AVELEY
SECONDARY COLLEGE

YEAR 11
HANDBOOK

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Building and Construction General (GEBCN)
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VET Certificates

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Certificate II in Construction Pathways (CPC20220)
Certificate II in Creative Industries (CUA20225)
Certificate II in Hospitality (SIT20322)
Certificate II in Sport Coaching (SIS20321)
Certificate II in Workplace Skills (BSB20120)
Certificate III in Tourism (SIT30125)
VET Qualifications Delivered at TAFE

Other & Endorsed Programs

Career Catalyst Program (CCP)
Workplace Learning (ADWPL)
The Award Scheme Development and Accreditation Network (ASDAN)

Introduction

Success for Every Student, Everyday

Year 10 is an important year in preparing students for the transition to senior secondary schooling. As students begin to consider their future pathways, they can explore areas of interest, build on their strengths and develop the knowledge and skills needed for success in Years 11 and 12.

The courses outlined in this handbook are designed to provide students with a broad range of learning experiences while helping them make informed decisions about their senior school program. Whether students are considering an ATAR, General, Foundation or Vocational Education and Training (VET) pathway, thoughtful course selection in Year 10 will help ensure they are well prepared for the opportunities ahead.

I encourage students and families to carefully review the information provided, discuss options with teachers and seek advice where needed. Selecting courses that align with a student's interests, abilities and aspirations is an important step in supporting both engagement and achievement throughout senior school.

This handbook provides an overview of the courses available at our school. For more detailed information about Year 10 studies, pathway planning and preparation for senior secondary schooling, please refer to the School Curriculum and Standards Authority (SCSA) Year 10 Information Handbook School Curriculum and Standards Authority (SCSA) Year 10 Information Handbook.

Thank you for taking the time to consider the opportunities available. I look forward to working with students and families as they plan for a successful and rewarding senior school journey.

Beverley Day
Associate Principal
Pathways and Achievement

Types of Senior School Courses

Western Australian Senior Secondary Pathways Guide

Western Australian senior secondary students can choose from a range of course and qualification pathways designed to support different post-school destinations, including university, further training and employment.

Students study **six courses** (or the equivalent) in Years 11 and 12, a total of 24 semester units. The majority of students will carry forward the six courses selected in Year 11 into Year 12. These courses are governed by the School Curriculum and Standards Authority and are offered as ATAR, General, and Foundation level and combined with VET or Endorsed programs.

School Curriculum and Standards Authority (SCSA) Courses

All SCSA Courses are governed by the syllabuses and assessment structures of SCSA. Syllabus statements are available from the Authority's website: **www.scsa.wa.edu.au**

Australian Tertiary Admission Rank (ATAR) Courses

ATAR courses are designed for students intending to pursue university study. These courses are externally examined by SCSA and contribute towards a student's ATAR for university entrance. Students must sit the external examination to have the course mark and grade awarded and for course completion to count towards their WACE.

General Courses

General courses are designed for students planning to enter vocational education and training (VET), apprenticeships, traineeships or employment after school. These courses are school-assessed and include an Externally Set Task (EST) in Year 12.

Foundation Courses

Foundation courses are designed for students who have not yet demonstrated the minimum literacy and/or numeracy standard required for WACE achievement. These courses focus on developing practical literacy, numeracy and workplace skills and are only available to eligible students. Foundation courses are not intended as an alternative pathway but as targeted support to help students meet the required standards.

Preliminary Courses

Preliminary courses are designed for students with recognised learning difficulties and/or intellectual disabilities who are unable to access ATAR, General or Foundation courses, even with adjustments and support. Preliminary courses do not contribute towards the achievement of a WACE.

Vocational Education and Training (VET)

VET programs provide students with nationally recognised qualifications and practical industry skills that support pathways into employment, apprenticeships, traineeships and further education. Students may complete qualifications such as Certificate II, Certificate III and selected Certificate IV courses while at school, with successful completion contributing towards WACE achievement.

Students can access VET through two pathways:

Internal VET Programs

Students undertake VET studies as part of their school timetable, typically for four periods per week. These qualifications are delivered at the College by qualified teaching staff in partnership with Registered Training Organisations (RTOs). The RTO oversees course administration, compliance with national training requirements, assessment validation and certification, while College staff deliver, monitor and assess the course requirements.

External VET Programs

Students may apply to undertake a VET qualification through TAFE or another approved Registered Training Organisation. These places are limited and competitive, with applications typically occurring during Term 3 of Year 10. Students accepted into an external program usually attend the College for three or four days each week and their training provider for one or two days.

Students enrolled in external VET programs are expected to comply with all College policies and procedures and are responsible for arranging their own transport to and from the training provider.

Guidance	Standard - VET credit transfer reduces the number of course units in which a C grade is required.* VET industry specific courses contribute in the same manner as a C grade or higher in other ATAR course units. Breadth - VET industry specific courses or VET credit transfer programs do not contribute to the breadth requirement. Depth - VET credit transfer contributes towards the depth requirement as unit equivalence.* *A maximum of eight unit equivalents can contribute towards the WACE (standard and depth requirements) if completed through a VET credit transfer arrangement.

Endorsed Programs

Endorsed Programs are learning activities approved by SCSA that provide opportunities for students to develop skills and experiences beyond those offered through traditional WACE courses. These programs may be delivered by schools, community organisations, universities, training providers or workplaces and can contribute unit equivalence towards WACE achievement.

Examples include Workplace Learning (ADWPL), ASDAN, Cadets, the Employment Advantage program and university pathway programs.

Employment Advantage

An online employability skills program providing students with practical knowledge and best-practice strategies for job seeking, resume preparation, interview skills and workplace readiness.

ECU UniPrep Schools Program *

Our school has partnered with Edith Cowan University (ECU) to offer students a university pathway through the UniPrep Schools Program. It is offered to our Year 12 students to complete in their final year of senior school.

The UniPrep Schools Program contains four academically-rigorous units: Future Ready Skills; Academic Literacies; Society and Cultural Studies; and Mathematics. Students complete all four units in Year 12. On successful completion of the units and attainment of WACE, students can then apply for most of ECU's undergraduate degrees (excluding courses with specialist entry requirements).

This Program complements other senior school studies by helping students to further develop their academic skills and integrates university experiences, including attending a tailored day at an ECU campus.

ECU UniPrep Schools is an endorsed program that provides up to one-unit equivalent (C grade) for each of the four units successfully completed. It offers a skills-focused university pathway that prepares students for the requirements of undertaking a university degree.

*for eligible and selected students, WACE credit available for students with at least one ATAR subject.

> Endorsed programs may contribute up to **two Year 11 units and two Year 12 units** towards the requirements for achieving a WACE.

Course Selection and Counselling Process

To support students in making informed decisions about their senior secondary pathway, a range of career exploration and course information opportunities are provided throughout Year 10.

During Term 2, students participate in a Career Exploration program through their Humanities and Social Sciences (HASS) classes and attend an information session outlining the course selection process, WACE requirements and the range of pathways available in Years 11 and 12.

As part of this process, students will also receive information about obtaining a Unique Student Identifier (USI). A USI is required for students undertaking nationally recognised VET qualifications and creates a secure online record of their training and achievements. Once obtained, students should email their USI to Aveley.SC.Pathways@education.wa.edu.au

Students and families are encouraged to attend Fusion, the College's annual careers and pathways event. Fusion brings together universities, TAFE, training providers, employers and industry representatives. The College also hosts a Course Information Session for parents and caregivers covering WACE requirements, university and TAFE entrance pathways, VET opportunities and available courses.

Course Selection Booklet

Prior to course counselling, each student will receive an individualised Course Selection Booklet containing:

- A checklist and instructions
- An Individual Student Achievement Table
- Course/Certificate overview with recommended and eligible courses noted
- The date and time of their allocated course counselling appointment

Action Required	Email your USI to Aveley.SC.Pathways@education.wa.edu.au Complete the checklist and bring your individual pack to your allocated course counselling session.

Choosing Your Courses

Course Selection

All students are required to study **English** as part of their senior secondary program. The College also strongly recommends a **Mathematics** course to support future study, training and employment pathways. The remainder of a student's program should be selected based on interests, strengths, career aspirations, eligibility requirements and advice from parents, teachers and course counsellors.

Course Eligibility

Some courses have specific academic, attendance or prerequisite requirements. The College places significant importance on course eligibility recommendations made by Heads of Learning Areas. Eligibility requirements are determined using a range of academic, attendance and engagement data and reflect the knowledge, skills, work habits and commitment required for success in each course.

Students are encouraged to undertake the most challenging courses for which they are eligible. However, course selections should be realistic and aligned with a student's demonstrated achievement, attendance and readiness for the demands of senior school.

Students who wish to enrol in a course for which they are not deemed eligible may request a **review of eligibility**. Reviews are generally finalised early in Term 4.

Course Changes

Careful consideration should be given when selecting courses, as changes after the commencement of Year 11 are limited. Senior secondary courses build progressively on prior learning, and students who change courses may miss essential content and assessment opportunities.

Once a senior school program has commenced (past the term 1 change window), student-initiated course changes are generally not permitted during the school year. The College reviews Semester 1 achievement data to identify students who may require priority consideration for a course movement. As places in General classes are limited, any Semester 2 movements are assessed based on student need, available vacancies and the likelihood of successful transition into the new course. They are determined by the College on a priority basis, rather than from Student/Parent requests. Students who do change courses are responsible for catching up on any missed work and assessments.

Expectations for Senior School

Senior school study requires a greater level of independence, organisation and commitment than middle school. Students are expected to take increasing responsibility for their learning, develop effective study habits, meet assessment deadlines and actively seek support when required. Success is best achieved through a strong partnership between students, parents and the College.

Compulsory Participation Requirements

Under Western Australian legislation, young people are required to remain in full-time education, training or approved employment until the end of the year in which they reach 17 years and 6 months of age, or until they turn 18 years of age, whichever occurs first.

Students wishing to undertake an approved pathway other than full-time school attendance may be required to complete a **Notice of Arrangement (NOA)**. Further information: Aveley.SC.Pathways@education.wa.edu.au

Things to Consider When Selecting Courses

- Course selections represent a commitment for both Years 11 and 12.
- Senior school courses become progressively more challenging and require sustained effort and commitment.
- Read the course descriptions carefully to understand the content, assessment requirements and learning experiences involved.
- Consider your interests, strengths and future career aspirations.
- Students are generally more successful in courses they enjoy and are motivated to study.
- Check any university prerequisites, TAFE entry requirements or industry pathway recommendations that may apply to your future goals.
- Seek advice from parents, teachers, Heads of Learning Areas and course counsellors before making final selections.

College Charges and Financial Assistance

Contributions, Charges and Fees for Service

All Year 11 and 12 courses attract compulsory charges to cover the costs associated with delivering senior school programs.

For courses with significant material costs or those run through external providers (such as TAFE or Registered Training Organisations), the College requires a **50% confirmation payment** prior to course assignment. This payment secures a student's place in the course or qualification and assists the College in meeting external provider commitments.

The College will:

- require payment in full or a payment plan in place by a specified date.
- make participation in a course conditional upon payment being received.
- offer flexible payment arrangements where required.

Families experiencing financial difficulty are encouraged to contact the College to discuss available payment options

VET Charges and Fees

A range of external VET programs may be available through TAFE and other RTOs. Parents and caregivers are responsible for the fees associated with these courses.

In school – 50% confirmation payment prior to qualification assignment, and full payment or an established payment plan should be received before commencement of the qualification. As these charges are binding as part of the training agreement.

VETDSS – is funded but often requires consumable course costs. Sometimes these are paid directly to the provider and sometimes this is charged via the school.

Fee-for-Service Program - The qualifications are usually offered through private training organisations and incur a high fee which is unfunded across our system. Any student wishing to

undertake a fee-for-service qualification - requires 50% payment upon enrolment and full payment is required prior to students commencing and formal registration due date.

In most cases, a 50% confirmation payment is required before enrolment and the remaining balance is payable prior to the commencement of training. Specific costs and payment requirements will be communicated when applications open.

Payment Options

The College offers EFTPOS, Cash or Payment Plans Contact the Finance Office:
Aveley.SC.Finance@education.wa.edu.au

Secondary Assistance Scheme (SAS)

The WA Department of Education provides financial relief to eligible low-income families with students in Years 7 to 12. Eligible students receive $350 total:

- $235 Education Program Allowance — paid to the school for fees and contributions.
- $115 Clothing Allowance — paid to the parent's bank account or credited to the school for uniforms.

Eligibility

Parents/guardians must hold a valid Centrelink Family Health Care Card, Centrelink Pensioner Concession Card, or Veterans' Affairs Pensioner Concession Card (Blue Card) listing the student's name. The card must be active for at least four weeks during Term 1.

How to Apply

Applications must be made in person at the school administration office during Term 1. Bring your valid concession card for staff to sight. Applications strictly close at the end of Term 1.

Succeeding in Senior School

Success in senior school requires commitment, organisation, resilience and a willingness to take increasing responsibility for learning. The choices students make in Years 11 and 12 can have a significant impact on future study, training and employment opportunities.

Study and Homework Expectations

Senior school students are expected to complete regular study and homework outside of class time. As a guide:

- **ATAR courses** — approximately 2–3 hours of independent study per course each week.
- **General and Certificate courses** — approximately 1 hour of study per course each week.

Effective study includes more than completing set homework. Students should regularly revise class content, organise notes, complete research, prepare for assessments and examinations, and seek assistance when required.

Assessment and Meeting Deadlines

Meeting assessment deadlines is an essential part of senior school. Students are expected to submit all assessment tasks on time and complete all required assessment activities. Failure to submit work or attend scheduled assessments may impact a student's grades and achievement. Parents and students should familiarise themselves with the College's Senior School Assessment Policy.

Attendance and Program Completion

Regular attendance is critical to success in senior school. Students are expected to maintain an attendance rate of at least **90%**.

Senior school courses are structured around a prescribed number of learning hours that include classroom instruction, practical activities, investigations, discussions and assessments. Students are required to participate fully in both the learning and assessment programs for all enrolled courses.

Absences should only occur for genuine reasons such as illness, medical appointments or unavoidable family circumstances. Holidays and work commitments are not considered valid reasons for absence.

Medical Conditions and Special Consideration

Students should notify the College of any medical condition that may affect their learning or assessment performance. Supporting documentation may be required so that appropriate adjustments or special examination arrangements can be considered in accordance with SCSA requirements.

Seek Advice and Plan Ahead

- Explore university, TAFE, apprenticeship, traineeship and employment pathways.
- Research course prerequisites and entry requirements.
- Seek advice from teachers, course counsellors, Heads of Learning Areas, parents and caregivers.
- Make course selections that align with interests, strengths and future goals.

Establish Positive Habits

Successful students develop consistent study routines, manage their time effectively, balance study with other commitments, and maintain healthy habits including regular exercise, good nutrition and adequate sleep.

Looking After Your Wellbeing

Senior school can be challenging at times. Students should maintain a healthy balance between study and personal commitments. Teachers, Year Coordinators, Student Services staff, Course Counsellors and families are all available to provide guidance and assistance throughout Years 11 and 12.

SCSA Student Portal

The SCSA Student Portal gives students access to important WACE information. Access at: student.scsa.wa.edu.au/student-portal. Technical support: wacehelp@scsa.wa.edu.au (Mon–Fri, 8.00 am – 4.30 pm).

In Year 12, students use the portal to verify personal details and course enrolments, complete required declarations, access examination adjustments, and download personalised examination timetables.

Transition to Year 12

Students are expected to make satisfactory academic progress throughout Year 11 to ensure they remain on track to achieve the WACE. Students identified as being at risk will work with College staff to develop an individual pathway plan, which may include adjustments to their Year 12 program, blended school and training pathways, additional qualifications, or transition planning towards employment or further training.

Western Australian Statement of Student Achievement (WASSA)

The Western Australian Statement of Student Achievement (WASSA) is issued to all students at the completion of Year 12. It provides an official record of a student's achievements throughout senior secondary schooling.

The WASSA includes:

- Achievement of the Western Australian Certificate of Education (WACE)
- Literacy and numeracy standards achieved
- School grades and marks for completed courses
- ATAR, General, Foundation and Preliminary course results
- Completed VET qualifications and units of competency
- Accredited courses and endorsed programs
- Awards and exhibitions achieved
- Community service hours reported by the school

Western Australian Certificate of Education (WACE)

The WACE is the senior secondary qualification awarded to students who successfully meet the requirements set by SCSA.

To achieve a WACE, students must:

- Demonstrate the required standard of literacy and numeracy.
- Complete a minimum of 20 units (or equivalent) across Years 11 and 12.
- Meet the breadth and depth requirements of the WACE.
- Achieve the required standard of academic performance.

Complete an approved pathway through:

- At least four Year 12 ATAR courses; or
- At least five Year 12 General courses (or a combination of General and ATAR courses); or
- A Certificate II (or higher) VET qualification in combination with school courses.

Literacy and Numeracy Standard

Students must demonstrate a minimum standard of literacy and numeracy to achieve a WACE. Students can meet this requirement by:

- Achieving the required benchmark in the Year 9 NAPLAN Reading, Writing and Numeracy assessments; or
- Successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA).

Students who do not pre-qualify through NAPLAN will have multiple opportunities to demonstrate the standard through OLNA during Years 10, 11 and 12.

WACE REQUIREMENTS

Class of 2028

1 General Requirements

- Demonstrate a minimum standard of literacy (reading and writing) and numeracy
- Complete a minimum of 20 units or equivalents
- Meet course or VET qualification requirements

2 Literacy and Numeracy Standard

- Prequalify through NAPLAN Literacy and Numeracy assessments
- Demonstrate the standard through successful completion of OLNA

3 Breadth and Depth

- Complete a minimum of 20 units
- Minimum of 10 Year 12 units
- Four units from an English course
- Required List A and List B units

4 Achievement Standard

- Achieve at least 14 C grades or higher (or equivalents), including at least six in Year 12

5 Unit Equivalents

- Unit equivalents may be awarded through VET qualifications and/or endorsed programs

Source: School Curriculum and Standards Authority (SCSA) — scsa.wa.edu.au

Year 11 Course List and Charges

Course Name	Code	Cost $
ENGLISH / Languages		
English General	GEENG	$30
English EALD General	GEELD	$30
English ATAR	AEENG	$40
Literature ATAR	AELIT	$40
Indonesian ATAR SIDE (online)	AEIND	$70
MATHEMATICS		
Mathematics Essential General	GEMAE	$60
Mathematics Applications ATAR	AEMAA	$60
Mathematics Methods ATAR	AEMAM	$60
Mathematics Specialist ATAR SIDE (online)	AEMAS	$110
SCIENCE		
Science in Practice General	GESIP	$65
Human Biology General	GEHBY	$65
Human Biology ATAR	AEHBY	$60
Chemistry ATAR	AECHE	$60
Physics ATAR	AEPHY	$60
HUMANITIES AND SOCIAL SCIENCES (HASS)		
Geography General	GEGEO	$50
Careers & Employability	GECEM	$30
Business Management & Enterprise ATAR	AEBME	$30
Geography ATAR	AEGEO	$50
Modern History General	GEHIM	$30
THE ARTS		
Media Production & Analysis General	GEMPA	$100
Design (Photography) General	GEDESP	$50
Visual Arts General	GEVAR	$140
Drama General	GEDRA	$80
Dance General	GEDAN	$100
Visual Arts ATAR	AEVAR	$150
Design (Photography) ATAR	AEDES	$100
TECHNOLOGIES		
Building and Construction General	GEBCN	$130
Materials Design and Technology (Wood) General	GEMDTW	$130
Materials Design and Technology (Metal) General	GEMDTM	$130
Food Science and Technology General	GEFST	$175
Applied Information Technology General	GEAIT	$40

Computer Science ATAR	AECSC	$70
HEALTH AND PHYSICAL EDUCATION		
Physical Education Studies General	GEPES	$75
Health Studies General	GEHEA	$27
OTHER PROGRAMS		
Workplace Learning	ADWPL	$100
Instrumental Music School Services	PIMS	$30
Career Catalyst Program	CCP	—
CERTIFICATES — 2 Years		
Certificate II in Hospitality ($275 Yr 12 includes First Aid Cert)	SIT20322	$275
Certificate II in Creative Industries ($245 Yr 12)	CUA20225	$245
Certificate II in Applied Digital Technologies ($195 Yr 12)	ICT20120	$195
Certificate III Tourism ($220 Yr 12)	SIT30125	$220
CERTIFICATES — 1 Year Only		
Certificate II in Workplace Skills (possible Cert III Business Yr 12)	BSB20120	$250
Certificate II in Sport Coaching (possible Cert III Yr 12)	SIS20321	$230
Certificate II in Construction Pathways (possible ADWPL Yr 12)	CPC20220	$380

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

*** Certificate includes COMPULSORY enrolment in Workplace Learning (ADWPL).*

Students undertaking a Fee of Service (FFS) VET Option: up to $5,000.

All costs are a guide and are subject to approval by the Finance Committee and College Board.

Course Descriptions

ENGLISH

English General (GEENG)

The English General course focuses on consolidating and refining the knowledge and skills needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course provides opportunities for students to understand, appreciate, and create a variety of texts for a range of purposes, audiences, and contexts. It is designed to support students to build skills that will empower them to succeed in their future pathways. This course is best suited for students who are pursuing TAFE, alternate pathways to university, and/or direct entry to the workplace.

- **Unit 1:** In this unit, students develop skills in understanding and responding to a range of texts and ideas. Students learn strategies to improve comprehension, communicate clearly in different situations, and create texts for a variety of purposes and audiences.

- **Unit 2:** In this unit, students explore how ideas and arguments are presented in different texts and contexts. Students analyse language and text structures, develop their own interpretations, interact effectively with others, and create engaging texts using persuasive, visual, and literary techniques.

EAL/D English General (GEENG)

The EAL/D course is 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 General course prepares students for a range of post-secondary destinations in further education, training, and the workplace.

Throughout the course, students build confidence using English while also drawing on the knowledge and experiences from their own languages and cultures. They learn to analyse ideas in texts, understand different viewpoints, and express their own opinions effectively. Students explore a wide range of texts and learn how language connects to culture, identity, and different ways of thinking. They develop skills in listening, speaking, reading, viewing and writing, and practise communicating clearly in a variety of situations, including school, community, and workplace contexts. Eligibility criteria: Student must speak English as an additional language or dialect

The Year 11 course is made up of two units that focus on responding to and creating texts in familiar and real-world contexts.

- **Unit 1:** In this unit, students read, respond to, and create longer texts about familiar topics and experiences. Students develop speaking, writing, and multimodal communication skills by creating clear and structured texts, while improving their ability to organise and present ideas effectively.

- **Unit 2:** In this unit, students respond to and create longer connected texts for personal, social, community, and workplace situations. Students strengthen their communication skills through speaking, writing, and multimodal tasks, explore different perspectives and cultural ideas in texts, and continue developing skills in organising and presenting information clearly.

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:** In this unit, students explore how language, purpose, context, and audience work together to create meaning in texts. Students respond to and create a variety of spoken, written, and creative texts while developing skills in analysis, interpretation, and effective communication.

- **Unit 2:** In this unit, students analyse how texts represent ideas, attitudes and perspectives about the world and human experiences. Students develop critical thinking and analytical writing skills by examining how language and structure influence audiences, while also creating their own sophisticated and well-structured texts.

English Literature ATAR

In the Literature ATAR course, students learn to create readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

This course is ideal for students who are interested in pursuing the study of humanities at a tertiary level, and develops skills for future professions including law, journalism, education, media, business, diplomacy and politics.

- **Unit 1:** In this unit, students explore a range of literary texts from different historical, social and cultural contexts. Students analyse how language, ideas and text structures shape meaning and influence audiences, while developing skills in creating analytical and imaginative responses using evidence and creative language features.

- **Unit 2:** In this unit, students explore how literary texts connect with and influence each other. Students compare ideas, language and text structures across a range of texts, create evidence-based analytical responses, and experiment with language and structure in their own imaginative writing.

Indonesian: Second Language ATAR (Supported through SIDE)

In the ATAR Languages course, students further develop their communication skills. They will engage in a variety of authentic text types such as blogs, interviews, films and literacy extracts and will interpret and respond to these texts, they will explore how meaning is shaped by cultural social and historical contexts through the study of language and culture. This will help broaden through knowledge of being a world citizen and shape their perspective of Indonesia. Throughout the course students will strengthen their critical thinking skills and intercultural awareness.

Studying ATAR Indonesian provides students with valuable skills for future pathways. Language learning supports careers in fields such as international business, tourism, education, journalism, health, diplomacy, law and government. Students who choose to purse languages at university also have opportunities to participate in short- and long-term exchange programs in Indonesia, allowing them to further develop tier language proficiency whilst gaining deeper cultural, global and sector perspectives.

- **Unit 1:** This unit focuses on ***Saat ini aku disini*** **(Here and now)**. Through the three topics: Being teen, what does it mean?, Indonesian communities, and Staying connected, students further develop their communication skills in Indonesian and gain a broader insight into the language and culture.

- **Unit 2:** This unit focuses on ***Bisa saya bantu?*** **(Can I help you?)**. Through the three topics: My country Australia, On exchange, and Careers and travel, students extend their communication skills in Indonesian and gain a broader insight into the language and culture.

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 and is influenced by our community, wider society, and the government. There is a heavy emphasis on written work in this course and independent study.

Students explore health as a dynamic quality of life, researching why it is constantly changing and how it consistently meets high standards. The course also provides students with opportunities to develop skills that will enable them to build their self-management skills and interpersonal skills to pursue careers in health promotion, research, or community health care.

The course is designed so that students can explore the health concerns they believe are major issues in Australia, including lifestyle diseases and negative health behaviours.

Unit 1:

Students are introduced to personal health and wellbeing and will define what it means to be healthy. In addition, explore factors which influence their health in positive and negative ways. Concepts, including the role and features of components of the Australian health care system and the relationship between beliefs, values, attitudes, and health behaviours are examined. Finally, students will practice building health promotion projects relating to health concerns of selected population groups in Australia.

Unit 2:

Students will continue to build their understanding about personal health and explore the multiple determinants which influence the health status of Australian minority groups. Students will also research Australia's primary, secondary, and tertiary health care, as well as explain the notion "prevention is better than cure" and how this influences the behaviour and role of communities in shaping social and cultural norms. Lastly, students will be given the opportunity to utilise their self-management and interpersonal skills as they prepare projects relating to issues young Australian's experience.

Career Opportunities:

- Bachelor of Education (Major: Health and Physical 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 consists of 50% theoretical in class lessons and 50% in class lessons.

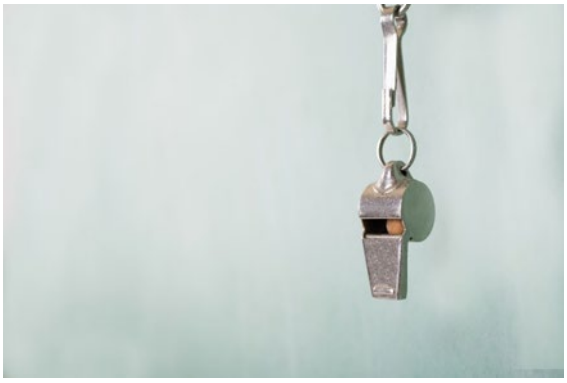
Unit 1:

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, identifying fitness components and demonstrating skills and strategies used in game play. Finally, students will demonstrate their understanding of these concepts and apply tactical skills in badminton.

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 in netball.

Career Opportunities:



- Personal Trainer
- Bachelor of Education (Major: Health and 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

Careers and Employability General (GECEM)

In Year 11 Careers and Employability, 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 career options

The focus of this unit is exploring work and career options. Students learn how to find and use reliable career information to help plan future pathways, including employment, apprenticeships, traineeships, TAFE, and university study. They explore how learning connects to career growth. They build a positive self-image and understand how it impacts their life, learning, and work. By reflecting on their skills, values, and interests, they see how life and work roles are connected. Students also explore how work is changing and what it means to be responsible in a job. They learn the key skills needed to succeed in the workplace.

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 General Geography 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 will explore a variety of environments, 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 the Ningaloo Reef, 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 our South West region, and discover how the natural environment has influenced human activity.

Career opportunities:

- Climate change assessment and planning
- Coastal analysis
- Urban and regional planner
- Park ranger
- Tourism
- Disaster management

Modern History General (GEHIM)

In the General Modern History 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 apply 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: People, place, and time (Charles Perkins, Eddie Mabo, Faith Bandler and others: Aboriginal advancement since the 1950s to the Apology)
This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period. Content covered includes: Australia in the 1950s; Aboriginal advancement and civil rights activists 1960s–1980s (Freedom rides, policy of integration); Aboriginal advancement from the 1990s–2008 (Eddie Mabo, Redfern Speech, 2008 Apology).

Unit 2: Power and authority (Authoritarian state: Communist Russia/USSR 1917–1953)
Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority are distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society. Content covered includes: 1917 Revolution; Bolshevik's seizure of power; Vladimir Lenin; Stalin's use of control and his position as dictator; continuity and change in the period.

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

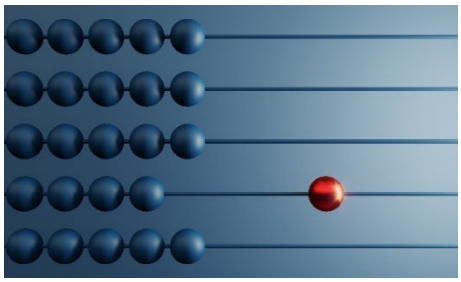
This unit focuses on the economic and cultural changes taking place in our increasingly interconnected world. Students will examine how globalisation affects the production, distribution and consumption of goods and services, such as minerals, energy resources, foods and tourism. They will also investigate 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.

MATHEMATICS

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 calculus and statistical analysis. Calculus develops understanding of rates of change through the study of functions, derivatives and integrals, while statistics develops the ability to describe and analyse phenomena involving uncertainty and variation. Mathematics Methods provides a strong foundation for tertiary studies in disciplines where Mathematics and statistics play an important role, including Science, Engineering, Health and Social Sciences. Mathematics Methods is a fast-paced course with a demanding curriculum. While some content builds on Year 10 topics, particularly linear and quadratic equations, students who do not regularly revise and consolidate Year 10 Mathematics may struggle with the pace. Students who completed Year 10 Pre-Methods will find some overlap with the Australian Curriculum 10A content, as the Mathematics Methods syllabus assumes prior exposure to these concepts.

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.

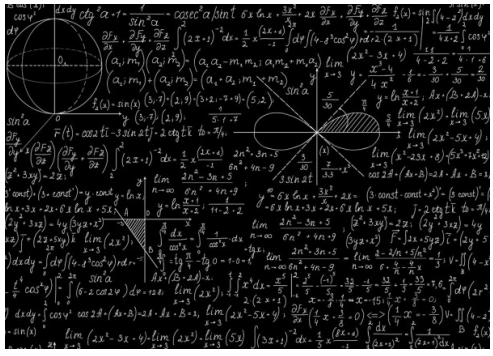
Mathematics Specialist ATAR (AEMAS)

This Course provides opportunities, beyond those presented in the Mathematics Methods ATAR Course, to develop rigorous mathematical arguments and proofs while extending the use of mathematical models, functions and calculus. It 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 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.

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

Human Biology General (GEHBY)

General Human Biology is an engaging and practical course that explores how the human body functions and responds to changes in health and disease. The course is suitable for students with a wide range of interests and career aspirations, including nursing, childcare, aged care, sport and allied health professions. Students develop scientific inquiry skills through practical investigations, health monitoring activities and laboratory experiences.

Students develop an understanding of the relationship between body systems, healthy lifestyle choices and overall wellbeing. The course combines theoretical knowledge with hands-on investigations.

Unit 1: Nutrition, Digestion and Movement
Students investigate the structure and function of cells and body systems, focusing on how nutrients are obtained and used by the body. Topics include digestion, healthy eating, dietary choices, food intolerances, and the role of nutrients in maintaining health. Students also explore the musculoskeletal system, examining how bones, joints and muscles work together to support movement and physical activity.

Unit 2: Circulatory, Respiratory and Urinary Health
Students examine how the circulatory, respiratory and urinary systems work together to transport materials, exchange gases and remove wastes from the body. Through practical investigations, students monitor indicators of health such as heart rate, blood pressure and lung function. They also investigate common diseases and conditions that affect these systems and explore the importance of regular health checks in maintaining well-being.

Year 12
Students explore genetics, reproduction, pregnancy, immunity, infectious disease and community health. They investigate how inherited information is passed between generations, the impact of lifestyle choices on health, and how the body's immune system protects against disease.

Science in Practice General (GESIP)

Science in Practice is a flexible, hands-on science course designed for students who enjoy project-based learning and the real-world application of science. The course combines practical investigations with scientific theory and develops workplace skills, problem-solving abilities and scientific literacy. Students gain experience using laboratory equipment, conducting investigations and applying scientific knowledge to authentic situations.

The course is ideal for students interested in vocational pathways, environmental science, health sciences, animal care, marine studies, forensic science and a variety of science-related industries.

Unit 1: Forensics and Psychology
Students investigate how science is used to solve crimes and understand human behaviour. Practical activities include fingerprint analysis, blood pattern analysis, toxicology investigations and crime scene examinations. Students also explore topics in psychology, including memory, behaviour and psychological disorders in convicted criminals.

Unit 2: Zoology and Marine Biology
Students explore animal behaviour, adaptations and ecosystem interactions through practical investigations and animal studies. Learning experiences may include caring for classroom animals such as stick insects and rats, monitoring aquatic environments, conducting water quality testing, setting up and maintaining aquariums and investigating marine and aquatic ecosystems.

Year 12
Students combine their understanding of forensic science and human body systems through practical investigations involving skeletal identification, toxicology, disease, human anatomy and laboratory analysis. The course maintains a strong focus on workplace skills, scientific investigations and real-world applications of science.

Chemistry ATAR (AECHE)

Chemistry ATAR is the study of matter, its properties and the changes it undergoes. Students investigate the structure of atoms and molecules, chemical reactions and the role chemistry plays in solving real-world problems. Through practical investigations and laboratory work, students develop analytical thinking, problem-solving skills and an understanding of scientific inquiry.

Chemistry provides an excellent foundation for university courses and careers in medicine, pharmacy, engineering, environmental science, forensic science, mining, biotechnology and health sciences.

Unit 1: Chemical Fundamentals
Students develop an understanding of atomic structure, chemical bonding and the properties of substances. They investigate chemical reactions, energy changes and how the structure of matter influences its behaviour.

Unit 2: Molecular Interactions and Reactions
Students explore molecular structure, intermolecular forces, acids and bases, reaction rates and solution chemistry. Practical investigations allow students to apply chemical concepts to real-world situations and laboratory analysis.

Year 12
Students extend their understanding of chemical systems through the study of equilibrium, redox reactions, organic chemistry and chemical synthesis. Practical investigations develop skills in data analysis, experimental design and scientific communication

Human Biology ATAR (AEHBY)

Human Biology ATAR explores the structure and function of the human body and examines how biological systems interact to maintain life. Students investigate how genetics, reproduction and modern medical technologies influence human health and wellbeing. The course develops analytical, problem-solving and scientific inquiry skills while providing a strong foundation for further study in health, medical and biological sciences.

Human Biology is highly recommended for students considering careers in nursing, medicine, physiotherapy, occupational therapy, sports science, midwifery, paramedicine, nutrition, veterinary science and other health-related fields.

Unit 1: The Functioning Human Body
Students investigate the structure and function of cells, tissues and organ systems and how they work together to maintain life. Topics include metabolism and the respiratory, circulatory, digestive, excretory and musculoskeletal systems. Students develop an understanding of how body systems interact to support human survival and health.

Unit 2: Reproduction and Inheritance
Students explore the processes involved in reproduction, growth and development, and examine how genetic information is inherited across generations. Topics include DNA, cell division, inheritance patterns and the influence of environmental factors on gene expression.

Year 12
Students investigate the nervous and endocrine systems, homeostasis, immunity, infectious disease and evolution. The course also explores biotechnology and advances in medical science, providing students with an understanding of contemporary issues in human biology.

Physics ATAR (AEPHY)

Physics ATAR seeks to explain how and why the universe behaves the way it does. Students investigate the laws and principles that govern matter, energy and motion, while developing strong analytical, mathematical and problem-solving skills. Through experimentation and modelling, students learn how physics underpins modern technologies and scientific discoveries.

Physics is highly recommended for students considering careers in engineering, aviation, astronomy, physics, computer science, medicine, architecture and technology-related fields.

Unit 1: Thermal, Nuclear and Electrical Physics
Students investigate energy transfer and transformation through the study of heat, electricity, radioactivity and nuclear reactions. They apply scientific models to explain everyday phenomena and modern technologies.

Unit 2: Linear Motion and Waves
Students explore motion using Newton's Laws and investigate the behaviour of waves, particularly sound waves. Practical investigations help students understand forces, energy transfer and the physical principles governing movement.

Year 12
Students build on their understanding of mechanics, electricity and waves while exploring gravity, electromagnetism and modern physics concepts. The course develops advanced problem-solving skills and prepares students for tertiary study in STEM-related fields.

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. 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.

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.

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.

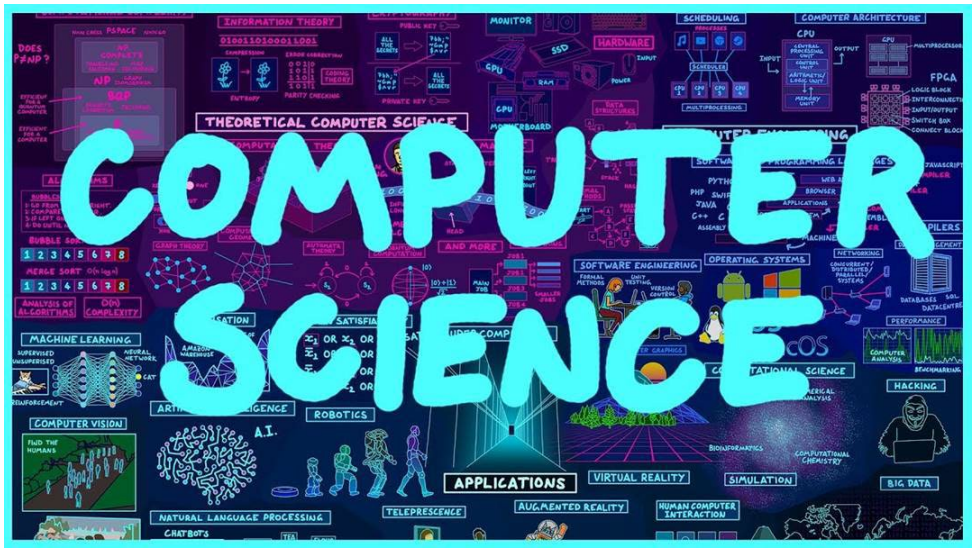
This course provides students with the practical and technical skills to work effectively in any career that utilises computers as part of their daily business. Computer Science can progress to university degrees such as a Bachelor of Computer Science, Cyber Security and Forensics, Software Engineering 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 workshops. 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 have the opportunity to view recordings of live dance performances performed by International 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 exhibit their photographic work. 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.

Structure of the course:

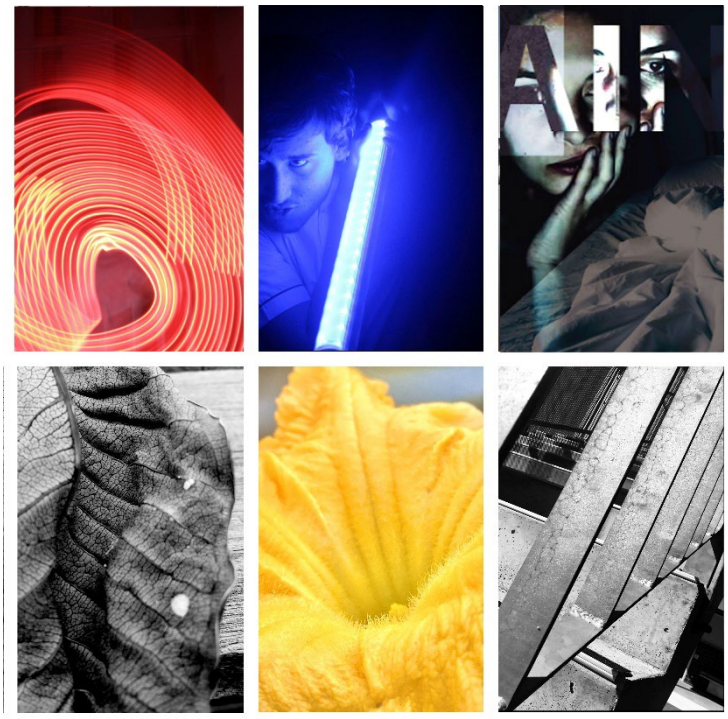
Students will work on two units and develop production and written skills.

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.



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.

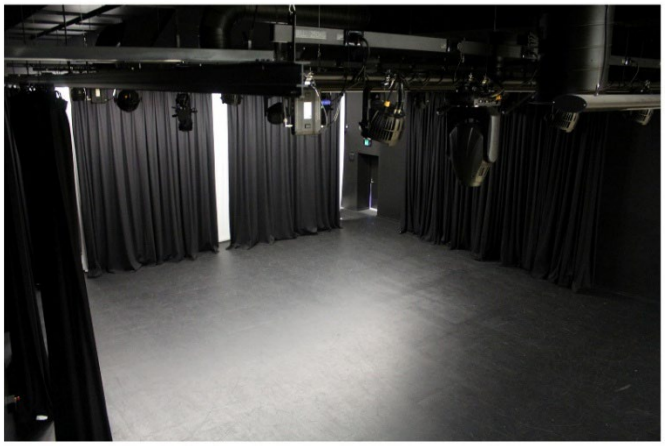
Students will be working in our purpose-built Performing Arts Theatre with access to full stage theatre lighting, audio and staging. The course requires students to perform in groups and to present drama to a community audience. Students will have the opportunity to watch a live professional Drama performance during the Perth Festival in term 1. 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.

Unit 1: Dramatic storytelling

This unit engages students with the skills, techniques and conventions of dramatic storytelling. Students will explore how dramatic storytelling has evolved across different cultures and historical periods. Through the performance of extracts from published scripts, they will develop their understanding of characterisation and investigate how actors use character to communicate stories, ideas and meaning to an audience.

Unit 2: Drama performance events

This unit focuses on drama performance events for an audience other than their class members. Building on their learning about storytelling in Unit 1, students will write, devise and produce an original drama for performance to a community audience. Throughout the production process, they will develop skills in collaboration, creativity and performance, while also gaining hands-on experience using state-of-the-art lighting and sound equipment to enhance their theatrical work.



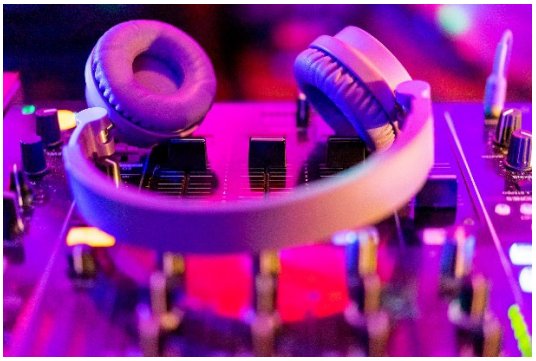
Media Production & Analysis General (GEMPA)

The General Media Production and Analysis course gives students the opportunity to 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. 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.

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, beginning with print media and transitioning to producing their own television trailer.

Unit 2: Point of View In the second unit students will explore a range of fiction and non-fiction media that shows people's viewpoints and opinions such as news media and current affairs, magazines and blogs. Students will have the opportunity to develop their own documentary in a style of their choosing.



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 have multiple opportunities to be able to exhibit their artwork. 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.

Unit 1: Experiences

The focus for Unit 1 is experiences. Students will use 3D form such as sculpture or ceramics to 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 will use 2D form such as painting, drawing or print making to 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.

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 focuses 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 have multiple opportunities to exhibit their artwork. 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.

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. They generate a sketchbook incorporating their investigation into an artist and their own creative ideations. Students have the opportunity to engage in professional workshops with a Perth based artist to develop their drawing and painting skills.

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. They have the opportunity to attend the Art Gallery of WA to view the Pulses exhibition and to develop a personal art work in a form of their choices to be exhibited during the end of year showcase.

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.

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

These certificates will be delivered face-to-face onsite at Aveley Secondary College

Packing requirements with core and potential elective units of competency for each qualification can be found at https://training.gov.au/ .

Charges and Fee information is available in the *Course List and Charges* and *Additional Cost summary* that is sent along with course confirmation usually at the beginning of December in readiness for the next school year.

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.

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)

Course overview: This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

RTO: This program is delivered through *Skill Strategies (RTO 2410)*

Program Duration: This program runs for 1-2 years and may have the potential to run Certificate III in Year 12 for students who complete the Certificate II in Year 11.

Certificate II in Construction Pathways (CPC20220)

Course overview: This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

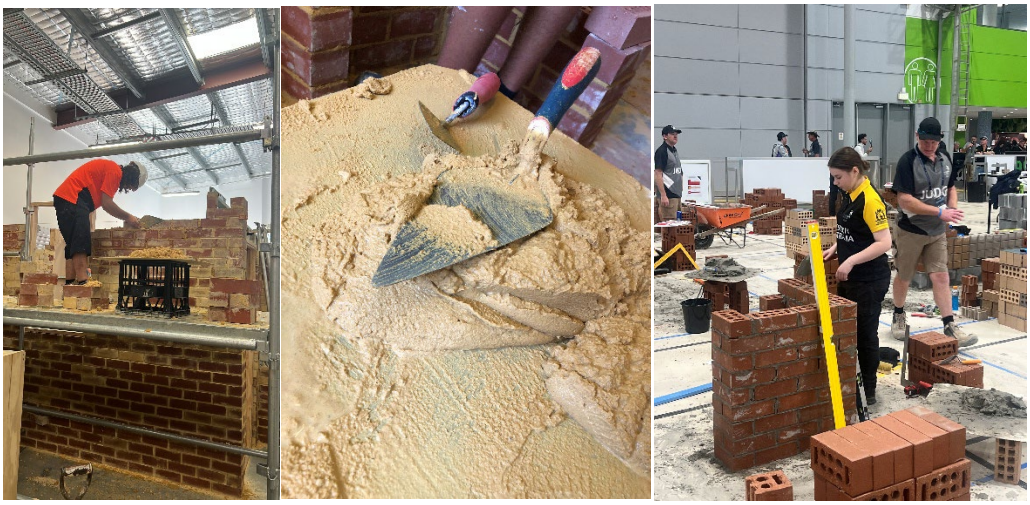
This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.
The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations

RTO: This program is delivered through Skill Hire *(RTO 0361)*

Program Duration: This program runs for 1 year, students can select ADWPL work placement in a construction industry or another 1 year certificate in Year 12.

Licensing or Accreditation Eligibility

Successfully completing the unit CPCWHS1001 Prepare to work safely in the construction industry provides a Statement of Attainment. This is necessary to get a White Card, which is required for working on construction sites in Australia. WorkSafe confirms eligibility for the White Card after completing this unit.



Certificate II in Creative Industries (CUA20225)

Course overview: This qualification reflects the role of individuals with the skills and knowledge to perform in a range of varied activities in the creative industries where there is a defined range of contexts. It applies to work in different work environments that include entertainment customer service, staging, television and radio production, broadcasting production, lighting and sound, theatre, scenery and set construction, screen and media, and film production. Individuals complete tasks with limited complexity and with required actions clearly defined.
The job roles that relate to this qualification may include Venue Attendant, Usher, Production Assistant (Film and Television), Junior Production Crew, Trainee Production Crew, Radio Production Assistant, Program Seller, Merchandise Seller, Stagehand, Runner, Dresser, Crewing Employee, Sound Assistant, Bump in/Bump out Loader, Wardrobe Assistant.

Requirements: An interest in the arts and creative industries areas and a willingness to work outside of school hours.

RTO: This program is delivered through *iVet (RTO 40548)*

Program Duration: This program runs for 2 years.

Certificate II in Hospitality (SIT20322)

Course overview: This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

RTO: This program is delivered through iVet *(RTO 40548)*

Program Duration: This program runs for 2 years.

Use of External Providers

First Aid training (HLTAID011 Provide First Aid unit) within this qualification is through iVet, delivered at Aveley SC.

Certificate II in Sport Coaching (SIS20321)

Course overview: This qualification has been developed with community sport and passionate sporting students in mind. Students who complete this program will develop a variety of skills and the knowledge to contribute to sport at the community level in assistant coaching or official roles. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence, and decision-making skills. The opportunity also exists for students to improve their own sporting performance by learning about physical conditioning.

RTO: This program is delivered through iVet *(RTO 40548)*

Program Duration: This program runs for 1 year, and may progress to a Certificate III pathway in Year 12.

Use of External Providers

Example: First Aid training (HLTAID011 Provide First Aid unit) within this qualification is through iVet, delivered at Aveley SC.

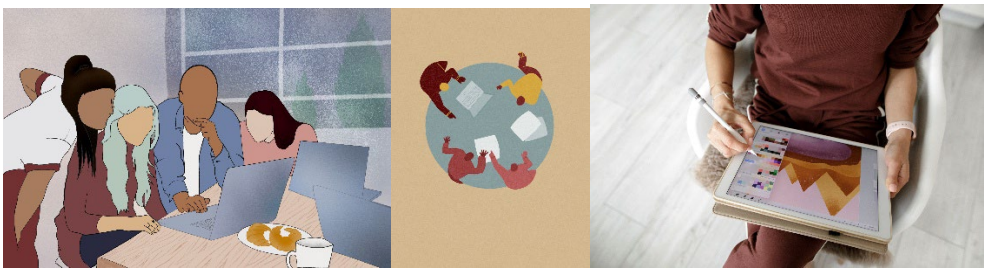
Certificate II in Workplace Skills (BSB20120)

Duration: 1 year

Course overview: This qualification provides essential career preparation for the modern business environment. It equips learners with practical procedural, administrative and technological competencies – creating solid pathways into the workforce and establishing crucial groundwork for career advancement. In this course, you'll learn practical self-management skills you can use right away, while also building a strong understanding of how businesses work. The program connects what you're learning to real job skills, helping you get ready for future employment. You'll be guided and supported as you complete simple tasks, giving you a great start in building your confidence and workplace experience.

RTO: TBA

Program Duration: this program runs for 1 year. Successful completion of the Certificate II in Workplace Skills may allow the opportunity to complete a Certificate III in Business in Year 12.



SIT30125: Certificate III Tourism

Course overview: The Certificate III in Tourism is an engaging, on-site qualification designed for students interested in travel, customer service, and exploring career pathways in the tourism industry. Throughout the course, students will develop practical skills in planning tourism itineraries, providing visitor information, and gaining knowledge of destinations and attractions. They will learn how to guide and manage tour groups, use industry-standard reservation systems, and prepare travel quotations and bookings for customers.

A strong focus is placed on developing effective communication and sales skills, as well as building confidence when working with people from diverse cultural backgrounds. This course is ideal for students who enjoy interacting with others, are patient and tactful, and have strong problem-solving and interpersonal skills. It provides a pathway into a range of roles including booking and reservations agents, tour coordinators, visitor centre staff, and positions within theme parks, attractions, and cultural tourism settings.

RTO: This program is delivered through Skill Strategies *(RTO 2410)*

Program Duration: This program runs for 2 years.

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.

North Metropolitan TAFE

South Metropolitan TAFE

OTHER & ENDORSED PROGRAMS

Career Catalyst Program (CCP)

The Career Catalyst Program is designed for senior school students who may be at risk of not achieving their WACE due to factors such as OLNA attainment, attendance, or previous academic performance.

Students undertake a standard Year 11 course program while also accessing additional pathway opportunities. Eligible students may participate in Workplace Learning (ADWPL) once they meet work readiness requirements or complete an Employment Advantage endorsed program designed to develop students' employability skills, job-readiness, and workplace confidence. The Career Catalyst Program is a vocationally targeted and supported pathway towards WACE achievement.

The program aims to strengthen student engagement, build employability skills, and create clear pathways to further education, training, apprenticeships, and employment.

Workplace Learning (ADWPL)

Entry 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 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 may 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

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.

Looking for more information?

https://myfuture.edu.au/
https://www.education.wa.edu.au/career-development
https://www.education.wa.edu.au/career-conversations
https://www.yourcareer.gov.au/school-leavers-support

Eligibility Criteria and Prerequisites

Course Name	Eligibility criteria
English EAL/D	Student must speak English as an additional language or dialect
English ATAR	65% or higher in Year 10 English, Category 3 in OLNA Reading & Writing, 85% plus attendance
Literature ATAR	70% or higher in Year 10 English, Category 3 in OLNA Reading & Writing, 85% plus attendance
Indonesian ATAR SIDE (online)	Students must have studied Year 10 Indonesian as an elective, 85% plus attendance
Mathematics Applications ATAR	70% or higher in Year 10 Mathematics, Category 3 in OLNA Numeracy, 85% plus attendance
Mathematics Methods ATAR	90% or higher in Year 10 Mathematics, Category 3 in OLNA Numeracy, 85% plus attendance
Mathematics Specialist ATAR SIDE (online)	A grade in Year 10 Mathematics (96%+), Category 3 in OLNA Numeracy, 90% plus attendance
Human Biology ATAR	B grade or above in Year 10 Science, Category 3 in OLNA, 85% plus attendance
Chemistry ATAR	B grade or above in Year 10 Science, Category 3 in OLNA, 85% plus attendance
Physics ATAR	B grade or above in Year 10 Science & Maths, Category 3 in OLNA, 85% plus attendance
Business Management & Enterprise ATAR	65% or higher in Year 10 HASS, Category 3 in OLNA Reading & Writing, 85% plus attendance
Geography ATAR	65% or higher in Year 10 HASS, Category 3 in OLNA Reading & Writing, 85% plus attendance
Media Production & Analysis General	Capacity to work independently with practical and theoretical component requirements
Design (Photography) General	Capacity to work independently with practical and theoretical component requirements
Visual Arts ATAR	65% or higher in Year 10 English, Category 3 in OLNA Reading & Writing, 85% plus attendance
Design (Photography) ATAR	65% or higher in Year 10 English, Category 3 in OLNA Reading & Writing, 85% plus attendance
Building and Construction General	Capacity to work independently with practical and theoretical component requirements
Materials Design and Technology (Wood) General	Capacity to work independently with practical and theoretical component requirements
Materials Design and Technology (Metal) General	Capacity to work independently with practical and theoretical component requirements

Food Science and Technology General	Capacity to work independently with practical and theoretical component requirements
Applied Information Technology General	Capacity to work independently with practical and theoretical component requirements
Computer Science ATAR	Year 10 ICT course results and NAPLAN proficiency band Strong or above.
Health Studies General	OLNA category 2 - Reading and Writing
Physical Education Studies	OLNA category 2 - Reading and Writing
Workplace Learning	85% plus attendance (except CCP students) plus specific vocational requirements relevant to the workplace
Career Catalyst Program	Entry is by recommendation only and forms part of the student's individual pathway planning process.
Certificate II in Hospitality	85% plus attendance, Strong Year 10 Home Economics Course results, Requirement to be willing to work out of normal school hours and day.
Certificate II in Creative Industries	Capacity to work independently with practical component requirements. Requirement to be willing to work out of normal school hours and day.
Certificate II in Applied Digital Technologies	85% plus attendance, Year 10 ICT course results
Certificate III Tourism	60% or higher in Year 10 HASS, 85% plus attendance, Category 3 OLNA reading and Writing, willingness to work out of normal school hours and day.
Certificate II in Sport Coaching (possible Cert III Yr 12)	80% plus attendance
Certificate II in Construction Pathways (possible ADWPL Yr 12)	85% plus attendance, Year 10 D&T results, Requirement to be willing to work out of normal school hours and day.

Constraints

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 are very limited.

For further information, please contact the College Pathways Team

Aveley.SC.Pathways@education.wa.edu.au

www.aveley.wa.edu.au