even be useful during 2018. It should be read carefully and retained for future use.

We attempt to support students and families by making sure they have access to the information they need to make informed decisions. While we may provide advice concerning course selection, our role is NOT to actually make decisions for students – that is the responsibility of the student and his/her family. It is therefore essential to participate fully in the various programs and events the school offers.

In addition to this publication, the school supports students and/or families in the decision-making process by:

- Having held a Family Information Evening on Monday 22nd May
- building career and vocational information into the curriculum, especially in Humanities and Social Sciences classes
- arranging a counselling session for individual families with a trained course counsellor during August
- ensuring students receive feedback from their classroom teachers concerning the courses most suitable for their achievement level

Our starting point is to set all students the goal of completing Year 12 and receiving a Western Australian Certificate of Education (WACE), WACE requirements have changed considerably in the last two years and we encourage you to familiarize yourself with these requirements through either this handbook or parent information sessions before choosing courses for next year.

There may for some students, however, be circumstances in which a more attractive opportunity for an individual (eg training or employment) may become available. If this is the case, we have highly trained staff that who assist families in this decision making. Please participate fully and actively in determining your future.



Digby Mercer
Principal

School Charges

To ensure we can provide the best service and facilities for our students, and according to the School Education Act, school fees for Years 11 and 12 are compulsory. The course costs within this handbook are indicative only to aid in the selection of subjects for next year. Contributions and Charges for 2018 are approved by the College Board later in the year and advised to parents by the 1st of December 2017.

50% of charges are required to be paid by the start of the College year with the balance to be paid by the end of Term one. For those families experiencing hardship, payment arrangements can be organised by contacting our accounts department on 9365 2000.

Charges will depend upon the course chosen. Some specific courses will incur higher costs dependent upon such items as text, subject specific resources, materials, excursions, certificates and work placement.

We urge you to start making plans now so that you are in a position to pay your Compulsory Charges prior to the end of Term One in 2018.

Camps and Excursions, Trips and Tours Interstate and Overseas

Camps and excursions are an important part of the educational experiences of our students. In most cases, the camp or excursion will be an integral part of the course. It is our policy to obtain parent permission for **all** camps/ excursions/tours, along with payment in full of all associated costs prior to student attendance. Without parent permission, students cannot attend a camp or excursion. When attending camps or excursions, students are to abide by the College rules and wear school dress, where appropriate.

Interstate and overseas trips—Specialist Course Students

The College cannot accept monies for these trips until obligations to pay specialist programs and College course charges have been fulfilled. The College has discretion to exclude students from extra-curricular activities (eg excursions, tours) if College course charges are not paid in full.

PLEASE NOTE: payment plans may commence at any time – why not prepare early for next year and start NOW with a monthly direct deposit from your bank account to the College account:

Account Name: Como Secondary College

BSB: 066 102

Account No: 00903523

Ref: student name



Subjects incurring a proposed cost of greater than \$50 are considered high cost (highlighted in orange) and payment of a 50% deposit is required to confirm acceptance and placement in these classes. An invoice will be issued following receipt by the College of completed selection sheets and **payment is due 17 November 2017**. (All subject charges are proposed for 2018 and are subject to change.)

	Charge
The Arts	
Dance: General	\$55.00
Design Photography: General	\$90.00
Drama: General	\$50.00
Music: ATAR	\$70.00
CUA2061 Certificate II in Music Industry	\$80.00
Visual Arts: ATAR	\$75.00
Visual Arts: General	\$65.00
English	
English: ATAR	\$45.00
English: General	\$40.00
English as an Additional Language or Dialect: ATAR	\$45.00
Literature ATAR	\$40.00
Health & Physical Education	
Health Studies General	\$30.00
SIS10115 Certificate I in Sport & Recreation ODE Year 11	\$220.00
SIS20115 Certificate II in Sport & Recreation Golf Year 11	\$850.00
SIS10115 Certificate I in Sport & Recreation Hockey Year 11	\$350.00
SIS20213 Certificate II in Outdoor Recreation ODE Year 12	\$250.00
SIS30115 Certificate III in Sport & Recreation Golf Year 12	\$850.00
SIS20115 Certificate II in Sport & Recreation Hockey Year 12	\$350.00
Physical Education Studies: General	\$80.00
Physical Education Studies: ATAR	\$80.00
Humanities & Social Sciences	
Business Management and Enterprise ATAR	\$80.00
Career and Enterprise: General with SIT20116 Certificate II Tourism	\$40.00
Economics ATAR	\$40.00

	Charge
Geography: ATAR	\$50.00
Modern History ATAR	\$40.00
Languages	
French Second Language: General	\$80.00
Indonesian Second Language: General	\$80.00
Mathematics	
Mathematics Methods: ATAR	\$60.00
Mathematics Specialist: ATAR	\$60.00
Mathematics Applications: ATAR	\$50.00
Mathematics Essential: General	\$40.00
Science	
Biology ATAR	\$55.00
Chemistry: ATAR	\$55.00
Human Biology: ATAR	\$55.00
Integrated Science: General	\$55.00
Physics: ATAR	\$55.00
Psychology ATAR	\$55.00
Technologies	
Applied Information Technology: ATAR	\$80.00
ICT20115 Certificate II in Information, Digital Media and Technology	\$80.00
MEM201413 Certificate II in Engineering Pathways: Metals Fabrication	\$380.00
Food Science and Technology: General	\$170.00
Materials, Design and Technology: General Wood	\$180.00
FUTURELINKS	\$300.00

Introduction

During Term 3, 2017, all Year 10 students need to make decisions about 2018. Legislation has been passed that requires all students to be engaged in Education or Training until the end of the year they turn 17. Students have five options to consider whilst adhering to such legislation:

1. Remain at school and actively engaged in a full time educational program
2. Enrol in a full time course in Vocational Education and Training
3. Be signed up in an Australian Apprenticeship or Traineeship
4. Be employed in full time meaningful employment
5. A combination of options 2-4

NOTE: If options 2-5 are chosen, the student will need to engage in the paperwork for a Notice of Arrangement. Information on each of these options can be obtained through Student Services or School Administration.

When making these decisions there are many factors to consider:

- Do you want to study at school for a further one or two years?
- Would you like to go to University, Vocational Education and Training, get an apprenticeship or employment?
- Are there jobs available that you would like to do (or have the skills to do)?
- If you are going to stay at school, what is the most appropriate pathway for you to consider at Como Secondary College? A vocationally oriented course? A general studies course? A course to gain University entrance? A course that will lead to Vocational Education and Training?

This booklet has been designed to give you some idea of the alternatives you have for next year.

PLAN NOW...

Gather as much information as you can NOW!

“GET IT RIGHT”

Not “HAVE A GO”

Choosing Courses

Your choice of course depends on a number of issues:

1. Prerequisite Requirements for Subjects

A prerequisite is the level that **must be** achieved before enrolment in a particular Year 11 or 12 course is accepted. If a student's levels are below those recommended or set for a particular courses, students will most likely find the work very difficult and success not easy to attain. If in doubt, students should discuss the matter with their subject teacher, Head of Learning Area, Deputy Principal or Course Counsellor.

When students do not yet meet the prerequisites of certain courses, an alternative course should be chosen. Students should then complete an application for reassessment (found in the course selection package). In these circumstances, the Deputy Principal will reassess prerequisites at the end of Term 4 and should the student meet the required prerequisites at that time, automatically enrol the student in that course. Students who do not meet the prerequisites and wish to study the course must meet with their parents and the Deputy Principal prior to the end of the school year.

2. Interest

This is best demonstrated by a student's willingness to work in a chosen course. Students who are interested in courses tend to achieve higher grades.

3. Desired Future Employment

Future employment will influence course and subject choices. If you have no specific vocational aim you should discuss the matter with your counsellor and, if you are still unable to develop a particular ambition, you should decide on courses which leave as many opportunities open to you as possible but which are within the limits of your capabilities.

If your employment aim requires that you train at a University or Vocational Education and Training after you finish school, it will be necessary for you to choose the subjects that will allow you to qualify for entry to the University or Vocational Education and Training College of your choice. If in doubt consult the handbook from the specific institution (these can be obtained online or from your counsellor).

* Remember, the best way to make your choice is Choose your **vocation** or general group of vocations and then choose the **courses and subjects** that are most appropriate.

4. Desired Future Educational Pathway

For students to be eligible for direct University entry at the end of Year 12, they must complete at least four external examinations of ATAR courses. When selecting ATAR level courses, students should consider the following issues:

- Do their Year 10 results indicate that they will be successful with their Senior School studies?
- What are the subject requirements for entry to a particular faculty or department at university? Many university courses specify certain subjects as prerequisites. Even when they are not specified, it would be extremely difficult to succeed in some courses without passing the suitable Year 12 subjects. Students should find out the minimum requirements for entry for a proposed faculty from the university or your counsellor.
- Will the workload be too much? If too many Tertiary subjects are attempted, the workload may be too great and all scores may be reduced to below what may otherwise have been achieved. A low score may prevent entry to a course at university. Poor grades may also make entry to a Vocational Education and Training course difficult.

General courses offer much to students in terms of intrinsic interest. These courses prepare students for entry into employment, apprenticeships and Vocational Education and Training. The subjects are designed to develop the student's skill and knowledge in a modern educational context. The courses also develop the student's ability to communicate knowledge and concepts and require students to interact with various forms of technology to demonstrate their level of learning and achievement.

5. Getting it Right the First Time

Students who wish to make changes to their subject selections after the Application Form has been handed in will need to contact the Deputy Principal.

Changes will only be permitted:

- * For sound educational reasons
- * Where vacancies exist in the class

It is important that students get it right the first time as movement at the beginning of the following year is often problematic due to class sizes and clashes with other courses.

The Western Australian Statement of Student Achievement (WASSA)

The Western Australian Statement of Student Achievement, also known as the WASSA, is issued to all Year 12 students at the completion of their secondary schooling.

The WASSA provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

What is included on the WASSA?

The WASSA formally records what a student has completed during their senior secondary schooling:

- achievement of WACE (Western Australian Certificate of Education) requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR (Australian Tertiary Admission Rank) units
- school grades and school marks in General and Foundation units
- completed Preliminary units
- completed VET (Vocational Education and Training) industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school).

Western Australian Certificate of Education (WACE)

This section is relevant to all students seeking to achieve the WACE in 2018.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE Requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth. To achieve a WACE from 2017, a student must satisfy the following:

General Requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy by achieving Band 8 or higher in the reading, writing and numeracy tests in Year 9 NAPLAN or level 3 in OLNA Reading, Writing and Numeracy .
- 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. For ATAR courses 'complete' means that the student sit WACE examinations.

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 /languages/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 Vocational Education and Training (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 is 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.

There are three types of courses developed by the Authority offered at Como Secondary College:

1. ATAR course units for students who are aiming to enroll in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).
2. General course units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority
3. Foundation course units for those who need additional help in demonstrating the minimum standard of literacy and numeracy. Como Secondary College does not in general offer courses at a Foundation level.

There are two types of programs which can contribute to the WACE:

1. VET programs
2. Endorsed programs

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. This booklet provides a summary of each course.

Achievement of a WACE

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B. Appendix 3 lists the subjects as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862>.

If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and Unit 4 (Year 12 units). Unit 1 and Unit 2 *can* be studied as a pair, Unit 3 and Unit 4 *must* be studied as a pair.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2. A student who withdraws from a VETis course does not achieve course unit credits.

Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority's Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

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

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

VET Programs

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning.

If your educational program does not include four ATAR courses in Year 12, you will need to complete a Certificate II qualification or higher to achieve your WACE.

You can also begin training for your career while still at school by undertaking a VET qualification. Among the range of VET programs on offer are school-based apprenticeships and traineeships.

As with the WACE courses, the VET programs available to students do vary between schools. You should discuss VET opportunities with your careers counsellor.

VET can contribute up to eight of the 20 units you need to achieve your WACE.

There are 10 VETis courses. Each course uses a training package qualification in which competency electives may be prescribed, as well as workplace learning. Completed industry specific courses count towards your WACE requirements as courses, which means they can be studied in addition to the eight unit equivalents outlined above.

Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions and independently administered examinations in music, speech and drama.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

You should discuss endorsed programs opportunities with your careers counsellor.

Multiple Pathways to Achieve the WACE

The WACE breadth and depth of study requirement previously outlined, specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VETis courses, Foundation courses (but not Preliminary courses), VET programs, or endorsed programs to meet this requirement.

There are limits to the number of VET programs (not VETis) and endorsed programs that may contribute to achievement of the WACE. In summary, students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET programs and endorsed programs but a maximum of four units from endorsed programs.

The following are examples of some study options for students. They do not represent the minimum requirements to achieve a WACE which are previously described.

Table 1: Examples of study options

Student	Courses studied (with minimum C grade achievement)	Eligibility for WACE certification	Eligibility for ATAR
1	six Year 11 ATAR courses five Year 12 ATAR courses	Yes (22 units, 10 Year 12)	Yes
2	four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) four Year 12 ATAR courses two Year 12 General courses (excluding Preliminary)	Yes (24 units, 12 Year 12)	Yes
3	four Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) two Year 12 ATAR courses four Year 12 General courses (excluding Preliminary)	No (24 units, 12 Year 12) but no Cert II	No
4	Year 11 ATAR courses two Year 11 General courses (excluding Preliminary) one Year 12 ATAR course two Year 12 General courses (excluding Preliminary) VET Cert II Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (24 units, 10 Year 12)	No
5	four Year 11 General courses (excluding Preliminary) VET Cert I four Year 12 General courses (excluding Preliminary) VET Cert II	Yes (22 units, 10 Year 12)	No
6	four Year 11 General courses (excluding Preliminary) one Year 11 General VETIS* three Year 12 General courses (excluding Preliminary) one Year 12 General VETIS* Endorsed program: Workplace Learning (two units, 110 hours) – attributed to Year 12	Yes (20 units, 10 Year 12) *Cert II completed as part of course	No

Enrolments

This section is relevant to all students.

Your schools will enrol you in your selected WACE units, VET and/or endorsed programs with the Authority. Changes to enrolments will be made through your school.

Enrolment Criteria for Foundation Course Units

Foundation course units

Students who have not demonstrated the minimum standard in the literacy component of the OLNA are eligible to enrol in the List A Foundation courses: English Foundation course, the English as an Additional Language or Dialect (EAL/D) Foundation course, and the Career and Enterprise Foundation course.

Students who have not demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the List B Foundation courses: Mathematics Foundation course, the Applied Information Technology Foundation course and the Health, Physical and Outdoor Education Foundation course.

Enrolment Criteria for WACE Language Courses

If you wish to study a WACE language course (excluding Aboriginal Languages of Western Australia), there is a form that needs to be completed to ensure you are permitted to enrol in the selected course. Enrolment criteria considerations include residency in the country where that language is spoken and exposure to that language either at a school or in the home. It is your responsibility to ensure that the form is completed fully and accurately before it is submitted.

The application form, stating the deadlines for submission, is available on the Authority website at www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms. You should discuss your enrolment options with your careers counsellor.

Enrolment Criteria for EAL/D as a Year 12 Student

If you do not speak Standard Australian English as your home language or are profoundly deaf and have had limited schooling in English or a limited period of residence in a country where English is not widely used, you may be eligible to enrol in EAL/D. Eligibility criteria do not apply for this course in Year 11, but they do in Year 12. There is a form that needs to be completed in Year 11 to ensure you are permitted to enrol in EAL/D in Year 12.

It is your responsibility to ensure the form is fully and accurately completed before it is submitted. The application form, stating the deadlines for submission, is available on the Authority website at www.scsa.wa.edu.au/internet/Events_and_Forms/Application_Order_Forms. You should discuss your enrolment options with your year coordinator.

School Assessment

This section is relevant to all students.

Grades and School Marks

To be assigned a grade in a WACE unit pair, you must have had the opportunity to complete your school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.

Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

You will receive a grade A, B, C, D or E for each unit pair you have completed, except for Preliminary (P) units, which are not graded. The notation of 'U' can be used non-final year students who, for reasons acceptable to the school, do not complete the assessment program. Only students who will be returning the following year to complete the assessment program can be awarded a 'U' notation.

You will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course (except Preliminary) you complete.

In Year 11, there may be occasions when you need to change your course enrolment at the completion of Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You will receive a 'completed' status instead of a grade for VETis course unit pairs. The notation 'completed' counts the same as a C grade. If you do not complete the requirements of a VETis course you will be awarded a 'U' notation (see above) and WACE credit may contribute as VET unit equivalence, depending on how much of the course you have finished.

Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

Grades are not assigned for Preliminary units. Student achievement is recorded as 'completed' or 'not completed'. Course completion is determined by the school according to criteria set by the Authority.

Adjustment of Grades and School Marks

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable.

Grades assigned by your school are based on the Authority's grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

Externally Set Tasks (EST)

An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and

is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by the Authority. Preliminary courses do not include ESTs.

Authenticity of Work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately.

Your school's assessment policy will outline the penalties for submitting another's work as your own. Work which could not be considered your own could include, but is not limited to:

- copying someone's work in part or in whole, and presenting it as your own
- buying, stealing or borrowing another person's work and presenting it as your own
- paying someone to write or prepare work
- submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially
- using material directly from sources such as books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement
- using non-approved materials and/or equipment during an assessment task or examination
- assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of School Assessments

Schools must inform students in writing of their grades by a date specified annually by the Authority (usually in late October).

If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

ATAR Examinations

This section is relevant to students who intend to enrol in ATAR Units 3 and 4 (typically Year 12 students).

ATAR Examinations

The Authority sets, administers and marks ATAR examinations for ATAR Units 3 and 4 in all courses.

Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at <http://wace1516.scsa.wa.edu.au/#syllabus>

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4. Written examinations will start on the first Monday in November.

ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in Examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special Examination Arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, your school must submit an application on your behalf. Information about how to do this will be made available to your school at the start of Year 12.

Certification

This section is relevant to all students. It provides information regarding the reporting of results in Year 12

Folio of Achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE
- WASSA
- WACE course report (ATAR courses only)
- Award certificates achieved

The WACE indicates that you have satisfied the requirements for WACE achievement (see page 4).

The WASSA formally records, where appropriate:

- the meeting of WACE requirements or a statement of literacy and numeracy
- exhibitions and awards granted
- WACE combined mark
- grades and marks achieved in course units
- VET qualifications
- endorsed programs successfully completed
- number of community service hours completed, if reported by your school
- results in WACE courses from previous years

The WACE ATAR course report (ATAR courses only) records:

- school grades
- school marks
- raw examination marks
- standardised examination marks
- WACE combined mark
- State-wide distribution of combined marks
- the number of candidates receiving a combined mark in the pair of units

A course that has a practical examination component will have the written and practical marks reported separately.

Appendix 2 provides answers to some frequently asked questions.

Summary of Courses

The Arts

Dance: General

Design Photography: General

Drama: General

Music: ATAR

CUA2061 Certificate II in Music Industry

Visual Arts: ATAR, General



Dance General

Prerequisites: Nil although having studied Dance in Year 10 would be advantageous

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance – the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills.

Design Photography: General

Prerequisites: Nil although having studied Graphic Arts, Visual Arts or Photography in Year 10 would be advantageous.

In this context, design is studied using digital photographic systems.

The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future. In this course, students develop a competitive edge for current and future industry and employment markets. It also provides access to further vocational and university pathways.

The goals of the Design Photography 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. This course aims to achieve these goals by exposing students to a variety of communication models, and through exploration of design forms.

Design Photography 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 a specific design context. There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts.

Drama General

Prerequisites: Nil although having studied Drama in Year 10 would be advantageous

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They 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 team work.

Music ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 Music

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a choice of one of three defined contexts: Western Art Music, Jazz, or Contemporary Music. The course consists of a written component incorporating Aural and Theory, Composition and arrangement, Cultural and historical analysis, and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

CUA2061 Certificate II in Music Industry in partnership with RTO - VETiS Consulting Services Pty Ltd (52499)

Prerequisites: Nil

This course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course consists of a written component incorporating Aural and Theory, Composing and arranging, Investigation and analysis, in addition to a practical component. The Aural and Theory content in the written component is generic, and can be adapted and extended to suit any selected context. The practical component consists of three different options and can be delivered in a different context, independent of the written component. Students select only one option, and can choose to perform on an instrument or voice, submit a composition portfolio, or complete a production/practical project. The Music General course provides opportunities for creative expression, the development of aesthetic appreciation, and understanding and respect for music and music practices across different times, places, cultures and contexts. Students listen, compose, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

Visual Arts ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 Visual Art

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Visual Arts General Course

Prerequisites: Nil

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

English

English: ATAR, General

English as an Additional Language or Dialect: ATAR

Literature ATAR

English ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 English Term 2 and maintain this grade to the end of the year.

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

English General

Prerequisites: Nil

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

English as an Additional Language/Dialect ATAR

Prerequisites: Students must meet eligibility requirements for EALD (see below)

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

Eligibility for enrolment in English as an Additional Language/Dialect

The EAL/D ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

The specific eligibility criteria for enrolment into Year 12 in the course are set out below. Students who fulfil any of these conditions are eligible to enrol. Such students need to complete an Eligibility Application Form and forward it, with supporting documentation, through their school/college, to the School Curriculum and Standards Authority prior to enrolment. Copies of this form are available on the School Curriculum and Standards Authority website (www.scsa.wa.edu.au) on the EAL/D course page.

The EAL/D course will be available to a student in Year 12:

- whose first language is not English and who has not been a resident in Australia or another predominantly English speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into Year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and

whose exposure to SAE is primarily within the school context

- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage

NOTE: If a student other than a Year 12 student applies to enrol to sit for the WACE examination, they must meet the eligibility requirements.

Literature ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 English Term 2 and maintain this grade to the end of the year.

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Health and Physical Education

SIS20213 Certificate II in Outdoor Recreation

SIS30115 Certificate III in Sport & Recreation – Golf

SIS10115 Certificate I in Sport & Recreation – Outdoor Focus

SIS20115 Certificate II in Sport & Recreation – Hockey

Health Studies: General

Physical Education Studies: ATAR, General



SIS20213 Certificate II in Outdoor Recreation in partnership with RTO Australian YMCA Institute of Education and Training (3979)

Prerequisites: Must complete a 200m swim in 6 minutes or less (any stroke), immediately followed by 5 minutes of treading water. Must be able to swim 100m fully clothed, immediately followed by 15 minutes of unaided self-support (treading water, floating etc.).

It is desirable that students have achieved a B grade or higher in Year 10 Health & PE (Outdoor Extension) and have achieved a Bronze Star.

Note: At least 50% of the fee for this course must be paid by Friday 17th November 2017 to guarantee a place in this course. The remainder will be due by end of Week 1, 2018.

Over the two years of the course, students will complete a Certificate I in Sport & Recreation (Outdoor Focus) and a Certificate II in Outdoor Recreation.

Students & parents also need to be aware that Outdoor Education has stipulated excursions & expeditions each semester. This means that students miss up to 3 days of school per semester in order to complete course requirements. On occasions trips do include one weekend day in order to minimize time students miss from other classes. It also means that students need to be organised and up to date in all subjects so as not to fall behind in their studies.

Outdoor Education is not an 'easy' course of study because of the perceived 'fun factor'. It often involves after-school periods, exposure to the weather, as well as physical and mental exertion.

Students who successfully attend and complete the theoretical and practical sessions, and complete two years in this pathway, could be eligible to achieve a Certificate I in Sport & Recreation (Outdoor Focus) a Certificate II in Outdoor Recreation, as well as a Recreational Skippers Ticket a Powerboat Handling Certificate and qualifications in Senior First Aid and Bronze Medallion.

SIS10115 Certificate I in Sport & Recreation Year 11 (Outdoor Focus) in partnership with RTO Australian YMCA Institute of Education and Training (3979)

This is a competency based course where students are assessed on their competency in a range of units through the Vocational Education and Training pathway. Assessment is based on various methods including written reports and practical assessment of skills. This focus is on activities and practices that will enhance participation in the outdoors and has a strong practical emphasis. Activities include swimming, boating, sailing, navigation, camping skills and first aid.

Students **will** be required to participate in Seatrek (extended overnight expedition/camp over multiple nights) and possible day excursions.

In Semester 1 the focus for this unit is **developing skills to experience the outdoors**. Outdoor activities are introduced with a focus on water safety and skills, through participation in the Royal Lifesaving WA Bronze Medallion course and the Marine Education Boatshed Recreational Skippers Ticket. Skills developed in these endorsed programs as well as the Yachting Australia Powerboat Course will enable safe participation in future endeavours.

In Semester 2 the focus of this unit is **facing challenges in the outdoors**. This unit offers the opportunity to further develop the skills acquired by posing challenges and encouraging students to step outside their comfort zone in planning and preparing for Seatrek (endorsed program run through the Department of Transport). Students must be ready to meet these challenges. Risk management and first aid strategies are taught in combination with studies of group development, group dynamics and leadership styles and strategies are explored. This unit also introduces environmental interpretation skills, minimal impact practices and components of weather as it relates to WA.

SIS20213 Certificate II in Outdoor Recreation Year 12 in partnership with RTO Australian YMCA Institute of Education and Training (3979)

This is a competency based course where students are assessed on their competency in a range of units through the Vocational Education and Training pathway. Assessment is based on various methods including written reports and practical assessment of skills. This focus is on activities and practices that will enhance participation in the outdoors and has a strong practical emphasis. Activities include snorkeling, canoeing, mountain biking, climbing, navigation, camping skills and first aid.

Students **will** be required to participate in an extended overnight expedition/camp over multiple nights and possible day excursions.

In semester 1 the focus for this unit is **further developing skills to experience the outdoors**. Outdoor activities are introduced with a focus on water confidence and mountain biking skills, through participation in snorkeling and a comprehensive mountain biking program. Skills developed in these activities will enable safe participation in future endeavours.

In Semester 2 the focus of this unit is **facing challenges in the outdoors**. This unit offers the opportunity to learn new skills in canoeing and further develop skills acquired by posing challenges and encouraging students to step outside their comfort zone in organising a major camp. Students must be ready to meet these challenges. Risk management and first aid strategies are taught in combination with campsite maintenance and minimising environmental impact.

SIS30115 Certificate III in Sport & Recreation: Golf in partnership with RTO Australian YMCA Institute of Education and Training (3979)

Prerequisites: Involvement in the Golf Program in Years 7-10 is desirable but not essential. Students are selected by trial.

Students who participate in the specialist golf program and complete the theoretical and practical sessions in the two years in this pathway, could be eligible to achieve a Certificate II in Sport & Recreation and a Certificate III in Sport & Recreation, In addition, students will be given the opportunity to achieve a nationally recognised First Aid Certificate and national accreditation in coaching as well as the endorsed program Recreational Pursuits (ADRP).

Students receive 2 hours of professional coaching by PGA members and play 9 holes each week through Collier Park Golf Club and participate in regular Golf Academy events. Students are given the opportunity to officiate at major golfing events in WA. Students develop skills such as Occupational Health and Safety, risk management, event management, public speaking, assertive communication, negotiation, goal setting, sports injury management and coaching golf.

This course continues skill development and refinement, including advanced game play and knowledge of the rules and development of the core fitness components to assist with golf. Students are invited to compete in the World Schools Golf Challenge which is an international tournament held every second year, with the opportunity to complete the endorsed program Off-Campus Enrichment (ADOEP).

Progression of units in Golf

SIS20115 - CERTIFICATE II in SPORT & RECREATION — YEAR 11

SIS30115 - CERTIFICATE III in SPORT & RECREATION — YEAR 12



The Certificate III in Sport & Recreation offers participants the opportunity to attain the required competencies from a comprehensive range of core and elective units that will prepare them through skill acquisition, underpinning knowledge and practical experience. Students will be able to distinguish the many pathways to a successful career in sport.

SIS20115 Certificate II in Sport & Recreation: Hockey in partnership with RTO Australian YMCA Institute of Education and Training (3979)

Prerequisites: Involvement in the Hockey Program in Years 7-10 is desirable but not essential. Students are selected by trial.

Students who participation in the specialist hockey program and complete the theoretical and practical sessions in the two years in this pathway, could be eligible to achieve a Certificate I in Sport & Recreation and a Certificate II in Sport & Recreation, in addition, students will be given the opportunity to achieve a nationally recognised First Aid Certificate, national accreditation in coaching and umpiring as well as the endorsed program Recreational Pursuits (ADRP).

This course continues skill development and tactical awareness from previous involvement. A large extra-curriculum component is required. This includes a weekly commitment as well as involvement in major events.

Students will develop their organisational and interpersonal skills through event organisation and involvement in carnivals. Development of physiological capabilities, refinement of basic skills, team awareness and alternative playing styles (such as European, Asian etc.) are implemented. Students are invited to participate in an international tour every second year, with the opportunity to complete the endorsed program Off-Campus Enrichment (ADOEP).

Progression of units in Hockey

SIS10115 - CERTIFICATE I in SPORT & RECREATION YEAR 11

SIS20115 - CERTIFICATE II in SPORT & RECREATION YEAR 12



The Certificate II in Sport & Recreation offers participants the opportunity to attain the required competencies from a comprehensive range of core and elective units that will prepare them through skill acquisition, underpinning knowledge and practical experience. Students will be able to distinguish the many pathways to a successful career in sport.

Health Studies General

Prerequisites: Nil

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

The Health Studies General course is designed to facilitate achievement of the following outcomes: Knowledge and understandings; Beliefs, attitudes and values; self-management and interpersonal skills; Health inquiry. Content is organised under the following areas: Health concepts; Attitudinal and environmental influences; Skills and processes.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Students need to be aware that this course is 100% theoretical.

Physical Education Studies ATAR

Prerequisites: Desirable that students have participated in Year 9-10 Health & PE (Sports Extension) and achieved a B grade or higher.

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Students need to be aware that this course has a 50% theoretical component and a 50% practical component; this changes Year 12: 70% theoretical, 30% practical.

Practical contexts include Basketball and Badminton at the school level. For the external WACE practical examinations students can choose to be examined in one of the following sports: AFL, Badminton, Basketball, Cricket, Hockey, Netball, Soccer, Tennis, Touch and Volleyball

Physical Education Studies General

Prerequisites: Desirable that students have participated in Year 9-10 Health & PE (Sports Extension).

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Students need to be aware that this course has a 50% theoretical component and a 50% practical component.

Practical contexts include Volleyball and Soccer at the school level.

Humanities and Social Science and Languages

Business Management and Enterprise ATAR

Career and Enterprise: General with SIT20116 Certificate II Tourism

Economics: ATAR

Geography: ATAR

Modern History: ATAR



Business Management and Enterprise ATAR

Prerequisites: Students must have achieved a B grade or better in Year 10 English Term 2 and maintained this grade at the end of the year.

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

Career and Enterprise General with SIT20116 Certificate II Tourism in partnership with RTO VETiS Consulting Services Pty Ltd (52499)

Prerequisites: Nil

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise General course involves recognising one's 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 components of the course include: the development of an understanding of different personality types and their link to career choices; entrepreneurial behaviours; learning to learn; and the exploration of social, cultural and environmental issues that affect work, workplaces and careers.

Economics ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 Humanities and Social Sciences in Term 2 and maintained this grade at the end of the year.

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to

develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making.

The Economics ATAR course focuses on Australia's economy and explores Australia's links with other economies. The course examines both microeconomic and macroeconomic concepts, and contemporary issues and events, and continues to develop the skills of economic reasoning and interpretation with a greater focus on the cause and effect relationship and analysis.

Geography ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 Humanities and Social Sciences in Term 2 and maintained this grade at the end of the year.

The study of the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Modern History ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 Humanities and Social Sciences in Year 10 Term 2 and maintained this grade at the end of the year.

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Languages

Indonesian Second Language: General

French Second Language: General

Indonesian Second Language General

Prerequisites: Students must have achieved a C grade in Indonesian in Year 10 in Term 2 (or can demonstrate language equivalence) and who are not classified as a first language or background speaker.

In the *Indonesian: Second Language General* course, students develop the necessary skills, understandings and values to communicate effectively with Indonesian speakers in both social and workplace contexts in Western Australia, Indonesia and elsewhere. They develop a stronger sense of their own personal identity and greater respect for people of Indonesian-speaking communities who number over 300 million people.

Topics of study focus on social language and work-place language in different contexts with an emphasis on popular culture; travel and tourism; business; and hospitality. Learning activities incorporate digital media; information communication technologies; and have a personal and practical focus. Student learning is further enhanced by opportunities to communicate with students from Como SC's sister school in Indonesia, Sekolah Alam Insan Mulia Surabaya (SAIMS), both online and in Perth when they visit Como

SC each year. Como students may also have the opportunity to join a study tour program to visit SAIMS in return and further develop their language skills in-country.

With increasing numbers of Australians living and working in Indonesia and Indonesians living, working and holidaying in Australia, employers are recognising the usefulness of Indonesian language knowledge and skills. An ability to communicate in Indonesian, in conjunction with other skills, provides students with enhanced career opportunities in areas such as tourism and hospitality, commerce and trade, diplomacy, banking and international finance, government, law, politics, science and technology, education, media, and translating and interpreting.

French Second Language General

Prerequisites: Students must have achieved a C grade in French in Year 10 in Term 2 (or can demonstrate language equivalence) and who are not classified as a first language or background speaker.

The French: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of French-speaking communities. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

Mathematics

Mathematics Methods: ATAR

Mathematics Specialist: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

The four mathematics courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

Mathematics Methods ATAR

Prerequisites: Students must have achieved an A or B grade in EMITS or Pathway 1 Mathematics in Year 10 in Term 2 and maintained this grade at the end of the year.

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Mathematics Specialist ATAR

Prerequisites: Students must have achieved an A grade in Number and Algebra; Measurement and Geometry in EMITS or Pathway 1 Mathematics in Year 10 in Term 2 and maintained this grade at the end of the year.

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas

presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Mathematics Applications ATAR

Prerequisites: Students must have achieved an A or B grade in EMITS or Pathway 1 or 2 Mathematics in Year 10 Term 2 and maintained this grade at the end of the year.

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or Vocational Education and Training.

Mathematics Essential General

Prerequisites: Students should be at least Category 2 for OLNA Numeracy

The Mathematics Essential General course focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Science

Biology: ATAR

Chemistry: ATAR

Human Biology: ATAR

Integrated Science: General

Physics: ATAR

Psychology: ATAR

Biology ATAR

Prerequisites: Students must have achieved a B grade or better in EMITS or Pathway 1 Biological Sciences unit in Year 10 or an A grade in Pathway 2 Science in Year 10

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.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to

critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Chemistry ATAR

Prerequisites: Students must have achieved a B grade or better in EMITS or Pathway 1 Chemical Sciences unit in Year 10 or an A grade in Pathway 2 Science in Year 10.

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

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Human Biology ATAR

Prerequisites: Students must have achieved a B grade or better in EMITS or Pathway 1 Biological Sciences unit in Year 10 or an A grade in Pathway 2 Science in Year 10

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Integrated Science General

Prerequisites: Nil

The Integrated Science General course enables students to investigate science issues in the context of the world around them. It encourages students to develop their scientific skills of curiosity, observation, collection and analysis of evidence, in a range of contexts. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics, further encourages students to be curious about the world around them and assume a balanced view of the benefits and challenges presented by science and technology. Students conduct practical investigations that encourage them to apply what they have learnt in class to real-world situations and systems.

Physics ATAR

Prerequisites: Students must have achieved a B grade or better in EMITS or Pathway 1 Physical Sciences unit in Year 10 or an A grade in Pathway 2 Science in Year 10

In the Physics ATAR course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Psychology ATAR

Prerequisites: Students must have achieved a B grade or better in EMITS or Pathway 1 Sciences at the end of the year or an A grade in Pathway 2 Science at the end of the year.

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Technologies

Applied Information Technology: ATAR

ICT20115 Certificate II in Information, Digital Media and Technology

MEM20413 Certificate II in Engineering Pathways (Metals Fabrication)

Food Science and Technology: General

Materials, Design and Technology : General Wood



Applied Information Technology ATAR

Prerequisites: At least a C grade in Year 10 Information Technology

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and the use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

ICT20115 Certificate II in Information, Digital Media and Technology in partnership with RTO VETiS Consulting Services Pty Ltd (52499)

Prerequisites: Nil

The Certificate II in Information, Digital Media and provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. Licensing/Regulatory Information No licensing, legislative or certification requirements apply to this qualification at the time of publication. The course offers pathways to further studies and a range of technology-based careers and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

MEM20413 Certificate II in Engineering Pathways (Metals Fabrication) in partnership with RTO VETiS Consulting Services Pty Ltd (52499)

Prerequisites: Nil

This course is completed onsite at Como SC and also offsite at the Trade Training Centre (TTC) located at Kent Street SHS. The TTC facility services students from both schools, giving access to industry-standard

workshop spaces and equipment. The certificate requires two years of commitment to complete, and is studied in addition to other WACE courses offered at Como SC, both General and/or ATAR.

The course will provide students with metal fabrication and designing skills in:

- Manual metal arc welding, gas metal arc welding, soldering and brazing.
- Using hand tools, power tools and machining.
- Metals shaping and thermal cutting processes, manual and CNC.
- Safety and legal requirements required in an engineering environment.
- Drawing interpretation, sketching and CAD.

Studying this course will give you the opportunity to gain more advanced skills and knowledge necessary to increase your chances of gaining an apprenticeship in the Engineering trades.

Food Science and Technology General

Prerequisites: Nil

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

Materials Design and Technology - General Wood

Prerequisites: Nil

The Materials Design and Technology General course is a practical course. The course allows students to explore and use materials in the learning context of wood with the design and manufacture of products as the major focus. The course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

Unit 1: Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the properties and purpose of the materials they are using, and are introduced to a range of production equipment and fabrication techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

Unit 2: Students use a range of techniques to gather information about existing products and apply the fundamentals of design. Students are introduced to a deeper level of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market or purpose.

Futurelinks

Prerequisites: Nil

Futurelinks is a bridging and access program that offers students an alternative pathway to continue their schooling beyond Year 10. Futurelinks helps students to develop the necessary skills in literacy, numeracy and work readiness that will enable them to make effective transitions into further education, training or employment. The program offers students access to a greater range of career pathway options (through alternative programs) that are not presently offered at the College.

This is a two year program which caters for a maximum of 16 students. It is designed to assist students make the transition from school to work and/or further training. Classes are run from 8.45 am to 1.30 pm four days per week with one day work placement (Workplace Learning ADWPL)

Appendix 1: WACE breadth-of-study list for the WACE in 2018

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

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Career and Enterprise	Applied Information Technology
Dance	Biology
Drama	Chemistry
Economics	Design - Photography
English	Food Science and Technology
English as an Additional Language or Dialect	Human Biological Science
French as a Second Language	Integrated Science
Geography	Materials Design and Technology
Indonesian as a Second Language	Mathematics
Literature	Mathematics: Specialist
Modern History	Physical Education Studies
Music	Physics
Visual Arts	Psychology

Appendix 2: COMMON QUESTIONS AND ANSWERS

- ? Are there any restrictions in course choices?
- A Read the information relating to WACE carefully for specific information relating to this question. However students cannot:
- Enrol in Year 12 and Year 11 courses at the same time. For example Year 11 Career and Enterprise General and Year 12 Career and Enterprise General or Year 11 Physical Education Studies General and Year 11 Physical Education Studies ATAR.
 - Enrol in more than two Certificate Courses each year.
- ? My child has no idea what he/she wants to do. Is this a problem in the subject selection process?

- A** For most courses at university this is not a problem. A broad range of courses that match the student's interests and abilities will usually help to maximise entry prospects. The only difficulty, however is for those university courses which require prerequisite courses. These requirements will direct Year 11 course selections. For Vocational and Educational Training, the same situation would apply. For those competitive entry courses some course selection planning is necessary. It is important to note that most students have not finalised their post-school preferences at this stage.
It is best to choose courses that your child is interested in. There is a better chance of a student succeeding if they enjoy and are interested in the course. In regards to choosing ATAR courses based on degree of difficulty please refer to the question/answer for scaling.
- ?** **My child didn't try in Year 10 and should be able to disregard the advice and requirements set by the school for their Year 11 studies.**
- A** Experience has shown that past performance is the best predictor of future performance. Senior school courses require much more effort. Schools are well informed regarding changes to Years 11 and 12 and are in a position to provide advice which maximises student achievement. This relates to both the stage of the units recommended and the specific courses e.g. English or Literature; Mathematics subjects etc. Schools set these requirements or pre-requisites to maximise student individual performance.
- ?** **My child and I would still like to choose a course that he/she has not met the pre-requisites for. Can they still enrol in the course and change if they are not achieving C grades or better?**
- A** Students can change courses in Year 11 before the date published by SCASA, however they may need to complete any assessments for the new course that they are enrolling in. Changing multiple courses mid year may mean that they do not achieve WACE.
Students are not able to change courses after the date published by SCASA.
- ?** **Can I repeat studies or complete my Year 11 and 12 studies over a number of years?**
- A** Yes. Students can accumulate studies towards their WACE over an indefinite time period. Scores which count towards the WACE can be accumulated over several years. The school score and examination score for individual courses which contributes towards the ATAR must be studies within the same year .
- ?** **I have heard that I will be disadvantaged doing courses which might be scaled down.**
- A** Scaling is a process that is used to take account of varying levels of student ability and difficulty across various courses. The best advice is to ignore scaling as an influence on course selection. Courses that are scaled down tend to be easier and students are still better off to be undertaking these courses than to select courses which are scaled less as they may receive a disproportionately low mark in these more difficult courses.
- ?** **If I can get in, isn't it better to go to university than to Vocational and Educational Training Colleges?**
- A** Students without adequate ability, preparation and motivation are unlikely to succeed at university. Many students who begin university studies fail to complete them. The potential employment rates for students with poor university results are low. Students should choose courses that meet their needs, abilities and interests. Vocational Education and Training offers a range of courses that are normally highly relevant to industry demands. In addition, transfer from

Vocational Education and Training to many university courses is becoming easier.

? How easy is it to transfer from Vocational Education and Training courses to university?

A Increasing opportunities for transfer are being negotiated. Students can often transfer with their Vocational Education and Training studies receiving full credit. Students should consult with their school counsellor for further details. For some universities such as UWA, such transfers are not common.

? Where can I find out more about the entry procedures for Medicine and Dentistry?

A Sample questions from the UMAT are available as is general advice about the interview process. Ask your school counsellor or ask for the student advisor at UWA on 9380 2477.

Copy of course selection grid for 2018

Over the page is a copy of the Year 11 grid. Classes can only be formed where sufficient students select the particular course. It is anticipated that courses listed in this table will run, but a final decision about classes will be made when all student choices have been considered.

To assist with making the best decisions about post school education options and course selection for Years 11 and 12 you and your parent(s) will be invited to attend a counselling session with a member of staff Term 3.



ATAR Course					Reserve	General Courses					Reserve	
1	AEENG	AELIT	AEELD								GEENG	
	ATAR English	ATAR Literature	ATAR English Second Language								General English	
2	AEMAA	AEMAM									GEMAE	
	ATAR Maths Lower Level	ATAR Maths Higher Level									General Maths	
3	AEHBY	AEBLY	AEHIM	AEBME			GEDESP	ICT20115	SIS101(H)	GEFSL	GEIND	
	ATAR Human Biology	ATAR Biology	ATAR Modern History	ATAR Business Management			General Photography	Cert II IDM&T	Hockey Cert I Sport & Recreation	General French Second Language	General Indonesian Second language	
4	AECHE	AEPYS	AEMAS	AEMUSJ	AEPES		GEMDT	GECAE	GEHEA	GEDAN	GEPES	
	ATAR Chemistry	ATAR Psychology	ATAR Math Specialist	ATAR Music	ATAR Physical Education Studies		General Woodwork	General Careers Cert II Tourism	General Health Studies	General Dance	General Physical Education Studies	
5	AEHBY	AEGEO	AEAIT	AECHE				GEISC	SIS201(G)	CUA2061	GEPES	
	ATAR Human Biology	ATAR Geography	ATAR Applied Information Technology	ATAR Chemistry				General Integrated Science	Golf Cert II Sport & Recreation	Music Cert II Music Industry	General Physical Education Studies	
6	AEPHY	AEECO	AEVAR				MEM2041	GEFST	SIS1011	GEDRA	GEVAR	
	ATAR Physics	ATAR Economics	ATAR Art				Metal Fabrication Cert II Engineering Pathways	General Food Studies	Outdoor Ed Cert I Sport & Rec (Outdoor)	General Drama	General Visual Art	