

2017 EDITION



# APPLECROSS

SENIOR HIGH SCHOOL  
INDEPENDENT PUBLIC SCHOOL

Curriculum Handbook

YEAR | 11

Achieve

## List A Courses

HIA	Ancient History .....	9
CAE	Career and Enterprise.....	10
CFC	Children Family and the Community .....	11
DRA	Drama .....	12
ECO	Economics.....	14
ENG	English .....	15
ELD	English as an Additional Language.....	16
FRE	French .....	17
GEO	Geography .....	19
HEA	Health Studies.....	21
JSL	Japanese: Second Language .....	22
LIT	Literature .....	23
HIM	Modern History.....	24
MUS	Music.....	25
PAL	Politics and Law .....	27
VAR	Visual Arts.....	28

## List B Courses

ACF	Accounting and Finance.....	29
AIT	Applied Information Technology.....	30
AET	Automotive Engineering & Technology ....	31
BIO	Biological Sciences .....	32
CHE	Chemistry .....	33
DES	Design: Photography.....	34
FST	Food Science and Technology.....	35
HBS	Human Biology .....	36
MTD	Materials Design & Technical Metals .....	37
MAT	Mathematics.....	38
PES	Physical Education Studies.....	42
PHY	Physics.....	43
PSY	Psychology.....	44

## Vocational Education and Training – TAFE Courses

BSB	Business – Certificate III .....	45
BSB	Business - Certificate IV .....	46
CUV	Visual Arts Woodwork – Certificate II.....	47
MEM	Engineering – Technical – Certificate III.....	48
MSL	Laboratory Skills – Certificate III.....	49
SIS	Sport and Recreation – Certificate II .....	50

## Flexi Learning Program

### Note:

Due to resource constraints, it may not be possible to timetable courses if they are chosen by a very small number of students.

**All course costs are given as a guide only. These are based on the 2016 pricing structures and are subject to change in 2017.**

## Introducing Applecross Senior High School

Applecross Senior High School was established in 1958. It is located in the pleasant near-riverside suburb of Ardross. The School has established and sustained a reputation for high academic, sporting and cultural achievements, winning many academic exhibitions, awards and competitions, and is often placed among the highest performing public high schools.

About 70 per cent of our students seek with success to enter a university, and others achieve entry to Training WA (formerly known as TAFE) or proceed directly to employment.

The school celebrates its cultural diversity, with approximately 50 per cent of the student population coming from non-European backgrounds.

Well-known alumni include media personalities Deborah Kennedy and Mara Pritchard, Maritime Museum Director Graeme Henderson, AFL and NFL footballer Darren Bennett, and political cartoonist Dean Alston.

Parent involvement is valued and encouraged through the Parents and Citizens Association, canteen, school committees, and the School Board. Active parent groups support the programs in Art, Music, and Tennis.

The School has several unique features:

- a long history of academic excellence
- more than 40 years of the highly successful Gifted and Talented: Visual Arts program
- well qualified, stable staff with a wealth of experience and long-term commitment to the School
- strong relationships with local employers

### Features of the Curriculum

Applecross Senior High School focuses strongly on:

- the individual needs of each student
- students, parents and teachers working together to support the teaching-learning experience
- programs that reflect potential areas for future education, training and employment
- basic skills which are vital to every student's future: literacy, numeracy and information technology skills

A full range of subjects covering the eight Learning Areas is offered:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Generally, students will complete two years of senior secondary study, after which they are awarded the WACE.

### WACE Requirements for Year 12 2017

#### General requirements

Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy

Complete a minimum of 20 units or equivalents as described below

Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

#### Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

A minimum of 10 Year 12 units or the equivalent

Two completed Year 11 English units and one pair of completed Year 12 English units

One pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/ Science/Technology).

**Achievement standard**

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight unit equivalents through completion of VET programs, **or**
- Up to four unit equivalents through completion of endorsed programs, **or**
- Up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

**VET qualifications**

- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed Programs – unit equivalence is identified on the Authority's approved list of Endorsed Programs.

**YEAR 11**

Applecross Senior High School will be offering the following:

- School Curriculum and Standards Authority (SCSA) Courses - both General and ATAR
- Endorsed programs
- Training WA Certificates
- Flexible Learning Program (Training WA qualifications and a mix of school-based and out of school experiences)

All WACE courses consist of units, each with its own syllabus. Students are encouraged to study units appropriate to their level of development.

For example, university bound students would generally study a program of mostly ATAR courses in Year 11 and 12. Students intending to enter Training WA courses or employment will generally study a combination of General courses and certificates. In many instances students interested in entering university will also study a Training WA certificate.

**Flexible Learning Program:**

This is available to students who believe, and have demonstrated through the options they have chosen, that they are practical learners. Students and parents/guardians need to be aware that places in this program are limited and are allocated only after an interview and the signing of a contract. This course will consist of English, Mathematics, Career and Enterprise, Workplace Learning, and a Certificate II course in Sport and Recreation or a Certificate III in Business. For management reasons, these subjects have been chosen because they are related very strongly to the workplace.

The goal of the Flexible Learning Program is to prepare students for a smooth transition into further training and the workplace by gaining industry-specific skills and by networking with employers. In most cases students complete their school studies Monday, Tuesday and Wednesday and attend Training WA campuses or a Registered Training Organisation and a work placement on Thursday and Friday.

Students must have:

- a strong work ethic and a high attendance rate
- a demonstrated commitment to meeting deadlines
- the necessary maturity and commitment to perform in the workplace
- the support of parents who encourage their child to move out of their comfort zone and take responsibility for achieving personal goals
- an understanding and acceptance that their Training WA certificate and work placement that takes place usually on Thursday and Friday may involve travelling to a campus or employer that is not in the local area

## HOW TO USE THIS BOOK

This book presents a summary of the courses available and other vital information necessary to make good choices.

It does not stand alone. Advice and information is available from the Deputy Principal – Years 10, 11 & 12, Head of Student Services Years 10, 11 & 12, the Year 10 Coordinator and nominated Course Counsellors.

It is very important when selecting courses that attention is paid to **minimum entry requirements**.

It may not be possible to timetable some courses if they are chosen by a very small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time.

## HOW MANY SUBJECTS MUST I CHOOSE

Students have two pathways to choose from:

- A. **Flexible Learning Program** – discrete program which is independent of main timetable. No individual course selection is required as this is a fixed course.

Students are required to complete an application form after discussion with Careers teachers.

- B. **General Studies or University Studies program**

You must choose six Courses or certificates to study from any number of Learning Areas

All students must include a course of English i.e.: one of the following:

- English General
- English ATAR
- Literature ATAR
- EALD – check eligibility with an ESL teacher

**Choose five other courses** – At least one course from List A and B below must be included. It is also **strongly** advised that all students also choose to study WACE Courses in Mathematics

If you are not choosing ATAR courses you must study at least one certificate and we would encourage students to undertake two.

## Courses offered at Applecross Senior High School

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)	Vocational Education and Training – TAFE Courses
Ancient History *@ Career and Enterprise * Children Family and the Community @ Drama @ * Economics * English @ * English as an Additional Language *@ French * Geography * Health Studies * Japanese: Second Language * Literature * Modern History * Music @ Politics and Law * Visual Arts *@	Accounting and Finance * Applied Information Technology @ Automotive Engineering & Technology @ Biological Science * Chemistry * Design (Photography) * @ Food Science and Technology @ Human Biology * Materials Design and Technology (Metals) @ Mathematics Specialist * Mathematics Methods * Mathematics Applications * Mathematics Essentials @ Physical Education Studies * Physics * Psychology *	Business – Certificate III and IV Community Services – Certificate II Visual Art – Certificate II (Woodwork) Information Technology – Certificate II Engineering – Technical – Certificate III Laboratory Skills – Certificate III Sport and Recreation – Certificate II

\*denotes ATAR

@denotes General

Subject to student numbers, not all courses will run each year.

## TRAINING WA (formally known as TAFE)

### THIS INFORMATION IS CURRENT AS OF MAY, 2015

Training WA offers courses for vocational education and training, apprenticeships and traineeships, support for workplace learning and courses for business and industry.

To gain entry into Training WA courses, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

Courses that require selection criteria to be met will clearly indicate this below the entrance requirement information.

Students who are interested in applying for Training WA courses are strongly advised to access the latest information. There is a large amount of information available at the:

The Career Development Centre  
166 Murray Street  
Perth City  
(Second floor, above Woolworths)

**Phone:** 132398 or 9224 6500

**Web:** [www.careercentre.dtwd.wa.gov.au](http://www.careercentre.dtwd.wa.gov.au)

The website has links to each of the Training WA providers as well as tools to help you decide what you would like to do when you leave school.

Students can also seek advice from the Deputy Principal Years 10, 11 and 12, the Head of Student Services Years 10, 11 and 12 and their respective Program Coordinator.

### TERTIARY ENTRANCE REQUIREMENTS

#### THIS INFORMATION IS CURRENT AS OF MAY, 2015

#### UP-TO-DATE INFORMATION IS PUBLISHED ON THE TISC WEBSITE IN JUNE EACH YEAR

To be considered for university admission as a school leaver an applicant must -

- meet the requirements for the **Western Australian Certificate of Education (WACE)** as prescribed by the School Curriculum and Standards Authority,
- achieve **competence in English** as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course, and
- satisfy any **prerequisites** or special requirements for entry to particular courses

All universities also allow entry into some courses for students that have completed a minimum of as Certificate IV from a Training WA provider. Information as to the requirements and courses available through this method vary and students need to investigate options with each university.

#### Competence in English for University Entrance

For Curtin University, Murdoch University and The University of Western Australia:

You must achieve a scaled score of at least 50 in English ATAR, Literature ATAR or EALD ATAR.

For Edith Cowan University:

You must achieve

- a scaled score of at least 50 in English ATAR, Literature ATAR or EALD ATAR or
- a letter grade of A, B or C in units 3 and 4 studied in Year 12

#### Concessions

### Curtin University, Edith Cowan University, Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English to you if you have:

- achieved an ATAR above the minimum specified annually by the university(ies), and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,

THEN you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university(ies) early in January.

### The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, The University of Western Australia will concede competence in English to you if you have:

- achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a standardised moderated written school assessment or standardised written exam mark of at least 60 is required.

(b) If you have not met requirement (a) above for The University of Western Australia, but you have:

- achieved an ATAR/Selection Rank above the minimum specified annually by the university, and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another University of Western Australia approved test of English early in January

### Portfolio Pathway to Edith Cowan University (ECU)

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.ecu.edu.au](http://www.ecu.edu.au).

### Portfolio Entry to Murdoch University

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor's degrees in a number of areas including Media, Communications and in Digital Media. For more information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

### University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students, during the year at their schools. Application will be via TISC's website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status

**International students do not fit these categories and will need to apply directly to the International Office at the relevant university.**

**Students interested in attending the University of Notre Dame also apply directly to the university.**

Full details regarding individual university entrance requirements and processes are available from the TISC website: <http://www.tisc.edu.au>

### APPRENTICESHIPS AND TRAINEESHIPS

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship, School Based Traineeship or Pre-Apprenticeship in Schools. Students generally attend school for three days, one day in the workplace and one day at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

### **School Based Apprenticeships (SBA):**

Schools Based Apprenticeships allow students to start an apprenticeship while still at school. Under these arrangements the student is both a full-time student and a part-time employee. After the student leaves school they continue the apprenticeship on a full-time or part-time basis.

Students are an employee so they are paid for the time they are in the workplace. Every week students are usually three days at school, one day in the workplace and one day at training.

### **School Based Traineeships (SBT):**

A school based traineeship allows senior secondary students to start a traineeship while also completing the Western Australian Certificate of Education (WACE). Under these arrangements the student is both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees.

Students are an employee so they are paid for the time they are in the workplace.

### **Pre-Apprenticeships in Schools (PAIS):**

Pre-Apprenticeships in Schools are Certificate II programs that have been nominated by Western Australian industry councils as valid pathways from school to a traditional trade apprenticeship.

Students in Year 11 and 12 attend school, training at a registered training organisation and are linked to an employer for work placement. Students are able to undertake a Certificate II Pre-Apprenticeship while still completing their Western Australian Certificate of Education (WACE).

### **School Aboriginal Based Training:**

Aboriginal School Based Training provides opportunities for Aboriginal students in Years 10, 11 and 12 to start training in school to gain a qualification, sustainable employment or go onto further education or training.

There are three phases:

1. Preparatory programs – preparing students for work
2. Pre-employment assessment – ensuring students are ready for the workplace.
3. Apprenticeship and traineeship options – making the best selection for the student

### **Profile (TAFE)**

The government provides a set amount of money to the Training WA system to offer courses to schools in areas of speciality. These placements are highly competitive and require the student to prepare a portfolio and attend an interview.

Profile courses enable you to complete your school subjects and/or WACE while you complete units of competency or a full qualification.

These programs provide pathways to further qualifications. Profile applications close at the end of August.

Each year the courses range from Certificate I to Certificate III and require one day Training WA attendance. At Applecross Senior High School we offer the students the opportunity to apply for places in courses that are delivered on a Thursday or Friday. Students may attend a range of campuses across the metropolitan area and as a result, must be competent at using public transport. A student undertaking these studies then become a continuing student for further study at Training WA rather than competing with other applicants at the end of Year 12.

Examples of areas of study are:

- Teacher's Assistant
- Laboratory Skills
- Sport Coaching
- Legal Clerical
- Music Production
- Electro Technology
- Automotive Electrical
- Child Care



- Fashion Design
- Animal Studies
- Tourism
- Make-Up Studies
- Information Technology (networking)
- Panel Beating
- Mining
- Civil and Structural Drafting
- Business Finance
- Surveying
- Foundation Health
- Nail Technology
- Spray Painting

At Applecross Senior High School any of the courses described above would be accessed through the Flexible Learning Program.

**It is imperative that students are proactive and early at making applications. Please see the VET Coordinator for application forms.**

### **CAREERS AND EDUCATION SITES**

The information available from the following list of websites may help students determine their post-school options.

#### **Apprenticeships and Traineeships**

[www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)

#### **Australian Defence Force Academy**

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

#### **Australia wide job search**

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

#### **Career, employment, training information in WA**

[www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)

#### **Career research**

[www.careersonline.com.au](http://www.careersonline.com.au)

#### **Curtin University of Technology**

[www.curtin.edu.au](http://www.curtin.edu.au)

#### **Edith Cowan University**

[www.ecu.edu.au](http://www.ecu.edu.au)

#### **Murdoch University**

[www.murdoch.edu.au](http://www.murdoch.edu.au)

#### **My Future**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

#### **Training WA course information**

[www.trainingwa.wa.gov.au](http://www.trainingwa.wa.gov.au)

#### **Tertiary Institutions Services Centre**

[www.tisc.edu.au](http://www.tisc.edu.au)

#### **University of Notre Dame Australia**

[www.nd.edu.au](http://www.nd.edu.au)

#### **University of Western Australia**

[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

#### **Vacancies Australia wide**

[www.seek.com.au](http://www.seek.com.au)

#### **Western Australian Government**

[www.wa.gov.au/governmentservices/educationtraining](http://www.wa.gov.au/governmentservices/educationtraining)

## People who can help:

### Administration

Mr R Lilleyman  
Deputy Principal

### Learning Areas

#### The Arts

Ms J McBride  
Head of Learning Area

Ms L Rankin  
Teacher in Charge – Special Art

Mrs A Zaknich  
Teacher in Charge – Dance and Drama

Mr T Stapleton  
Teacher in Charge – Music

#### English

Ms V Lake  
Head of Learning Area

Mrs C Grosse  
Teacher in Charge – English as  
a Second Language

### Health and Physical Education

Ms J Lambert  
Head of Learning Area

Mr L Jarvinen  
Teacher in Charge – Specialist Tennis

### Languages

Ms S Rose  
Head of Learning Area

### Mathematics

Mr R Nesa  
Head of Learning Area

### Science

Ms H O'Dwyer  
Head of Learning Area

### Society and Environment

Mr W Lloyd  
Head of Learning Area

### Technology and Enterprise

Mr D Payton  
Head of Learning Area

Mr A Lewis  
Teacher in Charge – Business and Information  
Technology and Career Education

Ms S Symons  
Teacher in Charge – Home Economics

### Student Services

Mr A Coppard  
Year 11 & 12 Program Coordinator

Ms E Walker  
Year 10, 11 & 12 Head of Student Services

Ms J Reed  
VET Coordinator

Ms F Van Oyen  
Workplace Learning Coordinator

## LIST A COURSES:

### ANCIENT HISTORY GENERAL: HIA

The ATAR Ancient History course is new to Applecross and will run for the first time in 2016, subject to numbers. The General level course has been running regularly for a number of years and is an option for students with an interest in this subject who do want a general level course. The subject will have one externally set assessment that students must complete, all other assessments will be set by the subject teacher.

#### MINIMUM ENTRY REQUIREMENT

A C grade in Year 10 Humanities and Social Sciences and sound English skills are required for enrolment in this course. Students who do not have such grades will need to seek special enrolment permission, from either the Teacher in Charge (History) or the Head of Learning Area. Information regarding History units will be provided during the course counselling process, or if relevant, may be discussed with your Year 10 teacher.

#### How will this course help students in the future?

Through the study of Ancient History, students will develop research, critical thinking and analysis skills. Through communicating their interpretations and findings students will work on further improving communication skills over a range of mediums. These are all valuable skills for a variety of careers. This will prepare them for further study and careers such as a lawyer, journalist, diplomat, public servant, researcher, museum and cultural worker, archaeologist, anthropologist, historian, teacher, business administrator, librarian, social worker, occupations in the travel and tourism industry, media, the arts and many others.

#### Ancient History ATAR: AEHIA

##### Unit 1 – Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

##### Unit 2 – Ancient societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery; the family; and beliefs, rituals and funerary practices.

**Unit 1** - there are four topics and fifteen electives that focus on a particular issue, event, ancient site, individual, or group.

**Unit 2** - there are thirteen electives, each of which focuses on a particular ancient society.

Both Unit 1 and Unit 2 include a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

The cost of this course in 2016 was \$72.00.

#### Ancient History General: GEHIA

Suitable for either university or non-university bound students, this course is perfect for those interested in the rich history of the past. Ancient History is the study of the ancient worlds that spanned the globe from the second millennium B.C. through to early A.D. Throughout this extended time period, the various ancient civilizations that developed each had their own rich cultures, full of significant individuals and many of them left significant legacies for us today.

**Unit 1** - students will focus in on an Ancient civilisation, looking at the various aspects of this society. Just as archaeologists collect data to learn more about ancient societies, students will develop their own historical skills to answer some ancient mysteries. Did the Trojan War really happen? Did the Hanging Gardens of Babylon exist? Furthermore, how these societies are portrayed today in film, television and other mediums will be explored.

**Unit 2** - looks at various significant individuals and how their contributions changed the Ancient World. Pharaohs of Egypt will be studied along with some of the infamous, scandalous and legendary characters of the Ancient world such as Alexander the Great, Julius Caesar and Cleopatra.

The cost of this course in 2016 was \$72.00.

## CAREER AND ENTERPRISE ATAR: CAE

The Career and Enterprise ATAR course engages students in learning about developing their career in a constantly changing digital and globalised world. This is an excellent course for a university bound student. It helps them to determine appropriate courses based on their career choice. It is also an excellent 5<sup>th</sup> or 6<sup>th</sup> ATAR subject to bolster their final ATAR score. It is rigorous but very achievable for a hardworking student who can write well.

Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The Career and Enterprise ATAR course aims to provide all students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

The course recognises that work both reflects and shapes the culture and values of our society. It provides opportunities for students to develop critical insights into the relationships between work, culture and the values of our own and other societies.

Workplaces have different structures which impact on their practices and processes and how they operate. Each workplace organisation is unique and its organisation governs workplace settings and work patterns.

### MINIMUM ENTRY REQUIREMENT

Students require a minimum of a B grade in year 10 English.

### Career and Enterprise ATAR: AECAE

Unit 1 focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities, which are essential for career building.

Unit 2 explores issues associated with career management, workplaces and influences and trends in times of change. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Areas of study include:

- Self-management strategies to enhance personal change and growth
- Work skills and remaining employable in constantly changing workplaces
- The steps in planning and organising work load and work/life balance
- Ways to build networks that will enhance career opportunities
- Considering labour market information to identify employment opportunities
- Develop own electronic individual pathway plan (IPP) and career portfolio
- The impact of economic, social and technological change on individual career development
- The impact of global trends on individual career development and the workforce
- The relationship between individual efficiency and work satisfaction
- Reasons for, and requirements of, an employment contract with reference to the National Employment Standards from the Fair Work Act 2009.
- Strategies for successfully applying for a job, including: writing a job application letters, multimedia marketing.

The cost of this course in 2016 was \$55.00.

## CHILDREN FAMILY AND THE COMMUNITY: CFC

The Children Family and the Community course provide opportunities for students to explore factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course; however, it would be advantageous to have completed Year 10 Child Development. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course caters for students seeking career pathways in areas, such as education, nursing, community services, childcare and health.

### Children family and the Community General – GECFC

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

#### Unit 1 – Families and relationships

Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

#### Unit 2 – Our community

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

The cost of this course is \$140.00 (New course for 2017)

## DRAMA: DRA

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges. This course is organised into a Year 11 syllabus and a Year 12 syllabus.

### MINIMUM ENTRY REQUIREMENT

Students will be expected to have completed Drama units in lower school and have at least a B grade in English.

### How will this course help students in the future?

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

### YEAR 11 Drama ATAR Course – AEDRA

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, playbuilding, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

### Unit 1 – Representational, realist drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama.

### Unit 2 – Presentational, non-realist drama

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

Students are expected to attend a minimum of TWO drama productions as part of this course over the year.

The cost of this course is \$140.00.

### YEAR 11 Drama General Course – GEDRA

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama, drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

This course is organised into a Year 11 syllabus and a Year 12 syllabus.

### **MINIMUM ENTRY REQUIREMENT**

Students will be expected to have completed Drama units in lower school and have achieved competency in English.

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

#### **Unit 1 – Dramatic storytelling**

The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

#### **Unit 2 – Drama performance events**

The focus for this unit is **drama performance events** for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Students are expected to attend a minimum of TWO drama productions as part of this course over the year.

The cost of both of these courses in 2016 was \$140.00.

## ECONOMICS: ECO

Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. Economics gives students the ability to analysis events in the Australian and World economies.

Students will complete Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12.

### MINIMUM ENTRY REQUIREMENT

A B grade in Year 10 Humanities and Social Sciences and sound English skills are required for enrolment in this course. Students who do not have such grades will need to seek special enrolment permission, from the Head of Learning Area. Information regarding Economics units will be provided during the course counselling process, or if relevant, may be discussed with your Year 10 teacher.

### How will this course help students in the future?

Through the study of Economics, students will develop research, critical thinking and analysis skills. Through communicating their interpretations and findings students will work on further improving communication skills over a range of mediums. These are all valuable skills for a variety of careers. This will prepare them for further study and careers such as a lawyer, journalist, diplomat, public servant, researcher, accountant, banker, financial administrator and many others.

### Economics ATAR: AEECO

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university

education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

The Economics ATAR course is designed to facilitate achievement of the following outcomes.

#### Outcome 1 – Economic inquiry

Students use economic information and data to communicate an understanding of economic events, issues and decisions.

#### Outcome 2 – The operation of the economy

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses.

#### Outcome 3 – Economic policy and action

Students understand that the policies and actions of the government and other authorities affect the operation of the economy.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as

Unit 1 – Microeconomics

Unit 2 – Macroeconomics

The cost of this course in 2016 was \$35.00.



## ENGLISH: ENG 11

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power and learn how to become competent, reflective and critical users of language. Students learn about the English language, how it works and how to use it effectively.

### MINIMUM ENTRY REQUIREMENT

The General English unit requires no minimum entry level. Students will need to pass the OLNA examinations in Reading and Writing to achieve literacy graduation. They will be offered the chance to re sit this examination in Year 11.

For a student intending to complete the ATAR English course, it is recommended that they achieve a strong A or B result in Year 10, as well as passing the OLNA examination.

The Year 11 courses of General and ATAR English will lead directly to the Year 12 courses of the same name. Students may change from ATAR Literature to ATAR English in Year 12, or to a General course from either subject if numbers allow.

**Students intending to go to University should read the requirements for English Competency on Page 7**

### English ATAR: AEENG

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

### Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

### Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Each unit includes:

- A unit description – a short description of the focus of the unit
- Learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- Unit content – the content to be taught and learned.

The cost of this course in 2016 was \$68.00.

## English General: GEENG

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

### Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes

### Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media

Each unit includes:

- A unit description – a short description of the focus of the unit
- Learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- Unit content – the content to be taught and learned

The cost of this course in 2016 was \$68.00.

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT: ELD 11

The English as an Additional Language/Dialect course is designed as an alternative to 'English' for students who speak another language or dialect as their first or 'home' language. (Strict time restrictions apply) EAL/D focuses on the mechanics of Standard Australian English (SAE) and how to use it appropriately in business, government, further education or the workplace. Practical and relevant tasks delivered through a range of engaging and extremely varied contexts teach students to code-switch between languages or dialects successfully.

### MINIMUM ENTRY REQUIREMENT

The English as an Additional Language or Dialect course is available to students who speak English as a second language or as an addition language or dialect, and whose use of Standard Australian English is restricted. To select the EAL/D ATAR course students should have a minimum of a B grade in Year 10 ESL.

**Students intending to go to University should read the requirements on English Competency on Page 7.**

### How will this course help students in the future?

The English as an Additional Language or Dialect course is designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect. At the end of the course, students may access further training, education or employment in order to participate in all aspects of the Australian community and achieve their personal goals.

### English as an Additional Language/Dialect ATAR: AEELD

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

### Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

### Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned

The cost of this course is \$55.00.

## English as an Additional Language/Dialect General: GEELD

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English 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.

### Unit 1

Unit 1 focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

### Unit 2

Unit 2 focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – contexts in which the unit content could be taught
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$55.00.

## FRENCH: SECOND LANGUAGE: FSL

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the French: Second Language General and French: Background Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### MINIMUM ENTRY REQUIREMENT

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Further guidance and advice related to enrolments in a language course can be found on the

Authority's website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au). Students require a minimum of a B grade in year 10 French.

### How will this course help students in the future?

With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French, in conjunction with other skills, provides students with enhanced career opportunities in fields such as banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting. It also develops recognition of the value of being an effective communicator within the service industries.

### French: Second Language ATAR: AEFSL

#### Unit 1

This unit focuses on *C'est la vie!* (That's life!).

Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

#### Unit 2

This unit focuses on **Voyages (Travel)**.

Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

The cost of this course in 2016 was \$94.00.

## GEOGRAPHY: GEO

Geography is a unique subject, in that it combines elements of the natural world and links well with physical sciences as well as with elements of the human environment and linking well with humanities. Gone are the days of Geography focussing on capital cities, tallest mountains and the agricultural output of the United States. Contemporary Geography combines elements of the biophysical world and how humans interconnect with their natural environment. It is the study of the patterns, processes and implications they have on sustaining a future for human kind.

Geography is a social science that values imagination, creativity, critical thinking and speculation. In the subject of Geography students are encouraged to look at their own environments and compare it with others from around the world. Thinking geographically can be linked to questions such as why do toilets flush in a different direction in Australia to those of England? Why do people choose to live close to an active volcano? What makes cities like New York, London, Tokyo and Beijing so dynamic and top of the list of places to visit? Is the concept of climate change just the creation of scare mongers or is there justification for cities like New York including it in their plans for the future.

### MINIMUM ENTRY REQUIREMENT

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required for the Year 11 Geography ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course. Students will only be permitted to transfer into Geography in Year 12 under exceptional circumstances.

### How will this course help students in the future?

The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary level and seek employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

## Geography ATAR: AEGEO

### Unit 1 - Natural and Ecological Hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property and also effect the natural environment in which we exist.

This unit studies hazards and their associated risks at a local level (such as the bushfires in the Mundaring region), regional level such as cyclones in the NW of Western Australia or Queensland and on global levels whether they be volcanoes, tsunamis or pandemics. The unit also looks at possible long term effects if risk management, mitigation strategies and adaptive practices are not put in place.

Students undertaking this subject will be involved in fieldtrips develop a range of geographic skills and evaluate a range of procedures to accurately evaluate the impact of hazards on society.

### Unit 2 – Global Networks and Interconnections

This unit looks at how the world appears to ‘shrinking’ over time and space. Students will analyse how people worldwide adapt to these changes and how the unequal resource allocation impacts on their ability to change.

As in the first unit the opportunity for fieldwork exists to help the students appreciate the ways in which people locally, nationally and internationally cope spatially with the changes in technology and the increasing demand they have for products. Also the depth in which they establish sustainable practices for future generations.

The cost of this course in 2016 was \$55.00.

## HEALTH STUDIES: HEA

Healthy lifestyle and understanding the impact health has on the community is of vital importance in this ever changing world. There is an increasing number of health related employment opportunities available. Health Studies looks closely at the determinants of health and their impact on the health of the community.

### MINIMUM ENTRY REQUIREMENT

A minimum of a B grade in year 10 English is required for Health Studies. Information regarding this will be provided during the course counselling process or, if relevant, may be discussed with the Year 10 Health teacher.

### How will this course help students in the future?

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

### Health Studies ATAR: AEHEA

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

### Unit 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

### Unit 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

The cost of this course in 2016 was \$50.00.

## JAPANESE: SECOND LANGUAGE: JSL

This course progresses from the Year 7–10 curriculum, and focuses on further developing a student's knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills.

The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture, through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the Japanese: Second Language General, the Japanese: Background Language ATAR and the Japanese: First Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

### MINIMUM ENTRY REQUIREMENT

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Further guidance and advice related to enrolments in a language course can be found on the Authority's website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au). Students require a minimum of a B grade in year 10 Japanese.

### How will this course help students in the future?

With increasing numbers of Australians living and working in Japan, and Japanese people living and working in Australia, employers are recognising the usefulness of Japanese language knowledge and skills. An ability to communicate in Japanese, in conjunction with other skills, provides students with enhanced career opportunities in areas such as banking and international finance, commerce and trade, tourism and hospitality, cuisine and catering, the arts, media and advertising, translation and interpreting, education and research, engineering, science and technology, diplomacy, government and law. It also enables them to recognise the value of being an effective communicator within the service industries.

### Japanese: Second Language ATAR: AEJSL

Unit 1 focuses on 日常生活 (Daily life). Through the three topics: My life 私の生活, Home life 学校と家での生活 and Daily life 生活をくらべて students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2 focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう students extend their communication skills in Japanese and gain a broader insight into the language and culture.

The cost of this course in 2016 was \$94.00.



## LITERATURE: LIT 11

Reading literature for pleasure and for the intellectual experience are key elements of this course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to a better understanding of their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

### MINIMUM ENTRY REQUIREMENT

For a student intending to complete the ATAR Literature course, it is recommended that they achieve a strong A or B result in Year 10, as well as passing the OLNA examination. A strong background in writing and analytical skills is essential for enrolment in Literature. Information regarding this will be provided during the course counselling process or, if relevant, may be discussed with the Year 10 teacher. **Students intending to go to University should read the requirements for English Competency on Page 7**

### How will this course help students in the future?

The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students' other studies, in their further studies, in their chosen careers and in their lives generally.

### Literature ATAR: AELIT

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; their generic 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.

### Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

### Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

The cost of this course in 2016 was \$45.00.

## MODERN HISTORY: HIM

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

### MINIMUM ENTRY REQUIREMENT

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required for the Year 11 Modern History ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course although high performing students in other Year 11 Society and Environment Courses may have the required skills.

### How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation as well as a variety of other careers and to be an active participant in society.

### Modern History ATAR – AEHIM

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

#### Unit 1 – Understanding the modern world

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. The focus is on the United States 1907 – 1941.

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

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The focus is on Nazism in Germany.

The cost of this course in 2016 was \$72.00.

## MUSIC: MUS

The Music General Course encourages students to explore a range of musical experience, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course provides opportunities for creative expression, the development of aesthetic appreciation and understanding and respect for music and music practices across different times, places, cultures and contexts.

### MINIMUM ENTRY REQUIREMENT

This course is mainly for students who have completed Year 11 Music General course.

It is possible that other students may be suited to this course, but an interview with the Teacher in Charge of Music is required prior to subject selection.

### How will this course help students in the future?

The General Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music. Participation in Music is widely recognised for its broader benefits; including the development of cooperative skills and higher-order thinking, as well as fostering individual resilience and persistence.

### Music General – GEMUS

The Music General course is divided into two units, one per semester throughout Year 12. In each unit, this course is divided into a written component and a practical component. It is accessible to students with a varied background and experience in music and is designed to provide a flexible framework through which the areas of content can be taught. The context(s) offered by schools will depend on school resources, staff expertise and student interest and needs. The selected context(s) is the vehicle or framework through which the unit content is delivered. Suggested contexts could include Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Music or Music Technology.

The written component is made up of three learning areas:

**Aural and theory** – The Aural and theory content is generic and not context specific and has been sequentially developed across all four units. The content can be extended and adapted to suit any selected context.

**Composing and arranging** – based on the selected context, encompassing the elements of music as specified in the Theory content.

**Investigation and analysis** – The selected context(s) becomes the vehicle or framework through which the Investigation and analysis component is delivered. Students learn how social, cultural and historical factors shape music in society. Learning about music in relation to its social and cultural context illustrates the changing and dynamic character of music and influences the way in which people interpret and present music. Students engage with the wider social and cultural contexts within which music is created and experienced through the study of appropriate repertoire.

The practical component can be delivered in a different context to the written component. Delivery of the practical component can require individual tuition from an instrumental teacher or composition tutor/supervisor and will generally take place outside the allocated classroom time. The classroom teacher is responsible for managing the delivery and assessment process of the practical component. A timetable, program of work and assessment outline is to be agreed to by the classroom teacher, instrumental teacher or composition tutor/supervisor, ensemble director and student to ensure appropriate standards and assessment requirements are met. It is required that all instrumental students will participate in their weekly ensemble rehearsal (i.e. the Concert Band 1, Scimitar String Orchestra, Senior Guitar Ensemble, Jazz Band or Choir) in addition to their weekly instrumental or vocal lessons. Instrumental students will be assessed by their SIM or private teacher and their Applecross Senior High School ensemble conductor.

Students can select one of three options to complete the practical component:

- i. Performance on an instrument or voice
- ii. Composition portfolio\*
- iii. Production or practical task/project\*

Please note that these non-performance practical options require parents to employ a private tutor (outside of school time)

Instrumental home practice should be a minimum of 20 minutes per day, five days per week. Students studying General Music are also required to participate in all camps, concerts and tours in which their ensemble is involved. For students who have to hire an instrument, there will be an additional fee (which was \$160.00 in 2016).

#### Assessment

As a non-ATAR subject, all assessment in this course is school based. That is, there is no external examination.

Written Component	-	60%
Practical Component	-	40%

The cost of this course in 2016 was \$80.00.

## POLITICS AND LAW: PAL

“Decisions are made by those who show up.”

Informed citizens, actively engaged in government is the hallmark of a healthy society and the best defence against tyranny. In contrast, ignorance can lead to a sense of helplessness and disenchantment with our political process. When citizens cease to participate in their government, corruption and abuse of human rights inevitably follows. At a time when disenchantment with our political process is growing, it is more important than ever that future generations have an understanding of how our political and legal structures function so that they can contribute fully as citizens.

This is the primary reason for the study of politics and law – to equip students with the knowledge and critical ability to play their part as informed and empowered citizens who know their rights, can evaluate critically the actions of our representatives and hold their leaders to account when necessary.

### MINIMUM ENTRY REQUIREMENT

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required for the Year 11 Politics and Law ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course. Students will only be permitted to transfer into Politics and Law in Year 12 under exceptional circumstances.

### How will this course help students in the future?

Politics and Law equips students with a working knowledge of decision-making processes in our society, enabling them to participate fully in society as informed citizens.

Emphasis is placed on critical evaluation. Students learn to select and apply relevant information. This includes both theoretical knowledge and real world examples. Students are encouraged to distinguish between how political and legal systems are notionally supposed to operate and how they operate in practice. Communication skills, particularly essay writing and the ability to present succinct, relevant and evidence-backed answers are developed.

While Politics and Law is particularly suited to students contemplating careers in the law and government, it also provides valuable background and skills for areas as diverse as marketing, public relations, journalism, public advocacy and education.

### Politics and Law ATAR: AEPAL

Students begin by looking at the fundamental political philosophies that underpin Western liberal democracies. Students explore how these ideals can be implemented through democratic and legal mechanisms, including the separation of powers, elections, constitutions, federalism, judicial review, responsible government and human rights law. The government of Australia is compared to other democracies, notably the United States. Comparisons are also made to countries that feature prominently in the news such as Egypt, Russia and North Korea. The functioning of Australia’s legal system is examined, with the opportunity to apply this knowledge in the Mock Trial program.

In Semester Two, elections and natural justice are studied. Students examine the links between election rules, voter behaviour, electoral outcomes and the expectations voters have of their representatives. Recent case studies of elections and their aftermath are examined in detail. The ability of the courts to act justly is evaluated, in particular looking at past miscarriages of justice in the Western Australian legal system. The emphasis of Semester Two is on evaluating how well the political and legal system in Australia live up to the ideals we have for them.

The cost of this course in 2016 was \$35.00.

## VISUAL ARTS: VAR

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

### MINIMUM ENTRY REQUIREMENT

Students wishing to select Visual Arts ATAR must have a B grade in Year 10 English. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 Visual Arts teacher.

### How will this course help students in the future?

The Visual Arts 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. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability. Visual Arts ATAR is designed for University bound students. Visual Arts General leads onto TAFE

### Visual Arts ATAR – AEVAR

50% Practical and 50% Written

The course will include drawing that will be translated into two major studio pieces: Students will produce accurate drawings and manipulate materials selectively and with discernment, using contemporary and historical information to help inform their work. Students will produce a final studio piece each semester from a range of areas which may include drawing, painting, sculpture, graphic design, printmaking, multi-media and mixed media. This is a great course which incorporates a mix of studio areas providing interest and flexibility.

The cost of this course in 2016 was \$185.00.

### Visual Arts General - GEVAR

80% Practical 20% Written

No Prerequisites

Do you want to make and create your own paintings, drawings and craft pieces? Well this course is for you. With no exams this course makes an excellent 5<sup>th</sup> or 6<sup>th</sup> subject. It is fun creative work without a lot of homework. For those students wanting to access TAFE courses at the end of school we will also produce a folio that you can use for interviews. Your folio will be a record of your preparatory work that was used to create studio pieces. Studio work could be in the form of jewellery, printmaking and sculpture, large acrylic works on canvas or beautiful sensitive drawings on heavy weight paper.

The cost of this course in 2016 was \$185.00.

## LIST B COURSES:

### ACCOUNTING AND FINANCE: ACF

This course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

#### MINIMUM ENTRY REQUIREMENT

A C grade or better in Pathway 2 Year 10 Mathematics and a C grade or better in Year 10 English. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course is designed to cater for the needs of a wide range of students who may choose the course for interest or to gain an insight into the field as a possible future course of study. It is of particular benefit to our students as a background to tertiary studies in Commerce and Accounting.

#### Accounting and Finance ATAR - AEACF

##### Unit 1

The focus for this unit is double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them.

##### Unit 2

The focus for this unit is accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data.

The cost of this course in 2016 was \$35.00.

## APPLIED INFORMATION TECHNOLOGY - AIT

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

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

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course but an interest in this industry area is advised.

### How will this course help students in the future?

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

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

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

## APPLIED INFORMATION TECHNOLOGY GENERAL – GEAIT

### Unit 1 – Personal Communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

### Unit 2 – Working with Others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

The cost of this course in 2016 was \$35.00.



## **AUTOMOTIVE ENGINEERING AND TECHNOLOGY: AET**

In Automotive Engineering and Technology students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

### **MINIMUM ENTRY REQUIREMENT**

There is no prerequisite for this course however Year 10 Automotive Workshop would be advantageous.

### **Automotive Engineering and Technology General - GEAT**

#### **Unit 1**

The focus for this unit is automotive systems. Students understand automotive vehicles and the basic principles and systems around which an automotive vehicle is constructed and assembled as well as considering the outer shell. Under guidance, they maintain the automotive vehicle using safe workshop practices and the correct use of tools. They follow basic rules associated with automotive workshops as well as the safe operation of the automotive vehicle. They examine how the use of automotive vehicles has affected our society and the environment

#### **Unit 2**

The focus for this unit is automotive servicing. Students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair. They are made aware of socioeconomic and environmental issues and the range of occupations in this area. The diagnostic testing of automotive systems is investigated as will the underpinning principles. They use Occupational Safety and Health (OSH) rules and regulations to plan and manage safe working practices.

The cost of this course in 2016 was \$80.00.

## BIOLOGICAL SCIENCES: BIO

Biological Sciences gives students a unique appreciation of life and a better understanding of the living world around them. It encourages them to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems. Biology is studied in real world contexts such as ecosystem biodiversity, endangered species, population ecologies, organism structure and function and incorporates biotechnological applications.

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

Students studying Biology will also have the opportunity to participate in an overnight camp where they will be able to apply their practical skills in the real world and experience nature first hand.

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course is a B grade in Year 10 Science. Information regarding this will be provided during the course counseling process, or if relevant, may be discussed with the Year 10 teacher. It is strongly recommended that students have performed well in English previously (preferably A or B grade) because high levels of literacy are required.

### How will this course help students in the future?

This course caters for all students including: those who are interested in the environment and wildlife; those who want to continue to study biology or related disciplines such as medical sciences, marine biology, biotechnology, botany, agriculture, veterinary science and zoology in tertiary institutions; and those who are interested in a career in a field related to biology such as floristry, science education, forensic science, landscape gardening, horticulture, or wildlife ranger.

### Biology ATAR – AEBIO

#### Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

The cost of this course in 2016 was \$132.00 (includes excursion costs for two excursions).

## CHEMISTRY: CHE

The Chemistry course equips students with the knowledge and understandings to enable them to appreciate the natural and built environment, its materials and interactions between them. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course is a B grade in Year 10 Science pathway 1. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

### How will this course help students in the future?

This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

### Chemistry ATAR - AECHE

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

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

The cost of this course in 2016 was \$46.00.

## DESIGN: Photography - DES

In the Design course, students develop a competitive edge for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts like photography, graphics, dimensional design and technical graphics.

### MINIMUM ENTRY REQUIREMENT

Students wishing to study Design ATAR require a B Grade in Year 10 English and require a minimum of one Lower School class with Adobe CS4 software experience. Information regarding this will be provided during the course counselling process or, if relevant, may be discussed with the Year 10 teacher.

### How will this course help students in the future?

In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts. The ATAR course is designed for University bound students and the General course leads onto TAFE Design Courses

### Design ATAR Photography - AEDESP

50% Practical and 50% Written

The course will use Adobe CS6 software and high spec cameras to design and make a range of photographic design products like posters, illustrations and more. You will develop a sophisticated understanding of layout skills and design elements and principles that will be transferred to a wide range of photographic projects. This course aims to achieve these goals by exposing students to a variety of graphic communication models, including Design, Advertising, Popular Culture and Illustration. In this course, students will be exposed to the competitive edge of current design trends and prepare for a future in the design industry. It also provides access to further vocational and university pathways.

The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future. Students will study at contemporary graphic designers and photographers and examine how they put their work together. Understand how to use digital imagery and graphic design software to construct cutting edge and influential photographic images.

The cost of this course in 2016 was \$185.00.

### Design Photography General - GEDESP

70% Practical 30% Written

Do you want to design your own photographs and graphics projects. Well this course is for you. With no exams this course makes an excellent 5<sup>th</sup> or 6<sup>th</sup> subject. It is fun creative work without a lot of homework. The course will use Adobe CS6 software to design and 2D and 3D designs utilising and inspired by contemporary design skills including illustration, photography and digital manipulation of images and more. You will develop sophisticated layout skills that will be transferred to a wide range of design projects. It also provides access to further vocational and university pathways.

The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future. Students will look at contemporary photographers and graphic designers and examine how they put their work together. Understand how to use digital imagery and graphic design software to construct cutting edge and influential graphics while preparing a portfolio suitable for entry into post-school courses.

The cost of this course in 2016 was \$185.00.

## FOOD SCIENCE & TECHNOLOGY: FST

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

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 foods unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

### How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. Students may achieve VET competencies as they design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

## Food Science and Technology General – GEFST

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

### Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

### Unit 2 – Food for communities

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors, including processing systems, that affect the sensory and physical properties of staple foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions, such as coeliac and lactose intolerance, which often require specialised diets. Students consider how food and beverage labelling and packaging requirements protect consumers and ensure the supply of safe, quality foods.

The cost of this course in 2016 was \$180.00.

## HUMAN BIOLOGY: HBY

Human Biological Science covers a wide range of ideas relating to the functioning human.

Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. This course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, the evolution of the human species and human ecology.

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement is a B grade in Year 10 Science. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher. It is strongly recommended that students have performed well in English previously (preferably A or B grade) because high levels of literacy are required.

### How will this course help students in the future?

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

### Human Biology ATAR – AEHBY

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

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

### Unit 1 – The functioning human body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

### Unit 2 – Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

The cost of this course in 2016 was \$49.00.

## **MATERIALS DESIGN AND TECHNOLOGY: MTD (METAL)**

This is a practical course where students can choose to work with metal in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

### **MINIMUM ENTRY REQUIREMENT**

There is no prerequisite for this course.

### **Materials Design and Technology Metal General – GEMDTM**

#### **Unit 1**

The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experience in the manufacturing of metal products. Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of 'design, make and appraise'. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students use the technology process and are introduced to relevant technology process skills. Students work in a metal environment and learn to use a variety of relevant production technologies safely and effectively.

#### **Unit 2**

The focus for this unit is design in practice. It is for students who have informal experiences of interacting with a variety of metalworking products that have been designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. They learn to communicate various aspects of the technology process within the context of making what they design. Throughout the process, students learn about the origins, classifications and suitability for purpose, of materials they are using. Students are introduced to a range of metal production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their design project.

The cost of this course in 2016 was \$95.00.

## MATHEMATICS: MAT

Mathematics Specialist: ATAR

Mathematics Methods: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

The Mathematics course has been created to offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

As outlined below there are four paired unit courses in Year 11 Mathematics.

These courses have been designed to cater for the full range of student's abilities and their mathematics achievement at the beginning of their senior years of schooling. The units are written as a sequential development of mathematical concepts, understandings and skills.

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for the Mathematics courses will depend on the units in which the student enrolls. Information regarding this will be discussed during the Year 11 course counselling process or will be provided by the student's Year 10 Mathematics teacher.

How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today: problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

A summary of the combined units offered for Year 11 and 12 depending upon needs and abilities is provided in the table below:

(i) Double Paired Unit Course		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Specialist Units 1 & 2 Mathematics Methods Units 1 & 2	Mathematics Specialist Units 3 & 4 Mathematics Methods Units 3 & 4	The strongest maths background – for science, engineering, computing, aviation
(ii) Single Paired Unit Course		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Methods Units 1 & 2	Mathematics Methods Units 3 & 4	Strong background for entry to courses with further maths.
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Applications Units 1 & 2	Mathematics Applications Units 3 & 4	Sound background for entry to courses with further maths or a general tertiary entry even if no further maths is to be studied.
Year 11 General	Year 12 General	Post School
Mathematics Essential Units 1 & 2	Mathematics Essential Units 3 & 4	Non-tertiary bound course.



### Mathematics Specialist ATAR – AEMAS

Both mathematics and statistics are widely applicable as models of the world around us and there is simple opportunity for problem-solving through the Mathematics Specialist ATAR course. There is also a sound logical basis to this subject, and in mastering the course, students will develop logical reasoning skills to a high level.

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

The Mathematics Specialist ATAR course is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit blends algebraic and geometric thinking. In this subject, there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1, vectors for two-dimensional space are introduced and in Unit 3, vectors are studied for three-dimensional space. The Unit 3 vector topic leads to the establishment of the equations of lines and planes, and this in turn prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in the Mathematical

Methods ATAR course, is applied in vectors in Unit 3 and applications of calculus and statistics in Unit 4

#### Aims

The Mathematics Specialist ATAR course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- ability to construct proofs

The cost of this course in 2016 was \$36.00.

### Mathematics Methods ATAR – AEMAM

The major themes of the Mathematics Methods ATAR course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

The Mathematics Methods ATAR course is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the Year 7-10 curriculum from the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. In this course, there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3, where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

### Aims

Mathematics Methods ATAR course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

The cost of this course in 2016 was \$36.00.

### Mathematics Applications ATAR – AEMAA

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

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

Throughout the course, there is an emphasis on the use of application digital technologies.

### Aims

The Mathematics Applications ATAR course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

The cost of this course in 2016 was \$36.00.

### Mathematics Essential General – GEMAE

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

The content of The Mathematics Essential General course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in the vocational education and training (VET, apprenticeships, traineeships or employment).

#### Aims

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately

The cost of this course in 2016 was \$36.00.

## PHYSICAL EDUCATION STUDIES: PES

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and /or volunteers.

### MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for these courses is a B grade in Year 10 Physical Education or C grade in Specialist Tennis or 'C' grade in year 10 Preparation Course and a 'C' grade in Year 10 Science, Pathway 1.

### How will this course help students in the future?

This course provides students with an increasingly diverse range of knowledge and skills which will equip them to work in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. This course also equips students to take on volunteer and leadership roles in community activities.

### Physical Education Studies ATAR – AEPES

This course explores anatomical and biomechanical concepts, the body's response to physical activity and stress management to improve their own and others' performance in physical activity. Students also identify the relationship between skill, strategy and the body in order to improve effectiveness and efficiency of performance. The course is 70% theoretical and 30% practical. For the practical component students will participate in a variety of sports from the list below. For the external practical exam at the end of year 12 students can choose to be examined in one of the following sports:

AFL	Basketball
Badminton	Cricket
Hockey	Netball
Soccer	Tennis
Touch	Volleyball

The cost of this course is \$100

### Physical Education Studies ATAR (Tennis) – APEST

The theoretical component of this course is the same as AEPES however the physical activity context for this course is Tennis.

The cost of this course in 2016 was \$165.00.

## PHYSICS: PHY

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems, how communication and vision systems apply our understanding of the properties of light and sound waves and how radioactivity is used in industrial testing and in the treatment of diseases.

### MINIMUM ENTRY REQUIREMENT

B grade Year 10 Science in pathway 1 and a B grade in Maths in pathway 1 are essential for enrolment in this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher. (Students should note that Mathematics Methods is a prerequisite for Physics.)

### How will this course help students in the future?

Students pursuing post-secondary education at TAFE will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas such as those requiring laboratory and technical skills, as well as those leading to electrical and other physics-related vocations. This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

### Physics ATAR – AEPHY

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

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

### Unit 1 – Thermal, nuclear and electrical physics

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

### Unit 2 – Linear motion and waves

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$32.00.

## PSYCHOLOGY: PSY

This course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. Psychology is the scientific study of how we think, feel and act. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of these in an enjoyable and contemporary forum. Students learn about major psychological models and theories and the methods used to investigate within the discipline of psychology. Their understanding of how these models and theories are applied in everyday settings will help them understand themselves and their world. Students are involved in scientific investigations and the analysis of data to illustrate how empirical procedures are used to examine phenomena such as memory, attention, attitudes, personality and group behaviour.

### MINIMUM ENTRY REQUIREMENT

This course is largely theoretical with occasional group and practical work. As a result it is strongly recommended that students have performed well in English previously (preferably A or B grade) because high levels of literacy are required. Assessment requires extensive reading and research, all have a large component of written work. No assessment involves Multiple Choice Questions. All answers require short and extended written responses.

### How will this course help students in the future?

This course develops in students a foundation of scientific method and critical thinking which is a valuable skill they can apply throughout their study, work and everyday lives.

This course is suitable for students continuing study in the vocational area, those proceeding directly to the workplace, and those pursuing studies at the tertiary level as well as students who want to develop skills for their own enjoyment. The study of Psychology is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; and marketing and management and aims to provide a better understanding of human behaviour and the means to enhance quality of life.

## Psychology ATAR – AEPSY

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

### Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

### Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$60.00.

## BUSINESS – CERTIFICATE III BSB30115

This qualification will provide students with the practical skills and knowledge to provide customer service, undertake simple computing tasks and provide basic administrative support within an office environment. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE. However, units of competency cannot count directly for inclusion in the ATAR.

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course but an interest in this industry area is advised. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Business and IT staff.

### How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

### Units of Competency

BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBITU303	Design and produce text documents
BSBITU201	Produce simple word processed documents
BSBWOR301	Organise personal work priorities and development
BSBITU302	Create electronic presentations
BSBWRT301	Write simple documents
BSBITU309	Produce desktop published documents
BSBINM301	Organise workplace information
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBITU301	Create and use databases
BSBITU304	Produce spreadsheets
BSBITU306	Design and produce business documents

The cost of this course in 2016 was \$50.00.

This qualification may be taken as a VET Industry Specific course. Students wishing to pursue this option must complete 110 hours of work placement over two years in the Business field. Work placements will need to take place at a time when they do not interfere with the learning program of the student. Therefore, the hours may need to be completed during school holidays. The school can assist with finding work placements.



Delivered through auspice with Vocational Training Services.

## BUSINESS – CERTIFICATE IV BSB40215

The qualification will provide students with well-developed skills and knowledge in a wide variety of contexts. They will be required to find solutions to unpredictable problems, to analyse and/or evaluate information from a variety of sources and may be asked to provide guidance to others with some limited responsibility for the output they produce. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE. Students who successfully complete the full qualification (as well as university literacy requirements) will meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them.

### Minimum Entry Requirement

For the best chance for success in this qualification, it is recommended that students have a C grade or higher in English AND a C grade or higher in Mathematics. Information regarding this will be provided during the course counselling process, or if relevant may be discussed with the Business and IT staff.

### How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

### Proposed units of competency

BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWOR301	Organise personal work priorities and development
BSBADM405	Organise meetings
BSBCMM401	Make a presentation
BSBITA401	Design databases
BSBITU401	Design and develop complex text documents
BSBITU402	Develop and use complex spreadsheets
BSBITU404	Produce complex desktop published documents
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBWRT401	Write complex documents

The cost of this course in 2016 was \$50.00.



Delivered through auspice with Vocational Training Services.



## WOODWORK - CERTIFICATE II IN VISUAL ARTS CUA20715

This is a Certificate II qualification which may be completed over two years. Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce. The Certificate II also contributes towards graduation by offering equivalents to regular units of study. The Certificate II is skills based and requires students to achieve specific competencies. This qualification does not contribute to a student ATAR.

The units of competence are:

LMFFM2006	Hand make timber joints
LMFCR003	Carry out measurements and calculations
MSAPCII296	Make a small furniture item from timber
BSBOHS201	Participate in OHS processes
CUVRES201	Source and use information relevant to own arts practice
CUVWOO201	Develop Wood Skills
LMFFM2001	Use furniture making sector hand and power tools
CUVACD101	Use basic drawing techniques
CUVPRP201	Make simple creative work

Students who wish to enter the labour market directly, obtain an apprenticeship or continue studies at TAFE will gain underpinning skills in study and industry, develop language skills specific to the industry workplace and access career pathways counselling and guidance as well as accessing relevant workplace or field placements if desired.

Students will complete the competencies required through large personal projects such as carcass construction cabinets or frame construction furniture such as tables or chairs. Students will also complete the IFAP course which qualifies each student with a certification of safety knowledge which is recognised by industry.

The cost of this course is \$95.00.



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## ENGINEERING – TECHNICAL – CERTIFICATE III MEM30505

The qualifications will provide students with well-developed skills and knowledge in a wide variety of contexts. The Certificate III is skills based and requires students to achieve specific Drafting competencies using Computer Aided Drafting software. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework (AQF). Any units of competency attained during the program will be recognised on the student's WACE as well as certification from Central TAFE. The Certificate III in Engineering – Technical is not an ATAR subject although it contributes towards graduation by offering equivalents to regular units of study.

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course but a strong mathematics background and an interest in this industry area is advised. Information regarding this will be provided during the course counselling process, or if relevant may be discussed with the Design and Technology staff.

### How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in engineering as well as skills, knowledge and experience that are transferable to other industry areas. Students who undertake the Certificate III may progress along further pathways in this qualification including Certificate IV: Engineering, Diploma of Engineering or Advanced Diploma of Engineering.

### Units of Competency

MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MSAENV272	Participate in environmentally sustainable work practices
MEM09201	Work effectively in an engineering drafting workplace
MEM9002	Interpret technical drawing
MEM09292	Produce freehand sketches
CUVACD302	Produce computer-aided drawings
MEM12024	Perform computations
MEM12023	Perform engineering measurements
MEM30007	Select common engineering materials

The cost of this course in 2016 was \$60.00.



Delivered through auspice with Central Tafe

## LABORATORY SKILLS – CERTIFICATE III MSL30109

Classroom learning is combined with structured hands-on training and practice in industry. The Certificate III in Laboratory Skills gives students the opportunity to enhance their school-based learning with applied skills through laboratory and simulated workplace learning facilities. This program prepares students for a range of sciences: biotechnology, nano-technology, pathology, and forensic science. Certificate III in Laboratory skills is designed to provide access to a range of career paths as well as assist with higher level tertiary technical based learning.

This course is designed to provide entry level technical training in laboratory skills across a range of industries. It will also assist students in making an informed decision as to whether or not they would like to pursue a career within the science industry. Industry sector/specialisations could include, but are not limited to:

- Construction materials testing
- Environmental monitoring
- Mineral assay
- Food testing
- Pharmacology
- Physiology
- Immunology
- Microbiology
- Biochemistry
- Pathology

Students will be equipped with critical thinking skills, communication, analytical and practical skills required for a career in research science but equally applicable to a wide range of careers in science and beyond. The program includes a mandatory work placement (in a laboratory) arranged for students by the Work Place Learning Coordinator. Timing for this placement is negotiable and may be undertaken during school holidays if preferred.

Units of study:

### Year 1

MSAENV272	Participate in environmentally sustainable work practices
MSL913001	Communicate with other people
MSL913002	Plan and conduct laboratory/field work
MSL922001	Record and present data
MSL933001	Maintain the laboratory/field workplace fit for purpose
MSL953001	Receive and prepare samples for testing
MSL973001	Perform basic tests
MSL943002	Participate in laboratory/field workplace safety

### Special Requirements

- Students are provided with laboratory coat, gown, safety glasses on loan as required.
- Students are required to purchase a laboratory duplicate log record book and permanent marker pen.
- Reference material will be provided in written or electronic format to support student learning.
- All equipment and laboratory materials are provided.

The cost of this course in 2016 was \$



Delivered through auspice with Vocational Training Services.

## SPORT AND RECREATION – CERTIFICATE II SIS20115

The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications under the Australia Qualifications Framework (AQF) and to gain council developed course unit credit towards the Western Australian Certificate of Education (WACE).

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course but an interest in this industry area is advised. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

### CERTIFICATE II IN SPORT AND RECREATION – SIS20115

This course will cover a range of subjects including first aid, working effectively in sport and recreation environments, work health and safety processes, planning and organising sport and recreation activities. This course is completed over two years.

The proposed units of competency are:

HLTAID003	Provide First Aid
SISXWHS101	Participate in work health and safety
SISXCAI002	Assist with activity sessions
SISXEMR001	Respond to emergency situations
BSBWOR202	Organise and complete daily work activities
SISXCCSO001	Provide Quality Service
SISXIND211	Develop and update sport, fitness & recreation industry knowledge
SISXIND001	Work effectively in sport, fitness & recreation industry environments
SISSSOF101	Develop and update officiating knowledge
SISXCAI001	Provide equipment for activities
SISCAQU002	Perform basic water rescues
SISSSOF202	Officiate games or competitions
SISSSPT303A	Conduct basic warm up and cool down programs
SISSSCO101	Develop and update knowledge of coaching practices.

Students who successfully complete all of the required units of competency will be awarded a *Certificate II in Sport and Recreation* and achieve two Curriculum Council endorsed course units.

The cost of this course is approximately \$100.00.



Delivered through auspice with YMCA WA.

## Flexible Learning Program (Flexi)

The Flexible Learning Program (“Flexi”) at Applecross Senior High School is best suited to those students interested in pursuing a Vocational Career or further training through a State Training Provider (TAFE).

The program generally combines 3 days at school, 1 day of work placement and 1 day at a State Training Provider. This allows for students to begin their career pathway, gain valuable practical skills and work experience whilst completing Year 11 & 12 and meeting the requirements for WACE.

Students applying for the Flexible Learning Program **must have a minimum Grade of “C” in both Maths and English to be accepted into State Training Providers.** All applicants must attend a suitability interview with the VET Coordinator who will also assist with applications which **close in August** for 2017 entry.

Flexible Learning Students apply to State Training Providers through the VET Coordinator to do external study for a Certificate II to III full qualifications and Pre-Apprenticeship courses in many industry areas such as:

Aviation:	Aeroskills, Aeronautics, Aviation
Animal Studies:	Animal Studies
Automotive:	Automotive (Electrical, Heavy & Light Vehicle Focus), Panel Beating, Vehicle Painting, Vehicle Servicing.
Business/Commerce:	Accounts Administration, Business
Building & Construction:	Paraprofessional, Trades (Carpentry, Brick & Blocklaying, Wall & Floor Tiling)
Civil Construction:	Civil Construction
Community Services:	Aged Care, Disability, Education Support & Children Services focus
Electrotechnology:	Electrical Trades
Engineering:	Metals & Engineering
Events:	Events
Fabrication:	Light, Heavy
Fashion Design:	Applied Fashion Design & Technology
Floristry:	Floristry
Laboratory:	Laboratory Skills
Hairdressing:	Hairdressing
Information Technology:	Digital Media, Digital & Interactive Games, IT Networking
Health:	Allied Health Assistance,
Health Nursing:	Health Services Support
Horticulture:	Horticulture
Hospitality:	Kitchen Operations, Food & Beverage Focus, Baking
Mechanical:	Fitter & Machinist
Mine & Construction Support:	Spatial Construction
Outdoor Recreation:	Specialising in Marine Tourism
Plumbing:	Plumbing & Gas
Process Plant:	Process Plant Operations
Retail:	Retail Makeup & Skin Care
Sampling & Measurement:	Sampling & Measurement
Security:	Security Operations
Teacher Assistant:	Education Support
Tourism:	Tourism

**Please note that the school cannot guarantee that all students will achieve a place in their chosen course.**

## Flexi School Timetable

Students will have an opportunity to choose one Certificate II program delivered by the school in addition to the set timetable. They may choose from two nationally recognised qualifications:

- Certificate II in Sport and Recreation or
- Certificate II in Business

To participate in the FLEXI Program, students MUST select the following courses:

- One **externally delivered** Certificate course, or School Based Traineeship.
- One Certificate course delivered at school (Certificate II in Sport & Rec or Certificate II Business)
- Workplace Learning: (ADWPL Authority developed endorsed program)

- Career and Enterprise General: Unit 1 & 2 (Yr 11) Unit 3 & 4 (Yr 12)
- Maths: General
- English: General

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement. For each 55 hours of Work Experience (Endorsed ADWPL Program) students can achieve 1 unit towards their WACE, to a maximum of 4 units.

An additional advantage of completing two days per week work experience is that you gain valuable industry skills which are highly regarded by employers, State Training Providers and Universities when making applications for higher education study pathways.

**SAMPLE Flexi Learning student timetable**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Maths	Maths	Career & Enterprise	FLEXI Training DAY	Work Placement Day
2	Cert II Business	English	English	FLEXI Training DAY	Work Placement Day
3	Career & Enterprise	Maths	English	FLEXI Training DAY	Work Placement Day
4	English	Cert II Business	Maths	FLEXI Training DAY	Work Placement Day
5	Directed Study	Career & Enterprise	Cert II Business	FLEXI Training DAY	Work Placement Day

## Other Programs available to Flexible Learning Students

### School Based Traineeships (SBT):

School Based Traineeships are similar in that students attend school Monday to Wednesday. On Thursday and/or Friday, students are employed by an organisation where they undertake a traineeship to complete a nationally recognised qualification ON THE JOB (example a Certificate II).

SBT's are very competitive as the students are paid a training wage while they learn and the traineeships often lead to full time employment after Year 12.

### Current offerings for School Based Traineeships:

- Certificate II Disability (ACTIV Industries)
- Certificate II Civil Engineering (ERTECH Construction)
- Certificate II Community Services (Child Care)
- Certificate II Hairdressing (various)
- Certificate II Hospitality (Hospitality Group Training)
- Certificate II Kitchen Operations (Hungry Jacks)
- Certificate II Retail (McDonalds)
- Certificate II Transport and Warehousing (Reece Plumbing)
- Certificate II Retail (City Beach)
- Certificate II Community Pharmacy (The Pharmacy Guild)