

COURSE SELECTIONS



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Costs indicated in this handbook are the costs for 2025. 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 selection process. It will need to be referred to constantly throughout the remainder of the year and may even be useful during 2025.

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 students and families. It is therefore essential to participate fully in the various programs and information events the school offers, and those available in the wider community.

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

- posting important information to SEQTA to advise this is available
- building career and vocational information into the curriculum –Term 2 and Term 4
- providing information, thinking and planning documents to Year 10 students
- providing access to information for the TISC and TAFE websites on SEQTA
- meeting with Year 10 cohort
- access to a counsellor Term 3

Our starting point is to set all students the goal of completing Year 12 and receiving a Western Australian Certificate of Education (WACE). We encourage you to familiarise yourself with these requirements through either this handbook or parent information sessions and online resources before choosing courses for next year.

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

There are three key considerations for parents:

1. Aspiration versus reality. While it is natural for parents and students to have high expectations and aspirations, it is important for parents to listen to advice being provided by the school. In nearly all cases, the outcomes for students who have selected contrary to school advice has been very poor.
2. The selection is for two years, so students need to understand they are in for the long haul.
3. There is only a small window of opportunity to change courses, and this may be further limited by our ability to provide alternatives.

In which ever learning pathway a student chooses, there is an expectation that the student will apply themselves with commitment and diligence. We are committed to creating a culture of lifelong learning, teaching our students to take ownership of their learning and to grasp all opportunities and challenges that life and the school has to offer them.



Leslie Carruthers, Principal

INTRODUCTION

During Term 3, 2024, all Year 10 students need to make decisions about 2025. Legislation has been passed that requires all students to be engaged in Education or Training until the end of the year they turn 17 and 6 months or turn 18. 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.

Please be aware – if too little interest is shown in a Course, we will not be able to run it. Reserve choices will be used in the first instance but it may be necessary to work with students and families to place students in other Courses that are available.

PLAN NOW...

Gather as much information as you can **NOW!**

“GET IT RIGHT”

Not “HAVE A GO”

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 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 2026.

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 2025, a student must satisfy the following:

Additional information for WACE can be found at the School Curriculum and Standards Authority website (<https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>) or by clicking on the link.

Breadth and Depth

Choose at least 1 course from List A and List B courses in Year 12.

Literacy and Numeracy Requirements (OLNA)

Meet the Literacy and Numeracy standards through NAPLAN or OLNA as well as complete four units of English, two in Year 12.

Achievement Standard

Achieve a minimum of 14 C grades in Year 11 and 12 units (or equivalents) including at least 6 C Grades in Year 12 Units (or equivalents)

Course/Endorsed Program Completion

Complete a minimum of 20 units (or equivalents) including a minimum of 10 Year 12 units (or equivalents). This includes sitting the Examinations invigilated by SCSA for all ATAR Courses.

COURSE SELECTION PROCESS

When choosing courses for Year 11, students are usually making a commitment to study those courses for the entire year. It is advisable to follow a Year 11 course through to the end of Year 12. It is important that subjects are very carefully considered as changes may not be able to be made once the timetable has been created and staffed.

Exploration	Weeks 10 and 11 T2	Career Exploration Program During classes students are provided with the opportunity to explore future career options. Using the “My Future” Website, students are guided through resources to enable them to investigate their future pathways. Students are also provided an overview of what to expect in the Subject Selection process. Learning Areas Information Each Learning Area will be providing information to students about the different courses that are on offer in the different Learning Areas.
	Week 9 T2	Parent Information Evening During the Information Session, parents will be provided with content that has been covered in the Exploration Program including WACE, pathways and course selection.
Making Decisions	Week 11 T2	Semester 1 Reports available Students can use their results and determine which subjects they have met the prerequisites for. The following data is provided: <ul style="list-style-type: none">• Semester 1 results and grades• Attendance• OLNA Results• Attitude, Behaviour, Effort Attributes
Planning for 2025	Semester 2 2024	Selection Online (SSO) Opens SSO opens for selection of Year 11 subjects. Parents and students use SSO to complete their subject selections. Students will be asked to submit their course selections and reserve preferences. In some cases, course selection will need to be reviewed based on results in second semester. Selections must be signed off by a parent/guardian. Individual counselling sessions will also be available during Week 2. Families will be able to make an appointment through SOBS if needed. SSO Selections are processed by the school Based on student selections, subjects will be finalised. The viability of running a subject will depend on the number of students selecting it and whole school resourcing. This may involve some re-counselling if any selections are not able to be met and cannot be resolved using reserve choices. <ul style="list-style-type: none">• A timetable will be generated.• The school staff the timetable.• Courses are finalised with students.

ATAR

**ATAR
WACE**

YEAR 11 & 12

- 6 courses
- Minimum of 4 ATAR subjects for direct University entry on completion of Year 12
- Must include ATAR English, EALD or Literature
- Mathematics

**WACE,
ATAR
&
UNIVERSITY**

STRENGTHS

- Rigorous Study
- Students have a clear pathway mapped out
- Broad selection of courses
- Keen to continue to University in 2027

WEAKNESSES

- Must Choose 4 or more ATAR courses
- Stressful, time consuming

OPPORTUNITIES

- Provide skills, credentials and knowledge for further study
- Can include 2 general courses or Cert courses to balance the workload

THREATS

- Be prepared for hard work and being organised

GENERAL

Want WACE

- More interested in vocational courses
- Looking to gain a traineeship, apprenticeship or looking for work

YEAR 11 & 12

- Combination of General and Certificates
- Can include ATAR if prerequisites are met (no more than 3)
- Must include English (General or ATAR), EALD or Literature
- Mathematics

WACE & TAFE / Apprenticeships / Work

STRENGTHS

- Maximum variety in course choice while still attaining WACE
- Achievement of competencies
- Improves work readiness

WEAKNESSES

- May not have a defined career path

OPPORTUNITIES

- Do not have to sit examinations
- Exit with possible Certificate II and / or WACE
- Lots of flexibility

THREATS

- No ATAR - must be certain that University pathway is NOT for you in 2027
- Or must be enrolled in UniReady

ALTERNATIVE ENTRY PATHWAY UNIREADY

UNIREADY

YEAR 11 & 12

- Combination of General and Certificates
- Can include ATAR if prerequisites are met (no more than 3)
- Must include English (General or ATAR), EALD or Literature
- Mathematics

WACE & UNIVERSITY

STRENGTHS

- Completed at Como
- Less content to learn over 1 or 2 years
- Can be done in 1 or 2 years

WEAKNESSES

- Only selected undergraduate courses are available
- Takes longer to complete desired undergraduate course as you need to 'switch courses'

OPPORTUNITIES

- Develop transferable skills that will assist while completing an undergraduate course at university

THREATS

- Payment upfront is required
- Limited undergraduate courses
- Very competitive courses may not be available due to number of places available

SCHOOL BASED TRAINEESHIP

School Based Traineeship (SBT)

YEAR 11

- Combination of school learning and job training
- General Pathway
- 5 Courses
- Attend school 3 days per week

WACE & Employment

STRENGTHS

- Gain entry into desired occupation
- Earn a Certificate II

WEAKNESSES

- Less time to achieve C grades towards your WACE
- Sufficient self-direction to work effectively at school without direct supervision and are deemed 'Work Ready' by the school

OPPORTUNITIES

- Because you're working and learning, you are paid for the work you do
- You can be accountable for your learning at school and in your SBT

THREATS

- Application must be accepted by Como and the RTO
- Achieving C grades for Maths and English
- Achieved OLNA Category 3, or NAPLAN equivalent in Year 9

CHOOSING COURSES

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. For more detailed information, talk to subject teachers and Heads of Learning Areas.

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 enrol 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 (Certificate Courses)
2. Endorsed Programs

You can mix and match these options to provide the best platform to meet the requirements to achieve WACE – and life beyond school,

Some of the things students should consider are:

- When making your choices, be realistic.
- Which subjects are you best at now?
- Which subjects do you enjoy the most?
- Are there any subjects necessary for the university or TAFE subject or job that you are aiming at?
- Have you checked the university subject prerequisites?
- Have you checked the TAFE selection criteria?
- What are your chances of being successful in those subjects?
- Have you met the prerequisites? Most subjects will require a good standard in lower school studies.
- You will need to have thought about six subjects and two reserve choices. The reserve choices may come into play if one of your first six preferences is unavailable.
- It is good to get advice about your selections at this time. Have you discussed your subject selection with your parents, your teachers, other teachers and friends?
- Try to pick a broad range of subjects rather than concentrate all your efforts on subjects that are very similar to each other.
- Once you have completed your subject selection on SSO it may be difficult to change them.
- Please be very sure about what you have selected to avoid this problem.

Do not think that:

- Your study habits will miraculously change over the holidays.
- You have always hated Science, but next year you are going to love Physics.
- You can ignore your past results in subjects you intend to continue with next year.
- You will be able to manage and like a subject that someone else has chosen for you.
- You will like a subject because your best friend is doing it.
- You should choose a subject because you think a particular teacher will be teaching it.
- You should choose a subject because you have heard it is easy.
- You don't have to bother to think now because you can always change your mind later.
- You hate Chemistry but because it is a prerequisite for your chosen career everything will be ok.
- You can ignore entry requirements and think to yourself that you will cross that bridge later.

PREREQUISITES

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 grades are below those set for a particular course, or the student does not yet have all three OLNAs, 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 or Deputy Principal.

Where a student does achieve the B grade or better in Semester 1, this must be maintained until the end of the year. Not doing so jeopardises the place in the ATAR course. Achieving all three OLNA tests by the end of Year 10 is essential for entry into any ATAR course. The OLNA is set at Year 9 level so it really is a basic requirement. We will review enrolments in ATAR courses after the September OLNA results are returned to us. If you have not yet passed one or more OLNA courses, entry to an ATAR course will be conditional on success in these tests.

It is important to remember that the ATAR pathway is not the only pathway to university, and it can be very challenging. We have added a number of new courses to our General pathway that we believe will interest students who aspire to university but who would be borderline ATAR students. The General pathway provides admission to university via alternative entry programs and is a lot less stressful.

SUMMARY OF COURSES

Detailed information regarding courses including the syllabus can be found at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>

THE ARTS

Dance: General
Design Photography: General
Media Production and Analysis: General
CUA 20220 Certificate II in Creative Industries (Media)
Visual Arts: General, ATAR
CUA3091 Certificate III in Music Industry
Music: ATAR

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 processes to create dance works. They also learn how dance genres and styles 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 Media Arts, Visual Arts or Design 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.

Media Production & Analysis General

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

Year 11

Unit 1

This course is split into two units across the year. In year 11 semester one, the focus for Unit 1 is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced. Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Unit 2

In semester two, Unit 2 focuses on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions. Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view. In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Year 12

Unit 3

In Year 12 Unit 3 focuses on entertainment. Within this broad focus, teachers select learning contexts interesting to students and build upon the informal understandings they have already acquired. Students expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. They examine the process of representation and the way values are constructed in media work. Students consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process. Students analyse, view, listen to and interact with interesting and relevant media work. They also generate ideas and learn production skills and processes as they apply their knowledge and creativity in their productions.

Unit 4

The focus for Unit 4 is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of reality within media work.

CUA 20220 Certificate II in Creative Industries (Media) COSAMP (RTO CODE 41549)



For this program the school has partnered with COSAMP and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

Prerequisites: Nil

This is a nationally recognised qualification that provides the individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a clearly defined range of contexts. Students throughout the two years will have the opportunity to gain skills and knowledge in a range of functions in film, television, radio broadcasting and cross platform promotions (online media).

The certificate course covers skills and knowledge in basic camera operations, sound editing, storyboarding, filmmaking, radio broadcasting and publication, social media and knowledge of the creative arts industry. This leads the way for students who want to pursue further studies in media related courses.

Students will also develop knowledge and skills for both performance, production and design aspects of performances, including backstage support, front of house activities, marketing and promotion, technical support, set production, costume design, music, lighting, choreography and performance. Students will become part of the technical team at Como, an essential support network of student who assist in the running of our many events throughout the year, such as Drama/ Dance productions, Showcase Exhibition, Como's Got Talent, Yohfest, Music performances and many more.

Embedded into the Certificate is the endorsed program School Production (ADSP) which when completed contributes 2 C grades towards WACE in Year 11 and Year 12.

Visual Arts General

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

The Visual Arts General course encompasses the practice and theory of the broad areas of art. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. Visual Art assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts General course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. General Visual Arts can be used for a Portfolio entry to University.

Visual Arts – Year 11 General- Unit 1 Experiences

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

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

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

Unit 2 Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Visual Arts – Year 12 General Unit 3 – Inspirations

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

Unit 4 – Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art

forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

Visual Arts ATAR

Prerequisites: Students need to achieve a B grade or better in Year 10 English. Completion of Visual Art subjects in Year 10 will be an advantage.

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.

YEAR 11 Unit 1 – Differences

Students may consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide stimuli for exploration and expression.

Unit 2 – Identities

In working with the focus of Identities, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

YEAR 12 Unit 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Unit 4 – Points of view Students identify and explore concepts

or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

FEEDBACK AND REPORTING Students receive feedback from completing assessments of the following types: production, analysis, investigation and examinations.

HOMEWORK Approximately three hours per week.

This is a challenging course. Art theory is a significant component. In the past, there has been insufficient students for this to run. General Visual Arts can be used for a Portfolio entry to university.

CUA30920 Certificate III in Music Industry COSAMP (RTO CODE 41549)



For this program the school has partnered with COSAMP and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

Prerequisites: Must have basic understanding of practical skills on an instrument.

This qualification is for students who have an interest in music and are keen to develop skills for the contemporary music industry. This certificate allows for specialisations in performance.

Over the duration of 2 years, students complete a range of core and elective music industry units focused on performance and the incorporation of technology. Students receive weekly small group tuition on their chosen instrument by a specialised instrumental teacher. Studying a certificate in music may also provide a pathway for further training and employment in a range of professions within the music industry.

Music ATAR

Prerequisites: Must have equivalent theory and practical level of Year 10 Music and achieve a B grade or equivalent AMEB levels.

The Music ATAR course encourages students to explore and develop a broad body of knowledge with depth in underlying principles, concepts, theories and techniques of jazz music. The course consists of two components: written and practical. Students will study the written component with a Jazz focus on aural, theory and history aspects. The practical component requires students to perform on their chosen instrument/s in up to two of the following four contexts: Western Art Music, Contemporary Music, Musical Theatre and/or Jazz. During the course, students will learn to listen, compose, arrange, perform and analyse music, developing skills to confidently engage with a diverse array of musical experiences.

Studying music may also provide a pathway for further training and/or employment across a range of institutes offering music. This is a challenging course. Music theory is a significant component. In the past, there has been insufficient students for this to run.

ENGLISH

English: ATAR

Literature: ATAR

English: General

English as an Additional Language: ATAR

ELICOS - English as An Additional Language Support

English ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 English Reading and Writing.

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.

SCSA now approves the study of ATAR or General Literature with ATAR English.

Literature ATAR

Prerequisites: Students must have achieved a B grade or higher in Year 10 English Reading and Writing.

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.

SCSA now approves the study of ATAR Literature with ATAR English.

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 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](#) online with the Schools Curriculum and Standards Authority prior to enrolment in Year 12.

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
- 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 enroll to sit for the WACE examination, they must meet the eligibility requirements. If ineligible students enroll, they will be moved out to a suitable course but this may not be a course of choice if no room remains in other courses.

ELICOS - English as an Additional Language Support

The year 11/12 ELICOS class is a literacy support and private study class designed to help students achieve the English language and other academic goals they have set themselves.

Students who have already achieved the required OLNA reading and writing levels during Year 10 and also have English as an additional language use this class for supervised private study to complete their assignment tasks from other subjects. In this way, Como Secondary College helps our senior ESL students decrease their vocabulary load to a more manageable level.

Students who are still working towards passing their OLNA reading or writing tests and also have English as an additional language are required to revise their literacy skills during these sessions. The content of these lessons will vary from week to week; however, each lesson will require students to complete reading, writing, listening or speaking activities. Prior to the OLNA testing in Terms 1 and 3, revision will include intense preparation for either (or both) the reading or writing OLNA assessments.

HEALTH AND PHYSICAL EDUCATION

In the Health and Physical Education learning area, students are able to choose an ATAR pathway, a General pathway, or a certificate (VET) pathway. Physical Education Studies is offered as ATAR and General courses. Health Studies is offered as a General course. Certificate II in Outdoor Recreation is offered as a VET course. Certificate II in Sport Coaching Hockey and Certificate II in Sport Coaching Golf.

Physical Education Studies: General, ATAR
Health Studies: General, ATAR
Certificate II in Outdoor Recreation
Certificate II in Sport Coaching - Golf
Certificate II in Sport Coaching - Hockey
Certificate II in Sport Coaching - General

Physical Education Studies General

Prerequisites: Nil

Students with a passion for Sport and Exercise will have the opportunity to develop their sporting skills over the course of the year. Combined with sporting skills students will develop their theoretical knowledge about how we can improve the performance of athletes.

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

Theoretical content:

- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology
- Motor Learning and Coaching

Practical content:

- Developing physical skills
- Developing tactical skills

Assessment Weighting:

- Practical: 30%
- Theory: 70%

Physical Education Studies ATAR

Prerequisites: B Grade or higher in English AND a B Grade in Year 10 Health and Physical Education or Golf or Hockey.

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

Theoretical content:

- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

Practical content:

- Developing physical skills
- Developing tactical skills

Assessment Weighting

- Practical: 50%
- Theory: 50%

Health Studies: General

Prerequisites: Nil

In Health Studies students will oversee and analyse the importance of 'health' on both a global, community and individual level and the importance health promotion plays in society. As well as looking at the bigger picture in relation to Health, this course also focuses on health and wellbeing as a dynamic quality of life, what it means to be healthy and the factors that influence health.

Theoretical content:

- Action plans to improve health
- Key consumer health skills
- Beliefs, attitudes, values and health behaviour
- Social and environments factors on health
- Self-management and interpersonal skills
- Health inquiry skills

Health Studies: ATAR

Prerequisites: B Grade or higher in English AND a B Grade in Year 10 Health and Physical Education or Golf or Hockey.

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

Cert II Outdoor Recreation iVET (RTO CODE SIS20419)



For this program the school has partnered with iVET and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

Pre-requisites: As per the Department of Education Duty of Care Policy and the Outdoor Education Activities Procedures and General Requirements for all Outdoor Education Activities, students must be able to;

- Swim continuously for 200 metres without aids using a recognised stroke, in less than six (6) minutes; and
- Demonstrate survival sculling, floating and treading water for five (5) minutes without the use of fins, flotation or swimming aids.

Desirable: Students have a background and passion in outdoor activities.

This is a two (2) year course in which students will have the opportunity to complete:

- Certificate II in Outdoor Recreation
- Recreational Skippers Ticket
- Provide First Aid Certificate
- Bronze Medallion Qualification (Royal Lifesaving WA)
- Seatrek Program (Department of Transport endorsed)

The focus of this course is the development of students' skills and experience in outdoor activities.

Theoretical content:

- Risk management and First Aid
- Equipment Management
- Leading Outdoor Education activities
- Working in the Outdoor Education industry
- Environmental interpretation and minimal impact practices
- Components of weather

Practical content:

- Lifesaving
- Swimming
- Power boating

- Sailing
- Canoeing
- Mountain Biking

N.B. At least 50% of the fee for this course must be paid upon selection of this course. The remainder will be due by the end of Week 1, Term 1 2025.

Cert II Sport Coaching: Golf iVET (RTO CODE SIS20321)



For this program the school has partnered with iVET and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

Prerequisites: Students are selected by trial. Students must achieve a C Grade or higher in Year 10 Golf Specialist and Health.

This is a two (2) year course in which students will have the opportunity to complete:

- Provide First Aid Certificate
- ASADA Level 1 Anti-doping Certificate
- ASADA Level 1 Rules Certificate
- Play by the Rules – Inclusive Coaching and Child Protection

These qualifications are in line with units completed under the PGA of Australia Traineeship Program. Some certifications and other related opportunities that are offered to students enrolled in this course may be used to compile a portfolio in order to achieve an Authority Developed Endorsed Program – Recreational Pursuits (ADRP). Involvement in a community club also contributes to ADRP attainment.

Theoretical content:

- OHS and Risk Management
- Event management
- Public speaking and assertive communication
- Goal setting
- Sports injury management
- Coaching golf, advanced game play

Practical content:

- Golf – students receive 2 hours of coaching by PGA members and play 9 holes per week through Collier Park Golf Club.
- Fitness development

Assessment format:

- Written tasks
- Practical observations

Cert II in Sport Coaching: Hockey iVET (RTO CODE SIS20321)



For this program the school has partnered with iVET and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

Prerequisites: Students are selected by trial. Students must achieve a C Grade or higher in Year 10 Hockey Specialist and Health.

This is a two (2) year course in which students will have the opportunity to complete:

- Provide First Aid Certificate
- Level 1 Umpire Accreditation – Hockey Australia
- Community Officiating General Principles Certificate
- Play by the Rules – Inclusive Coaching and Child Protection

Some certifications and other related opportunities that are offered to students enrolled in this course may be used to compile a portfolio in order to achieve an Authority Developed Endorsed Program – Recreational Pursuits (ADRP).

Involvement in a community club also contributes to ADRP attainment.

Theoretical content:

- Exercise physiology
- Analysis of positional roles
- Systems Hockey
- Self analysis

Practical content:

- Hockey

Assessment format:

- Written tasks
- Practical observations

Cert II in Sport Coaching: General iVET (RTO CODE SIS20321)



For this program, the school has partnered with iVET and upon satisfactory completion on all units and requirements of this course, a student may obtain national qualifications.

This is a two (2) year course in which students will have the opportunity to complete:

- Provide First Aid Certificate
- Play by the Rules – Inclusive Coaching and Child Protection

Some certifications and other related opportunities that are offered to students enrolled in this course may be used to compile a portfolio in order to achieve an Authority Developed Endorsed Program – Recreational Pursuits (ADRP). Involvement in a community club also contributes to ADRP attainment.

Theoretical content:

- Exercise physiology
- Analysis of game play
- Self analysis

Practical content:

Sport of choice – your community involvement

Assessment format:

- Written tasks
- Practical observations

HUMANITIES AND SOCIAL SCIENCE AND LANGUAGES

Business Management and Enterprise: ATAR
Career and Enterprise: General
Geography: ATAR
Geography: General
Modern History: ATAR
French Second Language: General
Indonesian Second Language: General

Business Management and Enterprise ATAR

Prerequisites: Students must have achieved a C or higher in Year 10 Humanities and Social Sciences and a B grade or higher in English.

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.

We offer this beside ATAR Accounting and Finance. It is likely only one will have sufficient students to run.

Career and Enterprise General

Prerequisites: Nil

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world.

Unit 1

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

Unit 2

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

Geography ATAR

Prerequisites: Students must have achieved a B or higher in Year 10 Humanities and Social Sciences and in English.

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.

Geography General

Prerequisites: Nil

In the Geography General 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. Geography as a discipline values imagination, creativity and speculation as modes of thought. It develops students' knowledge about the interconnections between places and explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

This will be followed in Year 12 by Modern History General Year 12 course to give students a rounded Humanities course:

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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.

Modern History ATAR

Prerequisites: Students must have achieved a B or higher in Year 10 Humanities and Social Sciences and in English.

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.

French Second Language General

Prerequisites: Study of French in lower school is advantageous

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.

In the past, there have been insufficient students for this to run.

Indonesian Second Language General

Prerequisites: Study of Indonesian in lower school is advantageous.

The Indonesian: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of Indonesian-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 Indonesian language as well as extend literacy development in English.

In the past, there have been insufficient students for this to run.

MATHEMATICS

Mathematics Applications: ATAR
Mathematics Methods: ATAR
Mathematics Specialist: 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 Applications ATAR

Prerequisites: Students must have achieved an A or B or C grade in EMITS or Pathway 1 or 2 Mathematics in Year 10, AND a B grade in any strand.

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 Methods ATAR

Prerequisites: Students must have achieved an A or B grade in EMITS or Pathway 1 Mathematics in Year 10, AND an A grade in Number and Algebra and/or Measurement and Geometry.

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 EMITS or Pathway 1 Mathematics in Year 10, AND an A grade in both Number and Algebra, and Measurement and Geometry.

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 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
Physics: ATAR
Psychology: ATAR
Science in Practice General
Human Biology: General

Biology ATAR

Prerequisites: Students must have achieved a B grade or higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Biology based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Biological Science grades are available.

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

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

Chemistry ATAR

Prerequisites: Students must have achieved a B grade or higher in English and a B grade or higher in Chemical Sciences 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 higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Human Biology based on their Semester 1 grade

which must be a B or higher. This will be reviewed when the Biological Science grades are available.

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.

Physics ATAR

Prerequisites: Students must have achieved a B grade or higher in English and a B grade or higher in Physical Sciences in Year 10. As Physical Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Physics based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Physical Science grades are available.

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 higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Psychology based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Biological Science grades are available.

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.

Science in Practice General

Prerequisites: Nil

Science in Practice is a course grounded in the belief that Science is a practical activity. The Science in Practice course encourages students to be questioning, reflective and critical thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives and the lives of others. Students will engage in activities and investigations on science issues and will learn about all strands of Science within the course.

Human Biology General

Prerequisites: Nil

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

TECHNOLOGIES

Applied Information Technology: ATAR, General
Food Science and Technology: General
Materials, Design and Technology Wood: General
Materials, Design and Technology Metal: General

Applied Information Technology ATAR

Prerequisites: Students must have achieved a B grade or higher in Digital Technologies in Year 10 (General or Extension).

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.

Applied Information Technology: General

Prerequisites: Nil

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

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology General course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

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 Wood – General

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

Materials Design and Technology Metal – General

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 metal 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.

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

CURTIN UNIVERSITY UNIREADY ENABLING PROGRAM

The UniReady Enabling Program provides an alternative entry to university for non-ATAR students (General Students) into selected courses at Curtin University.

The Curtin UniReady Enabling Program is usually only available to students directly through Curtin University, however Como Secondary College have entered into a partnership that allows us to deliver the UniReady Program to Year 11 (or Year 12) students while they are attending Como SC.

As an Endorsed Program the UniReady Enabling Program contributes to a student's WACE.

If successfully completed students are awarded a notional ATAR of 70 which can then be used to satisfy the entry criteria to a range of degrees at Curtin University and other universities.

Which degrees can be accessed via the Curtin UniReady Enabling Program?

Approximately 50 degree courses can be accessed via the program, including pathways to Engineering, Medicine, Law, Accounting and Finance. Curtin maintains a current list of eligible courses at: <https://study.curtin.edu.au/applying/pathways/uniready-enabling-program/>

What are the prerequisites?

Before being accepted into the the Curtin UniReady Program students must meet the following academic pre-requisites:

Year 12 2025:	ATAR pathway in Year 11, predicted ATAR of 55-69
Year 11 2025:	C grade in English C Grade in Pathway 1 or Pathway 2 Mathematics ABEs rating of consistently or often across all courses studied.

Where does the Program fit on the timetable?

In Year 11 the UniReady Enabling Program will take the place of 1 course of study. Students will also be enrolled in General English, General Mathematics and 3 other courses (either General or Certificate courses.)

Fees

Payment of fees is required to confirm your place in UniReady.

Can I withdraw from the course?

Students are permitted to withdraw from the Program by the end of Week 3 Term 1. Fees will be refunded if a withdrawal is completed within this timeframe. After this time, no refunds can be made.

SCHOOL BASED TRAINEESHIP

The Vocational Education and Training (VET) system is a great way to gain entry into a desirable occupation.

SBTs are for students entering Year 11. They provide an opportunity for selected students to work at a job whilst training, and to attend school on the days they are not at the SBT. Students are paid for the work they do. SBTs go for 18 months and students earn a Certificate II.

Students must be starting Year 11 and be Australian permanent residents or New Zealand citizens.

Read the information on the website below. It contains all the information you need. Discuss this with your parents. www.wa.gov.au/government/multi-step-guides/school-based-traineeship-program

A SBT is different from doing a Certificate II full time at TAFE or over two years at school.

- It is delivered off school site two days a week
- Because you're working and learning, you are paid for the work you do
- You will only have 5 school subjects so we agree on how the other time will be spent.

UNIQUE STUDENT IDENTIFIER - USI

HOW TO CREATE A USI

It should only take less than 5 minutes online!

Go to www.usi.gov.au

Select 'Student Login'

Read and Agree to the Terms and Conditions

Select 'Create USI'

You will need one of the following forms of ID to create your USI such as a:

- Driver's Licence
- Medicare Card
- Passport (Australian)
- Non-Australian Passport (with Australian Visa)
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

Follow the steps to create a USI

You're done!

Your USI will now be displayed on the screen and will also be sent to you for your records.

If you are enrolling in training, your training organisation will need to collect and verify your USI. To help your training organisation do this, you can select the 'Print your USI' or 'Email your USI' option from this screen. Click [here](#) for more information.

Click here for more information

<https://www.usi.gov.au/students/manage-your-usi%20>

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 2025 are approved by the College Board later in the year and advised to parents by the 1st of December each year.

High cost subjects incurring a proposed cost of greater than \$60 are considered high cost and payment of a 50% deposit is required to confirm acceptance and placement in these classes. **Hockey, Golf and Uniready programs are to be fully paid at time of selection.** (All subject charges are proposed for 2025 and are subject to change.) You will be re-directed to CommBank BPoint to finalise your subject selections should high cost subjects be selected. If fees for high cost courses are not paid, students will be moved to lower cost courses.

All charges are required 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 2025.

Our online Course selection website will contain a link to enable you to pay fees at the time of selection.

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 uniform, where appropriate.

Interstate and overseas trips—Specialist Course Students

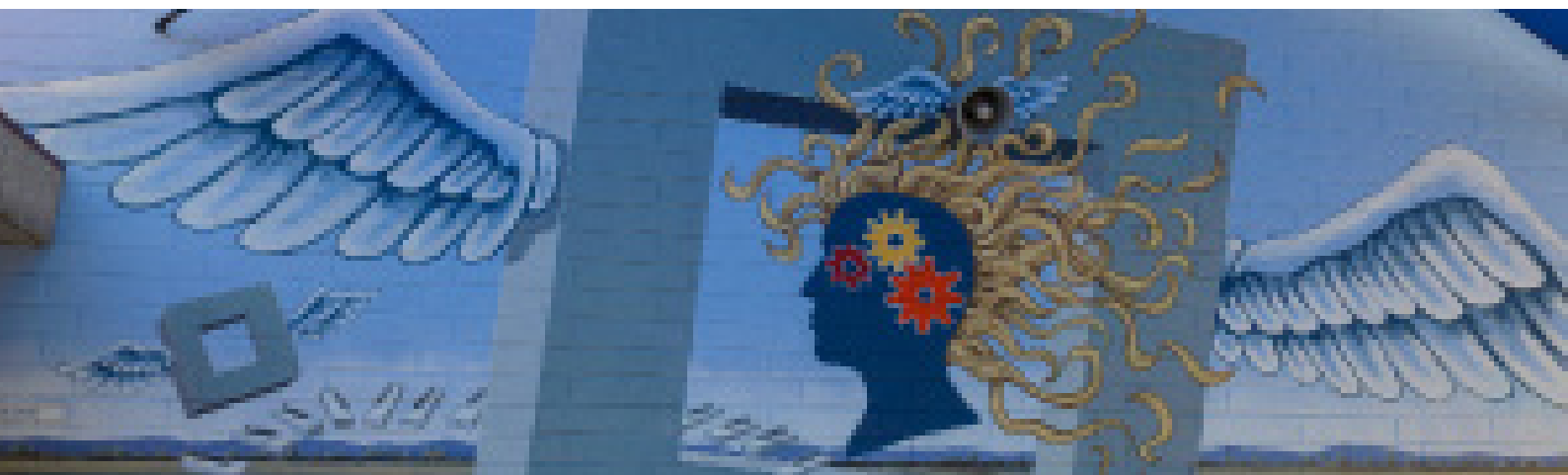
The College cannot accept monies for these trips until obligations to pay specialist programs and College course charges have been fulfilled. The College has discretion to exclude students from extra-curricular activities (eg excursions, tours) if College course charges are not paid in full.

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

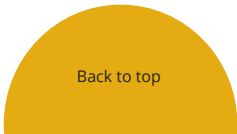
Please note

It is government policy that parents should contribute towards the cost of educating their children. Given that all students benefit from the pool of collected fees, it is fair to expect that all parents should pay the balance of contributions and charges. Because students are able to choose the courses that will offer them the learning outcomes they desire, it is considered fair and equitable that all parents should pay for the courses that their children select. Parents of students who choose the more expensive option subjects need to consider the costs during the subject selection process. Please note that non-payment for high cost subjects will mean we will place your child in a lower cost course that still enables your child to achieve the WACE.



The Arts	Charge
Dance: General	\$60.00
Design Photography General	\$85.00
Media & Production Analysis: General	\$85.00
CUA 20220 Certificate II in Creative Industries (Media)	\$150.00
Visual Arts: General	\$70.00
Visual Arts: ATAR	\$80.00
CUA30920 Certificate III in Music Industry	\$85.00
Music: ATAR	\$80.00
English	
English: ATAR	\$50.00
Literature: ATAR	\$45.00
English: General	\$45.00
English As An Additional Lanaguage: ATAR	\$50.00
ELICOS - English As An Additional Language Support	\$30.00
Health & Physical Education	
Physical Education Studies: General	\$80.00
Physical Education Studies: ATAR	\$90.00
Health Studies: General	\$55.00
Health Studies: ATAR	\$55.00
Certificate II in Outdoor Recreation: Outdoor Education	\$240.00
Certificate II in Sport Coaching: Golf	\$870.00
Certificate II in Sport Coaching: Hockey	\$570.00
Certificate II in Sport Coaching: General	TBC
Humanities & Social Sciences and Languages	
Business Management and Enterprise ATAR	\$85.00
Career and Enterprise General	\$100.00
Geography: ATAR	\$55.00
Geography General	\$55.00
Modern History ATAR	\$45.00
French Second Language General	\$85.00
Indonesian Second Language General	\$85.00
Mathematics	
Mathematics Applications: ATAR	\$55.00
Mathematics Methods: ATAR	\$55.00
Mathematics Specialist ATAR	\$65.00
Mathematics Essential: General	\$55.00
Science	
Biology: ATAR	\$60.00
Chemistry: ATAR	\$80.00
Human Biology: ATAR	\$60.00
Physics: ATAR	\$60.00
Psychology: ATAR	\$60.00
Science in Practice: General	\$60.00
Human Biology: General	\$60.00
Technologies	
Applied Information Technology: ATAR	\$95.00
Applied Information Technology: General	\$95.00
Food Science and Technology: General	\$220.00
Materials ,Design & Technology (Wood): General	\$200.00
Materials ,Design & Technology (Metal): General	\$200.00
UNI Ready	\$200.00

Costs indicated in this handbook are the costs for 2024. 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.



COMO SECONDARY COLLEGE YEAR 11 AND 12 PATHWAYS 2024 – 2025

Note that grades achieved in Semester 1 for entry to ATAR courses must be maintained in Semester 2.

Year 11 and 12 ATAR Courses Benchmarks apply to the courses in the column below.	Code	Year 10 minimum benchmark for recommendation to study the course
Applied Information Technology	AEAIT	B grade or higher in Digital Technologies in Year 10 (General or Extension).
Biology	AEBLY	B grade or higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Biology based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Biological Science grades are available.
Business Management and Enterprise	AEBME	C grade or higher in Year 10 Humanities and Social Sciences, and a B grade or higher in English.
Chemistry	AECHE	B grade or higher in English and a B grade or higher in Chemical Sciences in Year 10.
English	AEENG	B grade or higher in Year 10 English Reading and Writing.
English as an Additional Language	AEELD	Students must meet eligibility requirements for EALD.
Geography	AECEO	B grade or higher in Year 10 Humanities and Social Sciences and in English.
Health Studies	AEHEA	B Grade or higher in English AND a B Grade in Year 10 Health and Physical Education or Golf or Hockey.
Human Biology	AEBHY	B grade or higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Human Biology based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Biological Science grades are available.
Literature	AELIT	B grade or higher in Year 10 English Reading and Writing.
Mathematics Applications	AEMAA	An A or B or C grade in EMITS or Pathway 1 or 2 Mathematics in Year 10 and a B grade in any strand.
Mathematics Methods	AEMAM	An A or B grade in EMITS or Pathway 1 Mathematics in Year 10 and an A grade in Number and Algebra and/or Measurement and Geometry strands.
Mathematics Specialist	AEMAS	An A grade in EMITS or Pathway 1 Mathematics in Year 10, and an A grade in Number and Algebra and Measurement and Geometry strands.
Modern History	AEHIM	B grade or higher in Year 10 Humanities and Social Sciences and in English.
Physical Education Studies	AEPEP	B grade or higher in English AND a B grade in HPE Sport focus or Health and Physical Education or Golf or Hockey.
Physics	AEPHY	B grade or higher in English and a B grade or higher in Physical Sciences in Year 10. As Physical Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Physics based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Physical Science grades are available.
Psychology	AEPSY	B grade or higher in English and a B grade or higher in Biological Sciences in Year 10. As Biological Science is included in Semester 2 learning, students will be provisionally accepted into ATAR Psychology based on their Semester 1 grade which must be a B or higher. This will be reviewed when the Biological Science grades are available.
Visual Art	AEVAR	B grade or higher in Year 10 English. Completion of Visual Art subjects in Year 10 will be an advantage
MUSIC ATAR	AEMUSJ	Equivalent theory and practical level of Year 10 Music and achieve a B grade or equivalent AMEB levels.

Year 11 and 12 General courses and certificates

Benchmarks are only required for the courses as noted in the right hand column below

	Code
Applied Information Technology	GEAIT
Career and Enterprise General	GECAE
Certificate II in Creative Industries (Media)	CUA20220
Certificate II in Sport and Recreation: Outdoor Education	SIS20419: Must be able to swim 100m in 6 mins, immediately followed by 5 minutes of unaided self-support (treading water, floating etc.). It is desirable that Outdoor Education students have achieved a B grade or higher in Year 10 Health & PE (Outdoor Extension) and have achieved a Bronze Star.
Certificate II in Sport Coaching: General	SIS20S: Need an outside interest in a sport
Certificate II in Sport Coaching: Golf	SIS20321: Selected by trial. Students must achieve a C grade or better in Year 10 Golf Specialist.
Certificate II in Sport Coaching: Hockey	SIS20321: Selected by trial. Students must achieve a C grade or better in Year 10 Hockey Specialist.
Certificate III in Music Industry	CU30920: Complete an audition – singing or musical instrument in term 3
Dance	GEDAN
Design Photography	GEDESP
English	GEENG
Food Science and Technology	GEFST
French Second Language	GEFRE
Geography (Year 11) + Modern History (Year 12)	GEGEO
Health Studies	GEHEA
Human Biology	GEHBY
Indonesian Second Language	GEIND
Literature	GELIT
Materials Design and Technology Metals	GEMDTM
Materials Design and Technology Wood	GEMDTW
Mathematics Essentials	GEMAE
Media Production Analysis	GEMPA
Physical Education Studies General	GEPES
Science in Practice	GESIP
Visual Art General	GEVAR

HOW TO LOG IN

We recommend using Google Chrome or Mozilla Firefox web browsers. You will only be able to access the software during the publicised dates.

Go to the College's website and click onto the SSO logo. Log on using your student email address eg `firstname.familyname@student.education.wa.edu.au`. and the personalised school issued Pin Number. This Pin Number will be issued to you via email.



WHAT DO I DO ONCE I'VE LOGGED IN?

1. Read the information contained in the Introduction section in SSO before you begin to make your selections.

2. You need to make a total of 6 selections. Your choices must consist of the following:

- An English course (English or Literature)
- A Mathematics course (either ATAR or General)
- 4 or more other courses. You may choose Up to 2 Certificate then make up the rest with General Courses if desired.

You'll also be asked to select 2 reserve choices, in case any of your choices aren't available. You will not be able to select a course that you have already chosen as a reserve.

You will see when you have completed your selections correctly when they are marked with a green tick in the left margin. If you see a red exclamation mark, this means that selection has not met the required criteria and you will need to tell the HoLA why you want to do it. You still need to select a course you do qualify for.

3. At the bottom of the screen, you will see a yellow banner with instructions that need to be completed. As you complete each instruction in the yellow banner, it will disappear.

4. Once you have no yellow banner at the bottom of the screen and green ticks for both all preferences, you will then be able to generate your Selection Report.

Important Note: You are choosing the 6 courses that you would like to study. A computer program will create the grid based on the popularity of the courses. This might mean that a course you choose may not be available because it clashes against a more popular choice. If numbers are not viable, we cannot run a course. If we need to close down subjects, then the first reserve will be allocated. If we need to, we will go to the second reserve. If this is not possible, we will meet with your child to make a further selection.

To generate your selection report, click the Generate Selection Report button which appears at the bottom of the 'Your Selections' panel when all selection conditions are met. If you are unable to click this button, you will need to check that all preferences have a green tick and there is no yellow banner at the bottom of the screen.

FINALISING SELECTIONS

In order to finalise and submit your selections, a 50% deposit is required for high cost courses in accordance with the College's Contributions and Charges Policy.

The minimum amount required is 50%; however, you can pay more if you choose. The amount you pay will be allocated towards next year's fees. If your child does not get into a specific course, the funds will be offset against your other college course fees and contributions and/or refunded. Please note: Until the 50% deposit is paid for high cost courses, your child's selections will not be confirmed and submitted to the College. Once you have finalised payment, you can log out of the system. Scroll to the top of the page, click your name in the top right hand corner then click 'Log Out'.

WHAT HAPPENS NOW?

Once Subject Selections Online closes, the timetable grid for each year group is developed. Every attempt is made to set up a structure that allows your child to study the courses of their choice. However, in a few cases due to course clashes or student numbers this may not be possible and a few will need to select alternatives.

In Term 4, your child will receive a print out of their Student Course Summary indicating the courses they are enrolled in for the next year.

IS IT POSSIBLE TO CHANGE COURSES AFTER THE SUBJECT SELECTION ONLINE?

Once the timetable has been set (usually by mid Term 4), course changes become more difficult. It is important that we 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.

In order to initiate a change, you will need to complete a Query to Change Course form and submit it to the Deputy Principal. These forms can be collected from the Front Office. However, as other students will have made their choices, there may be no room in a desired class if it's left this late.

WHAT DO I DO IF I NEED HELP?

If you have any queries with the logging in process or making selections, please contact the school during office hours (8.00am until 4.00pm) on 9365 2000 and ask for assistance with SSO. The team in the office will be able to direct your phone call to the appropriate person.

APPENDIX 1: WACE BREADTH-OF-STUDY LIST FOR THE WACE IN 2025

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)

Business Management and Enterprise
Career and Enterprise
Dance
Drama
English
English As An Additional Language
French as a Second Language
Geography
Health Studies
Indonesian as a Second Language
Literature
Media Production & Analysis
Modern History
Music
Visual Arts

LIST B (MATHEMATICS/SCIENCE/TECHNOLOGY)

Applied Information Technology
Biology
Chemistry
Design Photography
Earth and Environmental Science
Food Science and Technology
Human Biological Science
Materials, Design and Technology Wood
Mathematics
Mathematics: Specialist
Physical Education Studies
Physics
Psychology
Science in Practice

APPENDIX 2: COMMON QUESTIONS AND ANSWERS

Q - 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:

- Enroll 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.
- Enroll in General and ATAR of the same course. For example, Year 11 Physical Education Studies General and Year 11 Physical Education Studies ATAR.
- Enroll in more than two Certificate Courses each year, or more than one Certificate course and one Endorsed Program.

Q - My child has no idea what he/she wants to do. Is this a problem in the Course 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. It is important to use the resources available to set goals beyond Year 12.

Q - 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, ATAR courses in particular. 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.

Q - My child and I would still like to choose a Course that has he/she has not met the pre-requisites for. Can they still enroll in the course and change if they are not achieving C grades or better?

A - Students may change Courses in Year 11 before the date published by SCSA; 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. They will not be able to change if there is no room in alternative classes.

Q - 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.

Q - 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 undertake these courses than to select courses which are scaled less as they may receive a disproportionately low mark in these more difficult courses. It is better to do well in a relatively easier course than to do poorly in a more difficult course.

Q - 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.

Q - 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.

Q - 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, Curtin on 1300 222 888 or Notre Dame on 9433 0555.

Q - Why can't my child study the courses selected?

A - The school has limited funding, staffing and rooming. Six year-group grids have to work together to accommodate the needs of all students as well as we can.

