

# AVELEY SECONDARY COLLEGE

Year 11 2023 Handbook

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# INTRODUCTION

Aveley Secondary College has as its purpose 'success for every child every day.' ASC seeks to provide the best learning experience for our students so that they can achieve the success they deserve. Success takes many forms, but in terms of the focus of this handbook, it relates to selecting the right courses and pathways. This will look different for each student as they each have individual goals and aspirations. We are proud to provide different programs for students to help them achieve their goals, whether that be gaining direct entry to University or completing training to gain an apprenticeship. This handbook contains information to help students decide which direction to take after Year 10. Details are provided on The Western Australian Certificate of Education (WACE), various post school alternatives and the Year 11 courses being offered. It does not stand alone, advice and information are also available from students' teachers, Heads of Learning Areas and your child's Course Counsellor. When selecting their courses for Year 11, students should bear in mind that if they are interested and challenged by the courses being studied there is a greater chance of success. I encourage both students and parents to read the introductory pages of the handbook to gain an understanding of the Senior School system and the requirements for students to achieve WACE before exploring the courses on offer. We want all of our students to choose an appropriate pathway to provide them with the skills, knowledge and foundations for future success. I am looking forward to working with you and your child throughout Years 11 and 12.

*Brigid Lovelock*  
Deputy Principal (Senior School)

## SENIOR SCHOOL COURSES AT AVELEY SECONDARY COLLEGE

All students study six courses (or the equivalent) in Year 11, a total of 12 semester units. Most students will continue with these six courses in Year 12. Over the two years, students will usually complete 24 units. Once a student has commenced their program of study, course changes are discouraged and are usually only considered when it is identified that a student is in a program of study which is too difficult and that this is recognised before the College's cut-off dates for changes to be made. The only compulsory part of the program is that all students must study English. The types of other courses chosen will depend on the student's interests, strengths, possible career direction, advice from parents and course eligibility being met. The College takes course eligibility very seriously. Students should not undertake courses at a senior school level that they are not equipped to succeed in. Eligibility requirements are set by Heads of Learning Areas and are based on an analysis of all available data for your child. The Heads of Learning Areas are experienced in determining eligibility and are well aware of the work ethic and background knowledge required to succeed in each course within their learning area.

It is important that every student understands that the work in Senior School is more difficult and more complex than in Middle School. Students will need to develop good study habits, be well organised and take increased responsibility for their learning with the support of their parents and teachers.

**Compulsory Leaving Age for Secondary Students** It is government policy that students must be in full-time education, training, or appropriate employment until the end of the year in which the child reaches the age of 17 years and six months, or the child reaches the age of 18 years (whichever happens first). Approval to undertake options other than full-time school is gained by completing a Notice of Arrangement (NOA). NOA forms are available from the College.

# **SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA) COURSES**

School Curriculum and Standards Authority Courses are offered at the ATAR, General and Foundation level. All SCSA Courses are governed by the syllabuses and assessment structures of SCSA. These syllabus statements are available from the Authorities website: [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

## **Australian Tertiary Admissions Rank (ATAR) Courses**

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

The College encourages students to attempt these courses if it is indicated that they are eligible to do so on their Course Selection Booklet. It is recommended that all students aiming for direct entry to university enrol in at least five ATAR Courses in Year 11 – the minimum number is four. Students may be permitted to enrol in fewer than four ATAR courses together with General courses or a VET certificate in Year 11; however, continuation in these courses will depend upon satisfactory progress achieved in the Progress Review Report in Term 1 and at the completion of the Semester One exams.

## **General Courses**

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

Students who have demonstrated a majority of their Year 10 achievements up to a C grade will enrol in General courses or a VET certificate, subject to the prerequisites for these courses. Other students may select a General course if it is appropriate to their needs. All students will remain in six Courses or Course equivalents for Year 11.

## **Foundation Courses**

Foundation courses are designed for students who have not been able to demonstrate the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. They are not externally examined; however, they each have an EST in Year 12 which is set by the SCSA.

Foundation courses provide a focus on functional literacy and numeracy skills. The only students who may enrol in Foundation courses in Semester 1 of Year 11 are those who have achieved Category 1 OLNA for Literacy and/or Numeracy.

# VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

VET qualifications are undertaken as part of a student's senior school program at the College and enable students to gain nationally recognised qualifications for varied types of employment, and specific skills to help them in the workplace. In some cases, VET qualifications can give you training in the industry through workplace learning.

Students may enrol in a VET certificate internally at the College where the student undertakes 4 periods a week in class or externally at TAFE or private Registered Training Organisations (RTO). External VET Certificates are limited and competitive and need to be applied for through the Senior School Deputy during Term 3. Students who successfully apply for this mode of delivery will attend the College for 3 or 4 days and then the external RTO for 1 or 2 days. Students enrolled in external VET certificates must abide by the College policies and procedures and are responsible for their own transport to and from the training institution. Our internal VET certificates are delivered through various RTOs. The RTO oversees the administration of the Certificate courses, adheres to the ASQA framework, can provide resources and assessments and our teachers deliver, monitor and assess the course requirements.

VET can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents:

- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 units and four Year 12 units.

## ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, ASDAN and Cadets. These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units that you need to achieve your WACE.

# CHOOSING YOUR COURSES

Things to consider when choosing a Course:

- You are making a COMMITMENT for two years. Courses chosen in Year 11 Course are usually continued through to the end of Year 12.
- Every time you change a course after the commencement of the school year it puts you at risk, therefore course change requests should be avoided once the year has commenced.
- Read the detailed course descriptions contained in this handbook.
- Consider your interests and abilities and your career aspirations. Remember if you enjoy the courses you study, you are more likely to do well in them.
- Check university subject pre-requisites/TAFE selection criteria (details of these can be found on the [Senior School Pathways Page](#) on the College website.)

## COURSE SELECTION PROCESS

The process used to help students select appropriate Courses consists of a number of stages.

### Information Evening

This evening is designed to give a general overview regarding WACE requirements, entry to University and TAFE and Vocational Education and Training opportunities. In addition, College personnel will be available to answer questions about the courses on offer at Aveley Secondary College. Year 10 students will attend an information session which outlines the course selection process before the end of Term 2.

### Individual Course Selection Appointments

All students and parents will have the opportunity to make an individual appointment with a course counsellor in the first 2 weeks of Term 3. It is **essential** that students have completed their Unique Student Identifier (USI) before this appointment and that the details have been forwarded to [Aveley.SC.SeniorSchool@education.wa.edu.au](mailto:Aveley.SC.SeniorSchool@education.wa.edu.au). Students should bring their completed Course Selection Form to this appointment as well as the other items listed on the checklist in the Student Selection Pack. Although the College will try its best to satisfy all students' preferences, even though originally offered, not all courses may be available to all students. Students may be required to reselect due to grid clashes or lack of interest resulting in the cancellation of a course. Students need to select courses that they can be successful in as opportunities to change courses once commenced is very limited.

# COLLEGE CHARGES

## Contributions, Charges and Fee for Service

All Year 11 courses attract **Compulsory** Charges.

The College may seek a 50% deposit for courses that have a **high cost** component or that are delivered by external providers (e.g. by TAFE). If a course is approved for payment before the commencement of the course, the principal has the flexibility to;

- Request up to 50% confirmation charge by a certain date.
- Advise that participation is conditional on payment.
- Have the opportunity to arrange payment plans and options if required.

### VET Fee for Service Programs

External training providers offer a variety of courses suitable for students in senior school. These courses are advertised with the understanding that there is a fee involved which parents will be responsible for paying – **including 50% confirmation charge to be paid to the school before enrolment in the course and then 50% prior to commencement of the course**. These programs allow students to get a head start on a career pathway of their choice.

The College offers the following **payment options**:

- Qkr! - Download Qkr! from your device's App store onto your smart phone or tablet.
- BPoint - <https://www.bpoint.com.au/pay/AVELEYSECONDARYCOLLEGE>
- EFTPOS
- Payment Plan – Families can make arrangements with the College to pay in instalments. Please contact our Finance Officer or come into the College Administration Office.  
[Aveley.SC.Finance@education.wa.edu.au](mailto:Aveley.SC.Finance@education.wa.edu.au).

## **Secondary Assistance Scheme**

The State Government, through the Department of Education, provides financial support to eligible parents through the Secondary Assistance Scheme (SAS). The aim of this scheme is to assist low-income families with secondary schooling costs.

The allowance consists of two components:

1. \$235 Educational Program Allowance is paid directly to the school and is taken as payment for the Voluntary Contribution.
2. \$115 Clothing Allowance paid directly to the parent/guardian to assist with the purchase of the school uniform or parents can opt to direct payment to the school to decrease the outstanding balance of voluntary contribution and or charges.

Application is made by parents or guardians of students enrolled in Years 7 to 12 up to and including the year the student turns 18 years of age.

Parents/guardians must hold one of the following cards:

- Human Services Health Care Card Cardholder must be a parent/guardian. Claims cannot be made by a parent using a student's card (i.e. the student may hold a card for disability purposes).
- Human Services Pensioner Concession Card. Student name should be listed on the card.
- Veterans' Affairs Pensioner Concession Card. Health Pensioner Card, TPI / TPI Gold Cards or State Cards cannot be accepted as they are issued for medical benefits purposes only.

The above cards must be current during the first term. Applications must be made in person, forms are available from Administration office at the College. Applications close at the end of Term 1. Any application received after this date will not be accepted.

# SUCCEEDING IN SENIOR SCHOOL

## Course Prerequisites

Some courses have academic or attendance prerequisites. Students who meet these prerequisites will be able to select these courses. For students who do not meet these prerequisites or who are not eligible for courses that they would like to select, then a review of eligibility may be requested. Please discuss this with your Course Counsellor at your course selection appointment.

## Homework/Study Commitment

Before you decide on which courses to study, you need to consider how much time you can commit outside of college hours. Each ATAR course will require a minimum of 2½ - 3 hours per week of home study, giving a total time for all ATAR courses of at least 15-18 hours per week. General and Certificate courses will require a minimum of 1-1.5 hours per course per week. That means that 6 General Courses require up to 9 hours of homework and/or study per week. Homework does not only consist of the work given to you by the teacher, but also of a self - directed component. This may include organising your notes, revision, research, exam study, practical study or additional tasks or questions.

## Handing in your work on time

It is vital in Year 11 and 12 that all assessment work is handed in on time, for all Courses. Failure to do so jeopardises your grades and does not allow you to achieve to your potential. Parents and students should familiarise themselves with the Senior School Assessment Policy.

## Attendance Commitment

Your attendance and participation in class is the key to successful achievement. Studies show that students who attend school regularly are more likely to succeed at school. Aim for 100% attendance. The only acceptable reasons for absences are if you are sick or have a school activity such as an excursion. Work commitments and holidays are not acceptable reasons for being absent from school. Missed tests or assessments for unapproved absences will have a penalty applied as per the Senior School Assessment Policy.

## Medical conditions affecting performance

It is the responsibility of the student to notify the College of any medical condition that may affect performance as soon as they enrol or become aware of the condition. If special consideration is required in exams or class as a result of the medical condition, a medical certificate and/or other documentation must be provided to the Deputy Principal, so that arrangements can be put in place. This is also a SCSA requirement.

# WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is awarded by The Authority when students successfully meet the WACE requirements, usually over a 2 year program of study in Years 11 and 12.

Students must meet all the following requirements of WACE as below:

Breadth and Depth	Choose at least 1 course from List A and List B courses in Year 12
Literacy and Numeracy Requirements	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.

For more detailed information about WACE requirements please refer to the [Year 10 Information Handbook](#) on the Authority's website.

## THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

A WASSA is issued to all Year 12 students who complete any study that contributes towards a WACE. It lists all courses and programs students have completed in Year 11 and 12 and the grades and marks achieved.

## LITERACY AND NUMERACY

There are two stages to demonstrating competence in literacy and numeracy. Firstly, all students are required to complete two Year 11 English units and a pair of Year 12 English units. Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

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

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

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

## TRANSITION TO YEAR 12

Students must be on track to achieve WACE to progress through to a Year 12 program. Students that have not obtained adequate academic progress by the end of the Year 11 school year will have the option of repeating Year 11, undertaking an alternative training program or full time employment.



# YEAR 11 COURSE LIST AND CHARGES

Course Name	Course Code	Cost
<b>ENGLISH</b>		
English Foundation	FEENG	\$25
English General	GEENG	\$30
English ATAR	AEENG	\$40
<b>MATHS</b>		
Mathematics Foundation	FEMAT	\$60
Mathematics Essential General	GEMAE	\$60
Mathematics Applications ATAR	AEMAA	\$60
Mathematics Methods ATAR	AEMAM	\$60
Mathematics Specialist ATAR (school based/online)	AEMAS	\$60/100
<b>HASS</b>		
Geography General	GEGEO	\$50
Career & Enterprise General	GECAE	\$25
Business Management & Enterprise ATAR	AEBME	\$30
Geography ATAR	AE GEO	\$50
Modern History ATAR	AEHIM	\$30
<b>SCIENCE</b>		
Integrated Science General	GEISC	\$65
Plant Production Systems General	GEPPS	\$65
Human Biology ATAR	AEHBY	\$65
Chemistry ATAR	AECHE	\$60
Physics ATAR	AEPHY	\$60
<b>HEALTH &amp; PHYSICAL EDUCATION</b>		
Physical Education Studies General	GEPES	\$75
Health Studies General	GEHEA	\$27
<b>THE ARTS</b>		
Media Production & Analysis General	GEMPA	\$100
Design (Photography) General	GEDESP	\$100
Visual Arts General	GEVAR	\$130
Drama General	GEDRA	\$100
Dance General	GEDAN	\$100
Visual Arts ATAR	AEVAR	\$130
Design (Photography) ATAR	AEDESP	\$100
<b>TECHNOLOGIES</b>		
Building and Construction General	GEBCN	\$130
Materials Design and Technology General (Wood)	GEMDTW	\$130
Materials Design and Technology General (Metal)	GEMDTM	\$130
Food Science and Technology General	GEFST	\$175
Applied Information Technology General	GEAIT	\$40
Computer Science ATAR	AECSC	\$70

<b>VOCATIONAL EDUCATION &amp; TRAINING *</b>		
Certificate II in Music Industry	CUA20615	\$180
Certificate II in Hospitality	SIT20316	\$420
Certificate II in Building & Construction Pathways Trades **	52824WA	\$623
Certificate II in Applied Digital Technologies	ICT20120	\$130
Certificate II in Sport & Recreation	SIS20115	\$210
Students undertaking a Fee of Service (FFS) VET Option: up to \$5000		\$5000
<b>ENDORSED PROGRAMS</b>		
Workplace Learning	ADWPL	\$100
ASDAN	ASDAN	\$30

<b>YEAR 11 AND 12 EDUCATION SUPPORT</b>		
Mathematics, English, Science and HASS		\$235
The Arts, Technologies and Enterprise		
Physical Ed/Hydrotherapy		
Individual Education Plan		
Personal and Social Capability		
ASDAN		
Workplace Learning		\$100

\* Certificate costs include a **COMPULSORY**, non-refundable enrolment fee.

\*\* Certificate includes **COMPULSORY** enrolment in Workplace Learning (WPL).

Please note - All costing's provided for subjects are a guide as they are still to be approved by the Finance Committee and College Board and are based on the information available at the time of print.

# COURSE DESCRIPTIONS

## ENGLISH

### English Foundation (FEENG)

Foundation English is a course for students yet to pass OLNA. Students will work on improving their reading and writing skills and prepare for the OLNA assessment. It is a stepping stone to the English General course, which is a WACE requirement.

#### **Unit 1:**

Students will work on their functional literacy, this involves improving their grammar and punctuation, reading and comprehending texts for work, the community and everyday contexts. Students will need to write texts that may be used in the work place, like mind maps, articles about events or a current affairs, they will also write paragraphs about the texts that are read in class. Students will produce work in a spoken form, like a speech about an issue or a recording of a play.

#### **Unit 2:**

Students will continue to work on their grammar and punctuation. They will also look at identifying values and attitudes in a text as well as analysing images for meaning. Students will continue to develop their writing in formal and informal ways. Paragraphs, articles and narratives will feature to develop students written expression. Focus on speaking with purpose will be featured in Unit 2, students will develop their spoken expression, especially around role plays, listening and reflecting on audio texts.

Literacy will be the focus of Foundation English, literacy for work, literacy for community participation, literacy for living and literacy for learning.

### English General (GEENG)

The English General course is designed for students who have passed OLNA and are seeking employment, further study at TAFE or alternate pathways to university. This course provides real-world engagement with texts and allows students to improve the skills they have developed in earlier years. Students look at modern, engaging, relevant texts. The focus is around being workplace ready and applying their English knowledge to different scenarios.

#### **Unit 1:**

Students will engage with texts that communicate ideas, attitudes and values. These texts will relate to personal, social and work contexts and will require students to comprehend the text and write responses in paragraph, narrative and essay format. Students will be developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar.

#### **Unit 2:**

Students will focus on interpreting ideas and arguments in a range of texts and contexts. They will need to analyse text structures and language features and identify the ideas, arguments and values expressed. For a variety of texts students will need to consider the purposes and possible audiences of texts

In the course, students will need to write responses in paragraph, narrative and essay format about relevant information and ideas from texts. Students will need to create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Communication will be the focus in General English, students will be communicating and interacting with others, sharing ideas and information clearly, adapting listening behaviours and working collaboratively and cooperatively. All General English students are required to sit an Externally Set Task.

## English ATAR (AEENG)

The English ATAR Course is designed for students seeking direct entry to university. The course requires students to read and engage with challenging texts of different forms. Students must read independently, be proactive in their study and will sit exams. They are rewarded with interesting, innovative and important texts and the opportunity to write in sophisticated and creative ways. This course prepares students for university.

### Unit 1:

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Students will consider how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, in essay, spoken and narrative form, students consider how language, structure and conventions operate in a variety of texts. Study in this unit focuses on how intertextual analysis, especially of written elements, creates meaning for the reader. Students develop an understanding of stylistic features and apply skills of analysis and creativity. Students respond to texts in a myriad of ways, analytically, creatively and verbally.

### Unit 2:

Students will analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts are integral to this unit. Students will respond to texts, consider different elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences and shape attitudes, values and perspectives. Through the creation of their own text students are encouraged to implement the sophisticated and nuanced language in their language choices and writings.

Analysis will be the focus in ATAR English, students will be critical thinkers and expressive, creative writers. All ATAR English students are required to sit an exam.

# HEALTH AND PHYSICAL EDUCATION

## Health Studies General (GEHEA)

The Health General course is designed for students who wish to gain a further understanding on how our health influences the world around us. Students explore health as a dynamic quality of life. 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.

### Unit 1:

Students are given a general introduction to personal health and wellbeing and what it means to be healthy and explore factors which influence their health in positive and negative ways. Concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Students are encouraged to observe their own self-management and interpersonal skills required to positively influence health and build effective relationships.

### Unit 2:

Students will continue to build their knowledge and understandings about personal health and explore the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. Students will also research Australia's primary, secondary and tertiary health care as well as the notion that "prevention is better than cure" and how this influences the behaviour and the role of communities in shaping social and cultural norms are explored.

#### Career Opportunities:

- Bachelor of Education (Minor: Health Education)
- Wellness Coordinator
- Research into Australian Health Sector
- Bachelor of Science (Major: Nursing)
- Counselling or Therapist
- Social/Youth Worker
- Health Analyst



## Physical Education Studies General (GEPES)

The Physical Education course is designed for students who want to build their knowledge as performers, leaders, coaches, analysts and planners of physical activity. Students will explore the key concepts of functional anatomy, motor learning and coaching, biomechanical analysis, sport psychology and exercise physiology. The course integrates learning through theoretical and practical lessons.

### Unit 1:

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. This includes identifying key bones in the human body, the function of the cardiovascular and respiratory system, the classification of motor skills, biomechanical principles and phases of movement, fitness components and skills and strategies used in game play.

## **Unit 2:**

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts, which support them to improve their performance as team members and/or individuals. This unit includes video and checklist analysis of performance, elements of a training session, movement terminology, key muscles in the human body, types of motion and the body's response to exercise. Students will also develop their invasion game strategies necessary for effective game play.

### Career Opportunities:

- Personal Trainer
- Bachelor of Education (Major: Physical Education)
- Specialist Coaching
- Sport Agent/Recruiter
- Exercise Physiology
- Physical Therapist
- Sport Scientist
- Sport Journalist/Sport Announcer
- Strength and Conditioning Coach



# HUMANITIES AND SOCIAL SCIENCES

# Career and Enterprise General (GECAE)

In year 11 Career and Enterprise, students explore the world of work. Regardless of what profession you are aiming for when you leave school, everyone needs to have skills and knowledge about how to enter the job market, and how to be successful in it. Through an examination of economic, political, and social influences upon the workforce, students will come to understand the opportunities and challenges that await them after graduation. The course explores current and predicted trends in the workforce and provides opportunities for students to develop and apply work readiness skills in the areas of job seeking, resume writing, application writing and addressing selection criteria, interview skills and employability skills.



In year 11 students will study the following two units:

## Unit 1: Exploring work and networks

The focus of this unit is exploring work and networks. Students will develop an understanding of the various aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They will learn that both 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: Entry-level work readiness**

The focus of this unit is entry-level work readiness. Students will explore the attributes and skills necessary for employment, 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 General (GEGEO)

In the year 11 geography general course students explore the diversity of the world, its environments, economies, and cultures. This course encourages students to investigate the interconnections between people and places, and the effects human activities have on environments. Students will investigate this through a range of hands-on activities, including mapping and using ICT. These activities include school excursions where students record observations, create field sketches and collect geographical data.

In year 11 students will study the following two units:



## Unit 1: Geography of environments at risk

This unit explores the processes affecting the sustainability of our environments and how to reduce the effects of these processes at a local, regional and global level. Students will analyse case studies and participate in fieldwork, such as investigating coastlines and beaches at risk in Perth and the rest of Australia.

## Unit 2: Geography of people and places

This unit focuses on the environmental and cultural characteristics of a region, the processes that have changed it over time and the challenges it may face in the future. Students complete an investigation of a region, such as Ningaloo Reef or Bali, and discover how the natural environment has influenced human activity.

### Career Opportunities:

- Climate change assessment and planning
- Coastal analysis
- Urban planner
- Tourism
- Disaster management.



# Business Management and Enterprise ATAR (AEBME)

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the investigation of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to develop and apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. Business requires people with strategic vision who are enterprising, innovative and creative. This course develops these skills and equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

In year 11 students will study the following two units:

## Unit 1: Success in business

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students examine the features of successful marketing campaigns and

investigate how businesses succeed and prosper through methods, such as product development, diversification, and competitive advantage.

### Unit 2: Business growth and challenges

The unit explores business growth and the challenges faced by businesses expanding at a national level. Students investigate issues in the business environment, including the importance of intellectual property and copyright in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of the business.



## Geography ATAR (AEGEO)

The study of ATAR geography encourages students to explore the diversity of the world's places, peoples, cultures and environments. Students will investigate a range of challenges and opportunities facing Australia and the global community. These include, the environmental and social problems caused by rapid changes in the natural environment, the sustainability of human activities, and the impacts of globalisation. The study of geography suits students with imagination, creativity and open-mindedness, who are curious about the world and the people who live in it. During this course students will analyse maps, satellite images, photographs, diagrams and written sources, and develop practical geographical skills through fieldwork and excursion.

In year 11 students will study the following two units:

### Unit 1: Natural and Ecological Hazards

This unit explores the risks associated with natural hazards such as storms, cyclones, droughts, bushfires, flooding, earthquakes and volcanoes. Students also examine ecological hazards such as diseases, pandemics and invasive plants and animals. They investigate how these hazards are managed at local, regional and global levels, in order to reduce harm to human life, health and property.

### Unit 2: Global Networks and Interconnections

This unit focuses on the economic and cultural changes taking place in our increasingly interconnected world. Students will examine how globalisation affects the production, distribution and consumption of goods and services, such as minerals, energy resources, foods and tourism. They will also investigate the impacts on cultural elements, such as fashion, sport, music and social ideas. This will enable students to better understand the dynamic nature of the world in which they live.



## **Modern History ATAR (AEHIM)**

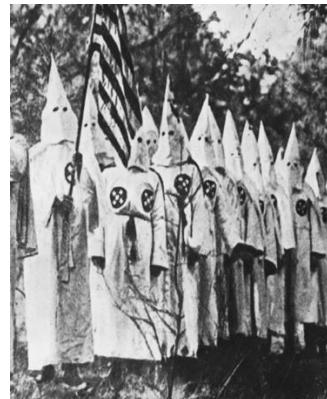
In the Modern History ATAR course you will consider the forces that have shaped today's world to develop a deeper understanding of the world in which we live. Modern History has a strong vocational value and the critical thinking and analysis skills acquired are applicable to many professional and competitive fields, including law, education, diplomatic work, intelligence services, journalism and research.



In year 11 students will study the following two units:

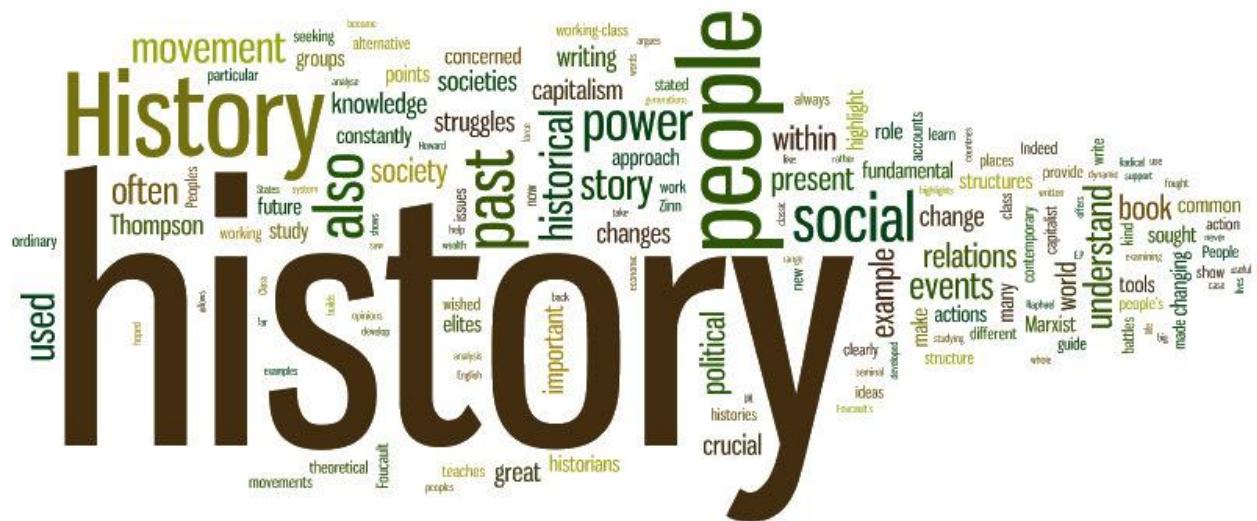
## **Unit 1: Capitalism in America**

This unit explores crucial changes to American society in the early 20th Century. These include the development of capitalism, the “Roaring 20s” and the Great Depression. Social changes studied include women’s rights, the treatment of social minorities, the Prohibition, the rise in crime including the appearance of Al Capone, the Great Depression and the Ku Klux Klan.



## Unit 2: Nazism in Germany

This unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students will study the impacts of World War One, the rise of Hitler and the Nazis and the implementation of Hitler's social, economic and political policies which ultimately resulted in the Holocaust. During this course it is anticipated that students will participate in an excursion to the Holocaust Centre in Yokine.



# MATHEMATICS

## Mathematics Foundation (FEMAT)

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### **Unit 1:**

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

### **Unit 2:**

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

## Mathematics Essential General (GEMAE)

In the Mathematics Essential General course, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### **Unit 1:**

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs.

### **Unit 2:**

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion.

## **Mathematics Applications ATAR (AEMAA)**

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 you 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 TAFE.

### **Unit 1:**

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement.

### **Unit 2:**

Contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

## **Mathematics Methods ATAR (AEMAM)**

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 you if your future pathways involve Mathematics and statistics and their applications in a range of disciplines at the tertiary level. Mathematics Methods contains an exceptionally packed curriculum, though a portion of the Course is content found in Year 10, in particular linear and quadratic equations. If you do not actively revise Year 10 Mathematics content to maintain understanding, you will struggle with the pace of the Course. If you were in Year 10 Pre-Methods, you will find the pace slightly less taxing as there is some overlap with the Australian Curriculum 10A content and early content in Mathematics Methods. Topic timing in the Mathematics Methods syllabus was written with the intention that you have been exposed to the 10A curriculum. Passing Mathematics Methods may mean you avoid the need to complete, and pay for, mathematics bridging courses at university.

### **Unit 1:**

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

## Unit 2:

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

# Mathematics Specialist ATAR (AEMAS)

This Course provides opportunities, beyond those presented in the Mathematics Methods ATAR Course, to develop rigorous mathematical arguments and proofs and to more extensively use mathematical models. 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. Passing Mathematics Specialist may mean you avoid the need to complete, and pay for, mathematics bridging units related to these specialized courses at university.

## Unit 1:

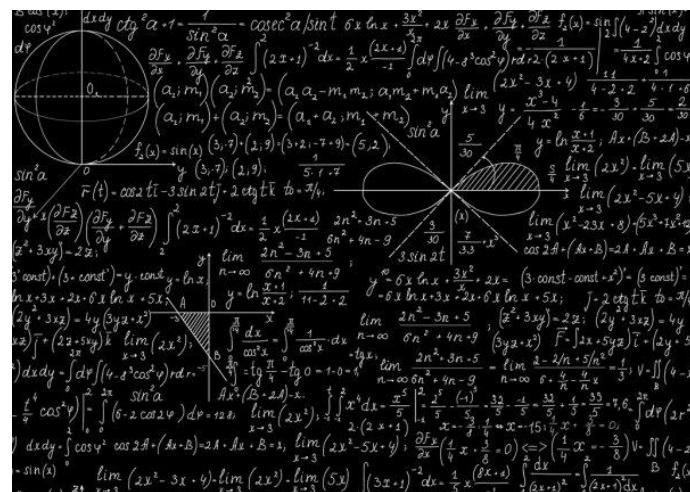
Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry.

## Unit 2:

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers.



# SCIENCE

## Integrated Science General (GEISC)

Sustainability and rockets! Integrated Science is an inclusive course, ideal for students with a variety of backgrounds and career aspirations. In Year 11, students start with a Biology and Earth Science focus, learning about how living and non-living components connect across the globe. At Aveley SC, we will centre the learning around environmental sustainability and the human impact on the world around us. The course will shift in second semester to Chemistry and Physics, where students will apply their learning to rocketry! Energy, forces and chemical reactions are required to send objects to space and students will use their knowledge to explain rocket ship design and function.

### Unit 1: Environmental Degradation & Sustainability

Students investigate the Carbon Cycle and how humans are impacting global and local systems. It includes discussion of potential solutions and practical steps to reduce human impact and combat climate change.

- Interrelationships between Earth systems
- Structure and function of biological systems
- Ecosystems and sustainability
- Species continuity and change.

### Unit 2: Rocketry

Students explore Newton's Laws, fuels, energy, combustion reactions, forces on the human body and projectiles to understand rocket design and function. They will then apply this theory to design a rocket capable of safe launching and flight.

- Atomic structure
- Chemical reactions
- Mixtures and solutions
- Motion and forces
- Energy.

## Plant Production Systems General (GEPPS)

Plants are all the rage right now. From the houseplant in your living room to the food on your plate, plants are a part of your everyday lives! Agriculture, horticulture and viticulture (harvesting of grapes) are industries that are common in the Swan Valley region and are right on our doorstep. This hands-on course is all about growing plants as products. Students will learn about plant varieties, climate, soil and water and apply to the production of plants for community needs. This science course also has economics, finance and business content, focused on students building an understanding of agriculture as a business.

This course suits motivated students as the assessments are mostly focused on a self-driven practical plant production project (i.e. growing your own plants, collecting data and applying theory). The aim of offering this course at Aveley SC is to provide students with employable, sustainable and practical skills that are relevant to nearby businesses and industry. If you're looking for a unique course with lots of practical scientific application and business content, then this is for you!

## **Unit 1: Introduction to Plant Production Systems**

Students examine the basic structure and function of plants and discuss the types of crops and plant pests common to Western Australia. They learn about different plant enterprises and effective management of plant production businesses.

## **Unit 2: Optimum growing environment and sustainability**

Students then begin to analyse plant industries with a focus on optimum growing conditions and calendars of operations. This will include understanding of safe chemical use and industry codes of practice.

Both units explore:

- Systems ecology
- Plant structure and function
- Plant environment
- Plant health
- Breeding and improvement
- Economics, finance and markets
- Sustainable production.

## **Chemistry ATAR (AECHE)**

Major challenges facing humanity in the twenty-first century are inextricably linked with chemistry. From clean drinking water, efficient energy production, mining resources, ocean acidification and climate change, chemistry is usually required to understand the problem but it also forms part of the solution!

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across the sciences. Studying chemistry provides students with a range of skills and understandings that are valuable to a wide range of further study pathways and careers, including forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science.



## **Unit 1: Chemical fundamentals: structure, properties, reactions**

Students explain macroscopic properties of substances using models of atomic structure and bonding. This unit involves understanding energy changes in chemical reactions and calculation of masses of reactants and products.

- Atomic structure and bonding
- Properties of elements and compounds
- Energy changes in reactions.

## **Unit 2: Molecular interactions and reactions**

Building on Unit 1, students develop an understanding of the relationship between structure, properties and reactions. This unit investigates the properties of water, acids and bases, and students learn how to calculate concentrations and volumes of solutions.

- Shape and structure of molecules
- Intermolecular forces
- Solubility of substances in water
- Kinetic theory
- Rate of reaction.

## **Human Biology ATAR (AEHBY)**

What's better than learning about your own body? Human biology explores a wide range of ideas relating to what makes us human. Students learn about themselves, understanding the relationship between the structure and function of the human body and what allows individuals to survive in a changing environment. Students investigate modern discoveries and technologies that give us insight to the causes of dysfunction and the possibilities of new treatments. Human biology helps us understand what makes each individual unique through a variety of classical genetics and biotechnological advances.

Studying human biology is valuable for a wide range of career paths. The course content provides opportunities in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

If you are fascinated with the human body and want to explore what makes you, you then this is the course for you!

### **Unit 1: The Functioning Human Body**

Students explore how the structure and function of different body systems work together as a unit to support metabolism and normal body functioning.

- Cells and tissues
- Metabolism
- Body systems such as the respiratory, circulatory, digestive, musculoskeletal and excretory systems.



### **Unit 2: Reproduction and Inheritance**

Students study the male and female reproductive systems, inheritance of genetic material across generations and the effect of environment of gene expression

- DNA and cell reproduction
- Human reproduction
- Inheritance.

# Physics ATAR (AEPHY)

Want to understand the mysteries of the universe? Physics is your answer! It's the fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide variety of phenomena. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

This course provides a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

## Unit 1: Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

- Kinetic particle model
- Thermodynamics
- Nuclear model of the atom (radioactivity, fission and fusion)
- Electrical circuits.

## Unit 2: Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

- Newton's Laws of Motion
- Wave model
- Behaviour of sound.



# TECHNOLOGIES

## Applied Information Technology General (GEAIT)

The Applied Information Technology General course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information. It has similarities to Computer Science courses, in that it focuses on the manipulation of data, project management and the breakdown of computer networks. It differs from these courses with the application of design software to create or modify digital media such as images and video.

By the end of the course, students will understand several ICT concepts and how they can be applied in the real world. This includes the impacts of technology, the security of information, the use of image and video editing software, which can be beneficial for future careers in ICT.

### **Unit 1:**

Personal Communication - Impacts of technology, design concepts, project management and computer hardware.

### **Unit 2:**

Working with others - Managing data, networks and application skills.

This course is suitable for students who have achieved a satisfactory grade in digital technologies and would like to undertake further studies for Year 11 and 12.

## Building and Construction General (GEBCN)

### **Unit 1:**

Aimed at students wishing to gain general skills in building, but not pursue a career in this area. It encompasses the skills and applications of many of the trades and professions in the construction industry. Students have the opportunity to develop and practise skills that contribute to creating a physical environment, while acquiring an understanding of the need for sustainability, and an awareness of community and environmental responsibilities. Students will learn the basic fundamentals of arc welding, oxy welding, bricklaying, reticulation, storm water drainage, paving, basic carpentry and tiling including principles of design, planning and management.

### **Unit 2:**

Continues to explore and build skills in the area of Building and Construction for the home handyman. In this unit you will explore common, natural and pre-made construction materials used in construction. Basic plan reading is practised with application in the building trades. Students will also learn more advanced techniques and skills in Arc welding, Oxy-Acetylene welding, MIG welding, roof plumbing, levelling, bricklaying, paving, reticulation, carpentry and tiling.



## Food Science and Technology General (GEFST)

The Food Science Technology General course will develop student understanding and skills of food-related tasks. Students will participate in a combination of both theoretical classes and practical cooking lessons. The course is broken down into two units, as follows:

### **Unit 1: Food Choices and Health**

This unit focuses on the sensory and physical properties of food, the importance of a balanced diet and the function of nutrients in the body. Students will also research environmental issues and factors influencing the purchase of locally produced food commodities.

### **Unit 2: Food for Communities**

Students will learn about nutrition related health conditions and create meal plans for affected individuals. They will also understand the tricks of the food industry to sell products, and consider labelling requirements for food and beverage products. This unit also highlights the supply of staple foods globally and the factors influencing adolescent food choices.

Throughout each unit, students will engage in the design, production and management of recipes both individually and in small groups. They will cook recipes that link to the theoretical content of each unit, create and modify recipes, and explore a range of practical cooking methods.

Food Science Technology is a valuable subject in that it teaches students important life skills as they emerge from their Secondary Schooling.



## Materials Design and Technology (Wood) General (GEMDTW)

### **Unit 1:**

A mainly practical course in which students apply materials from in the wood context. In this unit, students are taught, and given the workshop time to develop skills in tool and machine use, technical drawing, construction, joining and finishing skills in the relevant context. In this course you will learn how to safely use power tools and woodworking machine tools which are used in industry.

## **Unit 2:**

Builds on the skills in both the practical and design areas of the previous unit to give students the opportunity to experience aspects of designing, construction, furniture making, appraising and marketing wooden projects of all descriptions. Students develop designs for a specific market, use a range of techniques to gather information about existing products and apply the fundamentals of design to develop ideas and realize them through the application of technology in the woodworking industry. Development of more advanced tool and machine use is a fundamental aspect of this course with the introduction of man-made materials for construction.



## **Materials Design and Technology (Metal) General (GEMDTM)**

### **Unit 1:**

A mainly practical course in which students apply materials in the metal context. In this unit, students are taught, and given the workshop time to develop skills in tool and machine use, technical drawing, construction, joining and finishing skills. In this course, you will use technology processes to design and produce products, learn knowledge about metal materials and processes necessary to work in different metal industries. The focus will be on the application of current technology in the metal industry, including the use of common metals in machining, sheet-metal, welding and fabrication.

### **Unit 2:**

Builds on the skills in both the practical and design areas of the previous unit. Students develop designs for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design to develop ideas and realize them through the production of a project. This is a practical subject designed to give students the opportunity to experience aspects of working with metals, the development of more advanced tool and machine use and being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together through the creation of a project are the fundamental aspects of this course.



# Computer Science ATAR (AECSC)

In the Computer Science ATAR Course students explore a broad range of IT concepts, ranging from network security, management of data and ICT ethics through to software development and programming. Students will undertake projects using various software packages, including the creation of database systems, the management of data in spreadsheets and computer programming in the forms of flowcharts and computer code. On the theory side, they will develop a thorough understanding in computer concepts, such as the system development life cycle, computer security and network protocols.

This course provides students with the practical and technical skills to work effectively in any career that utilises computers as part of their daily business. Computer Science can progress to university degrees such as a Bachelor of Computer Science, Cyber Security and Forensics, Software Engineering and Games Design.

## Unit 1:

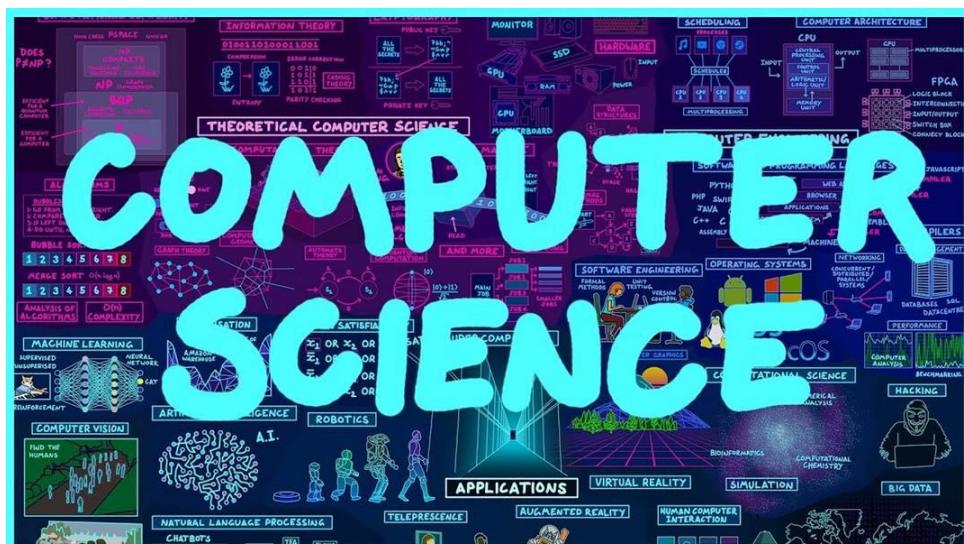
Managing data - Relational databases and spreadsheets.

System Analysis and Development - Project management, system development methodologies and computer hardware.

## Unit 2:

Programming - Flowcharts, pseudocode and Python programming.

Networks and communications - Protocols, hardware and security.



# THE ARTS

## Dance General (GEDAN)

The General Dance units will give students the opportunity to experience a predominantly practical course, with a strong focus on dance creation and performance.

Students will rehearse in a purpose-built Dance Studio, equipped with surround sound speakers, sprung floor and mirrored green rooms. They will have access to the Performing Arts Theatre, which includes a full-size stage, professional lighting, costumes and audio facilities.

### Unit 1: Exploring the Components of Dance

In practical lessons, students will improve safe dance practices and their physical abilities across a variety of styles including jazz, hip hop, lyrical and contemporary. The course provides students with the opportunity to create original dance works in small groups and will have access to professional dance workshop instructors from Co3, a State Performing arts theatre in WA. They will have opportunities to present formal and original dance pieces at showcase evenings to a community audience.

The theoretical component will have students explore concepts in human anatomy, safe dance practice and creation of choreography.

### Unit 2: Dance as Entertainment

Students will improve safe dance practices and their physical abilities across a variety of styles including jazz, hip hop, lyrical and contemporary. The course provides students with the opportunity to create their own version of dance as entertainment, where they will re-create famous dance works from movies or musicals. They will have opportunities to present formal and original dance pieces at showcase evenings to a community audience. Students will also be given the opportunity to experience and attend a live dance performance held by one of Perth's leading Dance Companies.

The theoretical component will have students investigate the entertainment potential of dance within modern society. They will examine the role dance plays in Musicals and live productions.



# Design (Photography) General (GEDESP)

The General Design Photography course is focused on practical photographic skills. Students will use DSLR digital cameras, in addition to working with studio lighting equipment and in our specialist Digital Media Studios. Using Adobe Photoshop Creative Suite software, students will be taught how to edit, manipulate and produce original and creative photographic projects.

Students will be able to exhibit their photographic work in our exhibition space in the Performing Arts Centre.

## Structure of the course:

Students will work on two units and develop production and written skills.

### Unit 1: Design Fundamentals

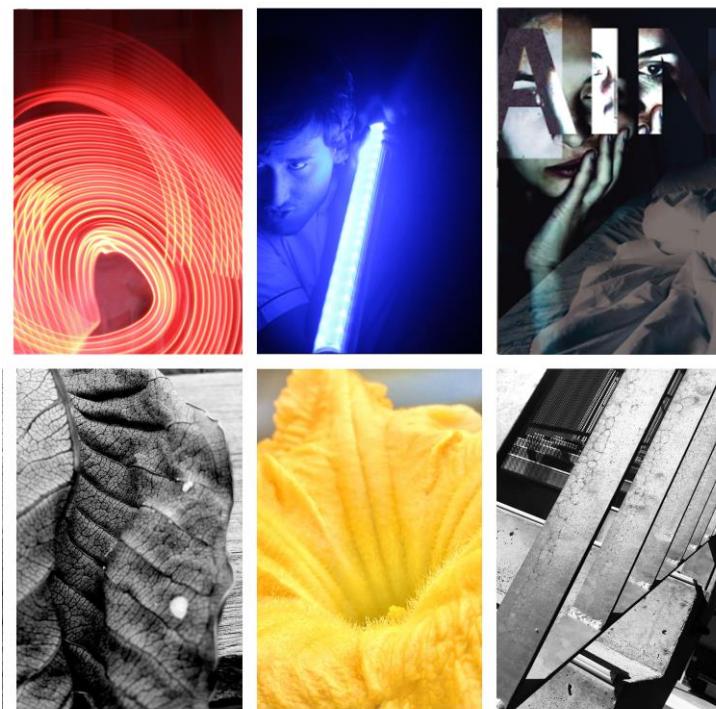
Students explore the design process and how to develop a photographic product such as magazine design, documentary, still life and festival posters.

### Unit 2: Personal Design

Students explore areas of personal design, and they will learn how to visually communicate their ideas. Students will study the design principles and processes and follow a design brief producing a photographic portfolio.

Assessment in this subject comes from two assessment types, responses to the unit content and an extended production project in response to a design brief.

Students will become familiar with photographic design concepts and the knowledge and skills that are needed for employment in the creative industries.



## Drama General (GEDRA)

The General Drama course will give students the opportunity to develop their theatrical knowledge and practical skills. They will use the elements and conventions of drama to develop and present ideas, exploring processes such as improvisation, play building, text interpretation, and playwriting. Students will explore a range of skills and processes including production and design aspects involving sets, costumes, props, promotional materials, sound and lighting.

Students will be working in our purpose-built Performing Arts Theatre with access to full stage theatre lighting, audio and staging. The course requires students to perform in groups and to present drama to a community audience.

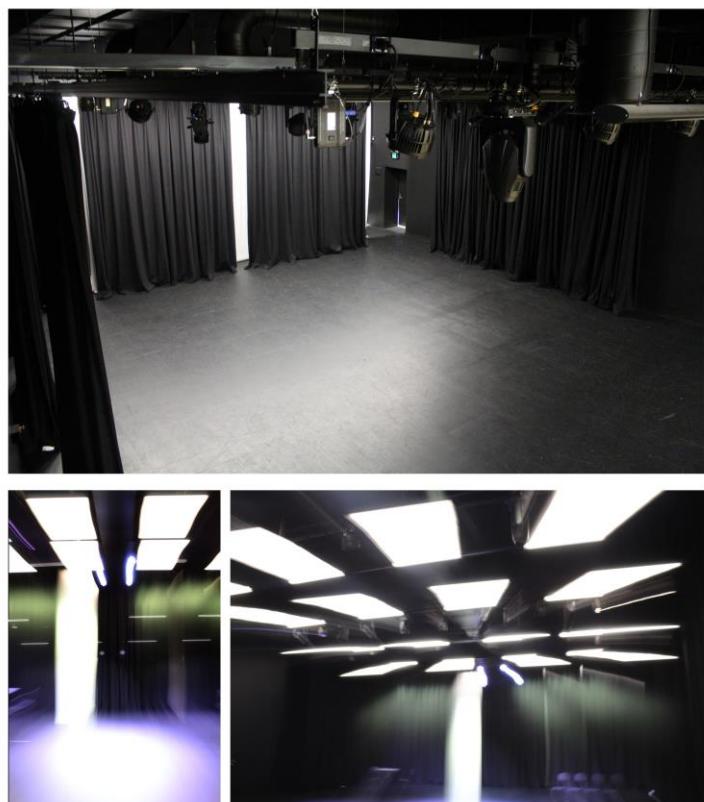
### **Unit 1: Dramatic storytelling**

This unit engages students with the skills, techniques and conventions of dramatic storytelling.

### **Unit 2: Drama performance events**

This unit focuses on drama performance events for an audience other than their class members

The Drama General course will equip students with the knowledge and skills that are needed for employment in vocational areas such as acting, directing, design of sets, costumes, lighting or sound and theatre management.



# Media Production & Analysis General (GEMPA)

The General Media Production and Analysis course gives students the opportunity to digitally film and edit audio visual media in addition to working with our specialist green screen audio visual studios, lighting equipment and Adobe Creative Suite software. The course is focused on practical media skills and theoretical understandings of media communication.

Students will be taught how to follow the design media process from pre-production, storyboarding and planning through to production and post-production editing. Students will learn how to communicate meaning to an audience using codes and conventions.

Students will be able to exhibit and showcase their media work in our in the Performing Arts Theatre and exhibition space.

## Structure of the course:

Students will work on two units and develop production and written skills applying their understanding of media to create their own media outcome as a response to the unit theme.

### Unit 1: Mass Media

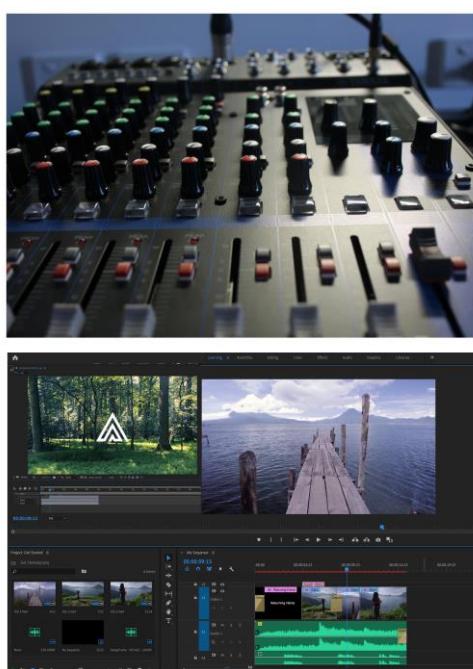
Students will have the opportunity to explore a variety of mass media work such as 'blockbuster' films, TV and Netflix series.

### Unit 2: Point of View

In the second unit students will explore a range of media that shows peoples viewpoints and opinions such as news media and current affairs, magazines and blogs.

Assessment in this subject comes from two assessment types, responses to student and professional media productions and student practical productions.

The course aims to prepare students for a future in a digital world by providing the communication skills to tell their own stories and to interpret the stories of others. Students who wish to work in Media related fields such as television, broadcasting, advertising and marketing could also find this subject most useful.



## **Visual Arts General (GEVAR)**

The General Visual Arts course is predominately focused on practical art making skills. There is a minor a theoretical component, which builds an appreciation of art and culture. Students have opportunities to express their imagination and develop personal artwork through a range of media such as drawing, painting, ceramics, sculpture, photography and multimedia.

Students will work in purpose-built art studios and have access to specialist printmaking, painting and ceramic facilities. They will be able to exhibit their artwork in our exhibition space in the Performing Arts Centre.

### **Structure of the course:**

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### **Unit 1: Experiences**

The focus for Unit 1 is experiences. Students will create and interpret artwork based on their own lives, personal experiences and observations of the immediate environment, events and/or special occasions.

#### **Unit 2: Explorations**

The focus for Unit 2 is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The Visual Arts general course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life.

## **Visual Arts ATAR (AEVAR)**

The ATAR Visual Art course is a student led course with a focus on developing and expressing imagination, personal imagery and skills. Through media such as drawing, painting, printmaking, ceramics, sculpture, photography and multimedia.

The ATAR course focusses on both practice and theory which are of equal weight. Students will gain knowledge, understanding and appreciation of Art & Culture both in Australian and International contexts.

Students will work in purpose-built art studios and have access to specialist printmaking, painting and ceramic facilities. They will be able to exhibit their artwork in our exhibition space in the Performing Arts Centre.

### **Structure of the course:**

The Year 11 syllabus is divided into two units, each of one semester duration.

#### **Unit 1: Differences**

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

## **Unit 2: Identities**

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

Visual Art ATAR course enables students to make connections to tertiary and career pathways. Generally developing students' creative thinking and problem-solving skills for future work and life.



## **Design (Photography) ATAR (AEDESP)**

The ATAR Design Photography course is a student led course with a focus on the design process and realising photographic design briefs. Through the creative use of DSLR digital cameras, manual camera settings and studio lighting students will explore the role and history of design and photography, how design works and how ideas and messages are communicated to audiences.

Using Adobe Creative Suite Photoshop software students will edit, refine, and create a range of digital products working in our specialist digital media rooms. Students will study the design principles and processes that will lead students to defining a design brief, developing ideas and delivering design photographic outcomes. Students will be able to exhibit their photographic work in our exhibition space.

### **Unit 1: Representational Design**

Unit 1 explores representational design through photography and gives students the opportunity to explore how representation can be used to communicate meaning through creative use of photography, graphic design, and Photoshop. Students will experiment with their own designs following the Double Diamond design process in which they will explore exciting photographic and design practices to then arrive at their own original representational design outcome.



### **Unit 2: User-centred Design**

Unit 2 explores user-centred design and students will continue to work through the phases of the Double Diamond model to design a photographic product for an end-user. There is a focus on experimentation, making prototypes and testing their creative ideas on audiences to create an individual and original solution to their design photography brief.

The course provides opportunities for students to develop a competitive edge for current and future industry and employment markets, maximising vocational and/or university pathways.

## VET CERTIFICATES

### Important Information

All nationally recognised qualifications delivered at Aveley Secondary College are done so through an “Auspice” Arrangement. This means that a third party known as a Registered Training Organisation (RTO) works in partnership with the staff who are delivering the training to students. The RTO ensures that all the training and assessment carried out by students meets the very strict requirements of the RTO Standards that were legislated in 2015 by the federal government.

At the time of printing the Qualifications listed in this section are proposed offerings and will be confirmed once a suitable RTO has been sourced. The West Australian Government in collaboration with the Department of Education have developed a panel of preferred providers of RTO's. As such ASC will work toward entering agreements with recommended RTO's to ensure that students are provided high quality service to maximise student success.

Upon successful completion of all course requirements, the RTO will issue the certificate or statement of attainment. This will be delivered to the school as approved by the school and RTO.

### Certificate II in Applied Digital Technologies (ICT20120)

This pathways qualification provides students with the foundation skills to operate business related software, manage computer hardware and use various editing software. It is designed for those who wish to develop the necessary digital and technology skills in preparation for work. You will learn how information moves throughout a business, how it can be safely stored and how it can be presented to customers. Students will begin learning the basics of software installation and organisation of files which then progresses onto developing ICT solutions and managing a customer database.

This course is suitable for students who want to expand on their general knowledge of computer use, have aspirations to work with computer software and those who wish to have a solid foundation of computer skills leading into the future.



### Certificate II in Building & Construction Pathways Trades (52824WA)

**Duration:** 2 years

#### Compulsory Requirements:

- 220 hours of onsite work experience (reliable transport to and from work)
- Enrolled in Workplace Learning (90% attendance)

- Mobile phone for reliable communication with employer

This qualification is for students who have an interest in pursuing a career in the Building & Construction industry and will ensure the best start for students wanting to gain an apprenticeship. Units studied and successfully completed at school can reduce the length of an apprenticeship.

The qualification provides students with the essential theory, skill and workplace experience for entry into the construction trades of **Bricklaying and Carpentry ONLY**. Students will receive a White Card as part of their training and undertake generic competencies common to the building and construction industry and combine this with compulsory, onsite work placement. **Work placement opportunities DO NOT always occur in the local area so students must have reliable transport to and from the worksite.** Most placements will commence at 7am and finish at 5pm. Trades people must also be able to contact the students, so a mobile phone is compulsory.

In order to complete the course students will need to complete seven Core Units and the required elective units depending on the stream/trade chosen and the compulsory site-based work experience over the duration of the Certificate. Work placement type will depend on the availability of host employers and student's eligibility.

## Certificate II in Hospitality (SIT20316)

The Certificate II in Hospitality course is focused on food preparation and skills for the hospitality industry. Students will participate in practical lessons in our state of the art commercial kitchen, as well as some written coursework. At the completion of the course students will receive a trade certificate and valuable life skills.

A wide range of practical skills are taught which provides competency for work in the Hospitality Industry. Coffee making with a commercial coffee machine is included and students are also involved in the running of a cafe and catering for various functions so as to gain industry experience.

Students are also involved in catering for community projects, assemblies and school functions, gaining skills in both food preparation and food service. Students will be required to attend all events, which may fall outside of school hours.

This practical subject is suitable for students who wish to extend their personal skills and interest. It is a qualification that will assist students who wish to work part-time in the Hospitality Industry while completing Tertiary Education or wishing to work full-time in the industry.



## Certificate II in Music Industry (CUA20615)

The Certificate II in Music Industry introduces core musical and sound concepts. Many students play a musical instrument, or sing, or indeed do both. Some are interested in the production side of music, such as

recording, editing and mixing. Some are songwriters. In today's marketplace, the savvy musician has a level of skill in each of these areas.

The Certificate II in Music Industry course is designed with this in mind and incorporates elements of the three aspects mentioned above.

Successful completion of this course means students will graduate with a formal Australian recognised qualification in Music and be ready, with practical experience for a career in the Music Industry or further tertiary study.

#### **Structure of the course:**

Electives will focus on song writing, performance and recording within the studio and live environments.



## **Certificate II in Sport & Recreation (SIS20115)**

The Sport and Recreation course allows students to develop fundamental knowledge and skills for work in customer relations and positions in the sport and recreation industry. Students will develop relevant technical and interpersonal competencies suitable for employment and further training in the sport and recreation industry, which are transferable skills across many other industries. The course provides students the option to achieve nationally recognised vocational qualifications to gain course credits towards WACE.

#### **Components of the Course:**

- Conduct sport coaching sessions
- Conduct sport fitness or recreation events
- Maintain sport fitness and recreation industry knowledge
- Provide quality service
- Organise and complete daily workout activities
- Provide equipment for activities
- Participate in conditioning for sport

- Provide first aid

#### Career Opportunities

- Adventure/Outdoor Specialist
- Recreation Specialist
- Recreation Coordinator
- Director of Athletic Clubs
- Recruiter or Sport Promoter
- Manager of Fitness Facilities
- Community Wellness



## VET Qualifications Delivered at TAFE

Can't find the certificate that you are interested in?

The previous VET certificates listed are planned to be offered for delivery onsite at ASC. There are a range of other certificate courses offered externally through TAFE. These Vocational Education and Training Delivered to Secondary Students (VETDSS) courses are available across a broad range of industries.

Details of these courses and prerequisites can be found via the links below:

[North Metropolitan TAFE](#)

[South Metropolitan TAFE](#)

In addition, there are other courses offered through private RTOs that you may also be interested in. Your Course Counsellor will be able to give you more information about these.

## ENDORSED PROGRAMS

### Workplace Learning (ADWPL)

**Prerequisites:** 90% attendance.

**Other Requirements:**

An interview, vaccination and drug and alcohol screening may be required for some work placements. A white card and specialised work wear, equipment or PPE may also need to be purchased before placement.

**Additional information:**

Workplace Learning provides an opportunity for students to develop the necessary skills they need for employment and an entry level understanding of how their chosen industry operates. Students undertaking Certificate II in Building and Construction must choose Workplace Learning. Students undertaking any VET qualification are encouraged to enrol in the Workplace Learning program.

It is expected that students undertaking this program:

- Commit to attending each day and working the required industry hours
- Will not commit to out of school activities or organise appointments during the time of the work placement

- Be responsible for their own transport - placement locations cannot be guaranteed in the local area
- Attend additional classes as scheduled for work readiness preparation

Students will be able to choose from a variety of industry areas (subject to host employer availability). Students will be offered workplace learning as a one day a week option or a block placement during examination periods. Students will complete an application form (supplied by the College after course selection) and may undergo an interview process. Students are required to complete a detailed logbook and skills journal whilst out on the work placement to demonstrate their employability skills. On completion of these documents and 55 hours in the workplace, students will be given one-unit equivalent towards WACE. Students may achieve up to four units over Year 11/12.

## **The Award Scheme Development and Accreditation Network (ASDAN)**

**Prerequisites:** Only available to recommended students as part of overall pathway planning

**Additional information:**

ASDAN offers a wide range of curriculum programmes and qualifications for all abilities, mainly in the 11-25 age groups. ASDAN programs and qualifications blend activity-based curriculum enrichment with a framework for the development, assessment and accreditation of key skills and other personal and social skills, with emphasis on negotiation, co-operation and rewarding achievement. The College is able to access 'award programs', 'short courses' and 'vocational tasters' for recommended students.