

2020 EDITION



APPLECROSS

SENIOR HIGH SCHOOL
INDEPENDENT PUBLIC SCHOOL

Curriculum Handbook

YEAR | 11

Achieve

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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 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
- Humanities
- Technologies

Course Selection

Goals, dreams, aspirations... the eternal 'what do you want to be when you grow up?' question comes into play in the lead up to Years 11 and 12. Choosing the right subjects and doing them well should be every student's aim! The keys to making positive decisions and having success in the senior secondary years are:

- Knowing yourself, including knowing your skills, interests and values
- Having a really clear understanding about the courses on offer at Applecross SHS, including prerequisites and course requirements
- Giving yourself every chance to qualify for courses and career pathway/s of your choice
- Aiming to achieve the WA Certificate of Education
- Maximising your educational opportunities by always striving to do your very best
- Taking advantage of what the school has to offer in terms of academic and personal support and advice

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 2021

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.

Literacy and Numeracy Standard

All students must meet the minimum literacy and numeracy standard by achieving a Band 8 or higher in Year 9 NAPLAN or successfully achieving the OLN standard in either Years 10, 11 or 12.

YEAR 11

Applecross Senior High School will be offering the following:

- School Curriculum and Standards Authority (SCSA) Courses - both General and ATAR
- Endorsed programs
- VET/TAFE Certificates
- VET Connect (TAFE WA qualifications and a mix of school-based and out of school experiences)
- Endorsed programs

WACE Requirements for Year 12 2021

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. In many instances, students interested in entering university will also study a certificate.

Students intending to enter TAFE courses, access alternative university pathways, or gain employment will generally study a combination of General courses and certificates.

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 10-12, Head of Student Services Years 10-12, VET Manager, Year 10 Coordinator and nominated Course Counsellors.

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

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

TAFE

THIS INFORMATION IS CURRENT AS OF MAY, 2019

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

To gain entry into TAFE 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 TAFE courses are strongly advised to access the latest information. There is a large amount of information available at the Jobs and Skills Centre website or at one of their centres:

Ph: 13 64 64

Website: www.jobsandskills.wa.gov.au

Tertiary Entrance Requirements

THIS INFORMATION IS CURRENT AS OF MAY, 2019

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

Alternative University Entry Pathways

All Universities also allow entry into some courses for students who have completed a minimum of a Certificate IV at TAFE or Private RTO, or through Portfolio applications. 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

Choosing Courses

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

Year 11 Course Offerings 2020

All Year 11 students may select from one of three pathways to meet WACE requirements:

- **General Pathway**
- **ATAR Pathway**
- **VET (Vocational Education and Training) Pathway**

Both the ATAR and VET pathways can contain General courses. By the end of Year 12, students will achieve either an ATAR score for direct university entrance, a Certificate II or higher to prepare for further training, alternative university entrance, and/or skilled employment, or a selection of General courses.

All three pathways enable students to meet requirements of the WACE. All students are encouraged to choose a VET qualification as part of their Senior School course selections, due to the valuable transferable skills gained through completion of a nationally recognised qualification.

General Pathway

Select 6 courses, with a minimum of one course from List A and one from List B, plus the option of a Certificate course. English is compulsory for the WACE. A Maths and Certificate course are strongly recommended.

*If a year long Certificate course is selected in Year 11, students will have the opportunity to select another one year Certificate course or a General course in Year 12.

| List A (Arts/Languages/Social Science) | List B (Mathematics/Science/Technology) | VET Certificate Courses |
|--|---|--|
| Ancient History Career and Enterprise Drama English English as an Additional Language Health Studies Music Visual Arts | Applied Information Technology Automotive Engineering & Technology Design (Photography) Food Science and Technology Materials Design and Technology: Metal Mathematics Essential Physical Education Studies Integrated Science | Certificate II in Business (1 year course) Certificate IV in Business (2 year course) * Certificate II in Community Services (1 year course) Certificate III in Engineering - Technical (2 year course) ** Certificate II in Hospitality (2 year course) Certificate II in Information, Digital Media and Technology (1 year course) ** Certificate II in Sport and Recreation (2 year course) Certificate II in Visual Arts (Woodwork) (2 year course) |

* After completion of this certificate, the natural progression will be to enrol in the Children, Family and the Community course in Year 12.

** Students selecting this course start in Period 2 one day in the week (Monday to Wednesday) and attend a Period 6 on another day (Monday to Wednesday).

Please note that subject to student numbers, not all courses will run each year.

ATAR Pathway

Select 6 courses, with a minimum of one course from List A and one from List B.
English is compulsory for the WACE and a Maths course is strongly recommended.

**If an ATAR pathway has been chosen against recommendation, a Certificate course is strongly recommended.*

| List A (Arts/Languages/Social Science) | List B (Mathematics/Science/Technology) | VET Certificate Courses |
|---|--|---|
| Ancient History | Accounting and Finance | Certificate II in Business (1 year course) |
| Career and Enterprise | Biological Science | Certificate IV in Business (2 year course) |
| Drama | Chemistry | * Certificate II in Community Services (1 year course) |
| Economics | Computer Science | Certificate III in Engineering - Technical (2 year course) |
| English | Design (Photography) | ** Certificate II in Hospitality (2 year course) |
| English as an Additional Language | Human Biology | Certificate II in Information, Digital Media and Technology (1 year course) |
| French | Mathematics Specialist | ** Certificate II in Sport and Recreation (2 year course) |
| Geography | Mathematics Methods | Certificate II in Visual Arts (Woodwork) (2 year course) |
| Health Studies | Mathematics Applications | |
| Japanese: Second Language | Physical Education Studies | |
| Literature | Physics | |
| Modern History | Psychology | |
| Politics and Law | | |
| Visual Arts | | |

* After completion of this certificate, the natural progression will be to enrol in the Children, Family and the Community course in Year 12.

** Students selecting this course start in Period 2 one day in the week (Monday to Wednesday) and attend a Period 6 on another day (Monday to Wednesday).

Please note that subject to student numbers, not all courses will run each year.

VET Pathway

VET in schools enables students to gain nationally recognised industry skills. VET is taken as part of the WACE and completion by the student provides a wide range of post school options and pathways.

Course offerings in VET at Applecross SHS are offered in two areas:

- School Based VET Programs (5 days at school)
- The VET Connect Program (3 days at school)

SCHOOL BASED VET PROGRAMS

School based VET programs are delivered on the school site as part of a student's regular timetable. All programs involve a partnership between Applecross SHS and Registered Training Organisations, so that students can achieve a VET qualification that is delivered at school as part of a student's Year 11 and/or Year 12 course selection.

Select 6 courses, with a minimum of one course from List A and one from List B, plus one or two Certificate courses. English is compulsory for the WACE and a Maths course is strongly recommended.

*If a year long Certificate course is selected in Year 11, students will have the opportunity to select another one year Certificate course or a General course in Year 12.

| List A (Arts/Languages/Social Science) | List B (Mathematics/Science/Technology) | plus Select one Certificate Course VET |
|---|--|---|
| Ancient History | Applied Information Technology | Certificate II in Business (1 year course) |
| Career and Enterprise | Automotive Engineering & Technology | Certificate IV in Business (2 year course) |
| Drama | Design (Photography) | * Certificate II in Community Services (1 year course) |
| English | Food Science and Technology | Certificate III in Engineering - Technical (2 year course) |
| English as an Additional Language | Materials Design and Technology: Metal | ** Certificate II in Hospitality (2 year course) |
| Health Studies | Mathematics Essential | Certificate II in Information, Digital Media and Technology (1 year course) |
| Music | Physical Education Studies | ** Certificate II in Sport and Recreation (2 year course) |
| Visual Arts | Integrated Science | Certificate II in Visual Arts (Woodwork) (2 year course) |

* After completion of this certificate, the natural progression will be to enrol in the Children, Family and the Community course in Year 12.

** Students selecting this course start in Period 2 one day in the week (Monday to Wednesday) and attend a Period 6 on another day (Monday to Wednesday).

Staff at Applecross who can help:

Administration

Mr R Lilleyman
Deputy Principal

VET & Workplace Learning

Ms M Simich

Student Services

Ms J Casserly
Year 10, 11 & 12 Head of Student Services

Mr L Silberstein
Year 11 Program Coordinator

Learning Areas:

The Arts

Mr S Armitstead
Head of Learning Area

Ms F De Campi
Teacher in Charge – Special Art

Mrs A Zaknich
Teacher in Charge – Drama

Mr T Stapleton
Teacher in Charge – Music

English

Mr P Count
Head of Learning Area

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

Health and Physical Education

Mr R Blaxell
Head of Learning Area

Mr L Jarvinen
Teacher in Charge – Specialist Tennis

Languages

Mr S Armitstead
Head of Learning Area

Ms Nishikawa
Teacher in Charge – Japanese

Ms Valerie
Teacher in Charge - French

Mathematics

Mr R Nesa
Head of Learning Area

Science

Ms A Wooldridge
Head of Learning Area

Humanities & Social Sciences

Mr W Lloyd
Head of Learning Area

Ms Van Oyen
Teacher in Charge – Business Education

Technologies

Mr D Payton
Head of Learning Area

Ms A. Jackson
Teacher in Charge – Home Economics

Dr J Collier
Teacher in Charge – Digital Technologies

LIST A COURSES:

CAREER AND ENTERPRISE - ATAR & GENERAL

Career and Enterprise ATAR: AECAE

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 5th or 6th 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 provide 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.

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 2019 was \$45.00.

Career and Enterprise General: GECAE

MINIMUM ENTRY REQUIREMENT

This program has been specifically developed to support you in your investigations into the world of work and to help enable you to develop into a more enterprising young worker.

In the first unit you will examine the characteristics of being enterprising, start to establish your own career pathway, identify and audit your work skills, develop your career portfolio through your IPP and EPP and investigate a range of work place issues that are likely to impact on you as part of the workforce.

In the second unit you will examine how to apply your own enterprising behaviours, investigate career pathway options and to and refine your career portfolio and complete a WHS induction program while investigating the requirements of being a safe young worker.

Areas of study include:

- the potential ongoing labour market disadvantage of leaving school without qualifications
- the role of ongoing education and training in gaining and keeping work
- the concept of personal and professional development opportunities
- strategies to find and access appropriate information sources
- decision-making models and steps
- how to interact positively and effectively with others in a work environment
- recognising forms of diversity within a work setting
- the benefits of using initiative to create work opportunities
- the concept of innovation
- the development of a career portfolio
- investigate career choices
- understanding the changing nature of life and work roles
- Globalisation and how it affects your career
- methods of responding to a job opportunity
- the rights and responsibilities of employees and employers in entry-level jobs

The cost of this course in 2019 was \$45.00.

DRAMA - ATAR & GENERAL

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.

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 courses in 2019 was \$140.00.

ECONOMICS - ATAR

ATAR Economics provides the perfect grounding for students who pursue university studies in Commerce – marketing, Business Management, Economics, Finance, Property and Advertising. In recent years more Applecross graduates choose a Commerce than any other university Pathway. Economics gives students the ability to analysis events in the Australian and World economies. 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.

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: the ability 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 2019 was \$35.00.

ENGLISH - ATAR & GENERAL

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 OLN 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 (over 65), as well as achieving at least Band 8 in NAPLAN Reading and Writing in Year 9.

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 4

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 2019 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 2019 was \$45.00.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT - ATAR & GENERAL

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 4.

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

The cost of this course in 2019 was \$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 2019 was \$55.00.

FRENCH: SECOND LANGUAGE - ATAR

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.

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. 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 2019 was \$94.00.

GEOGRAPHY - ATAR

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 developing 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 be ‘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 2019 was \$50.00.

HEALTH STUDIES - ATAR

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.

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.

MINIMUM ENTRY REQUIREMENT

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

The cost of this course in 2019 was \$50.00.

Health Studies General: GEHEA

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

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

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

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

The approximate cost of this course in 2020 is \$50.00.

MODERN HISTORY - ATAR

Studying Modern History helps you understand the contemporary world as it is historical events that have shaped society worldwide into what it is today. An example is the Norman Conquest 1066 enabled the Magna Carta to be signed in 1215 via a series of events over time. Eventually, another important document was signed – the United States Constitution in 1787. This remains a role model for governance even today, and a starting point for the units covered in this course. In Year 11 ATAR students focus on two important nation states, the United States and Germany in particular time periods and eras of crisis.

MINIMUM ENTRY REQUIREMENT

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required however an A or B grade is preferred for the Year 11 Modern History ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course.

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. Many past students have said Modern History was one of the most interesting of all their courses.

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 1914-1945.

The cost of this course in 2019 was \$72.00.

ANCIENT HISTORY - ATAR

“What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others.”
– Pericles

While the ancient world may seem remote from the problems of the present, the study of Ancient History can help students make sense of the world as it is today. The nature and impact of the various cultural and religious developments, the responses of societies and individuals to complex social and economic challenges, the issues of justice, discrimination and violence were as much part of the ancient world as they are of ours.

The ATAR Ancient History course is well established at Applecross and is run by a team of specialist and passionate teachers. The subject is an excellent choice for university bound students as it teaches them skills including research, essay writing and referencing. It encourages critical thinking whilst introducing students to interesting and new ideas. The course explores fascinating Ancient societies like Rome, Egypt and Troy. Students will learn about legendary events and personalities from the past and assess their actions and decisions. Battles, sieges, love and conquest are some of the many themes that sparked change in antiquity. Ancient History allows us to study ourselves, to look inwards at our own humanity and discover what it means to be human in a complex and sometimes dangerous world.

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 contestable evidence used to argue for and against the reality of the Trojan War. They also look at changing interpretations and representations of the past through studying Alexander the Great.

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 Egypt such as; the family; and beliefs, rituals and funerary practices. There is a focus on the New Kingdom and the Egyptians relationship with the land. Through looking at them students are introduced to key concepts that define the discipline of history, such as cause and effect, significance and contestability.

The cost of this course in 2019 was \$72.00.

ANCIENT HISTORY - GENERAL

“Day by day, what you choose, what you think and what you do is who you become.” – Heraclitus

The Ancient History General Course at Applecross is suitable for university or non-university bound students who have an interest in the rich history of the past and how it has affected our society today. Ancient History is the study of ancient worlds that spanned that globe. Ancient civilisations each developed their rich cultures, full of significant individuals who left lasting legacies. The celebrities of the ancient world were equivalent to today's Kardashians! But their scandals unimaginable, their actions barbaric and their motives often driven by personal desire.

How truly great was Alexander the Great? Why were the Caesars so powerful? How did Egypt rise to such a powerful empire and was Troy really sacked by the Greeks with the ploy of the Trojan horse?

Colossal battles, family scandals, kings, queens, conquerors and slaves. This course explores it all and allows students to immerse themselves in the stories of the past and engage with themes and ideas which are still relevant in today's society. The general course allows students to be hands on in assessment tasks, creating models, posters and multimedia presentations. They explore narrative through film and literature and analyse interesting sources and ancient artefacts.

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? How was Pompeii destroyed? 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 2019 was \$72.00.

JAPANESE: SECOND LANGUAGE - ATAR

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

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. 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 2019 was \$94.00.

LITERATURE - ATAR

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 a requirement to achieve a minimum grade of B in Year 10 English and achieve a minimum 65% in the Semester One Year 10 Exam, as well as achieving at least Band 8 in NAPLAN Reading and Writing in Year 9. 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 2019 was \$45.00.

MUSIC - GENERAL

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 10 Class Music course (10MUS). It is possible that other students may be suited to this course, but an interview with the Head 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 11. In each unit, this course is divided into a written component and a practical component. It is accessible to students with varied backgrounds and levels of experience in music, and is designed to provide a flexible framework through which the areas of content can be taught. The context offered by schools will depend on school resources, staff expertise and student interest and needs. The selected context is the vehicle or framework through which the unit content is delivered. The main context for study is Western Art Music, however, students will experience music from diverse contexts such as Contemporary Music, Jazz, Music for Film and Television, World and Indigenous Music and Music Technology.

The written component is made up of three learning areas:

Aural and theory – this content is generic (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 requires individual tuition from an instrumental teacher or composition tutor/supervisor and will 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), 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. 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 IMSS 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 the Music General course 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 2019).

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 2019 was \$90.00.

MUSIC: PIMS

This WACE Council Endorsed Program is only available to IMSS students who have completed Class, Instrumental and Ensemble Music studies to the end of Year 10. As this unit is not on the gridline (does not appear on the timetable), further information regarding eligibility and selection are provided by the Head of Music prior to the subject selection process.

POLITICS AND LAW - ATAR

“Decisions are made by those who show up.”

Informed citizens who participate in government are the hallmarks of a healthy society and the best defence against tyranny. When citizens cease to participate in 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 to play their part as informed citizens who know their rights, can critically evaluate the actions of our representatives and hold their leaders to account when necessary.

MINIMUM ENTRY REQUIREMENT

A minimum of a B 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, both theoretical and real world examples. Students are encouraged to distinguish between how political and legal systems are 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 are reflected in 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 lives up to its ideals.

The cost of this course in 2019 was \$35.00.

VISUAL ARTS - ATAR & GENERAL

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad array of art forms. The course promotes innovative practice and students are encouraged to explore/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, and a B grade in Art or Photography or Design or Media. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 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 a maker or audience member of art.

The difference between General and ATAR

Visual Arts ATAR is designed for students that enjoy both writing about and making art. The subject can also be used to contribute to your Tertiary Entrance Ranking. Visual Arts General has **less emphasis on writing and more on making** and does not directly contribute to a university pathway.

Visual Arts ATAR – AEVAR

50% Practical and 50% Written

During the course students create two major artworks responding to the themes *Difference* and *Identity*. Students explore ways of collecting, compiling and recording information, documenting thinking and developing working practices. Students explore and research how an artist has his or her particular way of making objects and how they convey a personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate

ideas. Students can make works in 2D (painting, drawing, printing, etc.) 3D (ceramic, sculpture, etc.) and time-based mediums (video, performance, animation, etc.).

The cost of this course in 2019 was \$185.00.

Visual Arts General - GEVAR

70% Practical 30% Written

In General Visual Art students make two artworks as they explore the themes of *Experiences & Explorations*. Through the investigation of different art mediums, artists and activities students learn simple descriptive writing techniques that improve literacy skills and prepare them for year 12. General Visual Art is for students that like to make practical things and apply their own creativity at school.

Visual Art General can support students wanting to produce a folio that can be used for interviews for TAFE or entry to courses after school. Studio work can be in the form of jewellery, printmaking, sculpture, large acrylic works on canvas, digital media or beautiful drawings on heavy weight paper.

The cost of this course in 2019 was \$185.00.

LIST B COURSES:

ACCOUNTING AND FINANCE - ATAR

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 1 or 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 2019 was \$35.00.

APPLIED INFORMATION TECHNOLOGY - GENERAL

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 2019 was \$55.00.

AUTOMOTIVE ENGINEERING AND TECHNOLOGY - GENERAL

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 - GEAIT

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 2019 was \$85.00.

BIOLOGICAL SCIENCES - ATAR

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 pathway 1. 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?

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

Biology ATAR – AEBLY

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.

Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

The cost of this course in 2019 was \$65.00. This does not include the cost of the camp and excursions.

CHEMISTRY - ATAR

Studying the Chemistry ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course is a B grade in Year 10 Science pathway 1 and a grade B minimum for Year 10 Chemistry. 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

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

In this unit, students continue to develop their understanding of bonding models and the relationship

between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

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 2019 was \$65.00.

COMPUTER SCIENCE - ATAR

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

In this course, the impact of technological developments on the personal, social and professional lives of individuals, businesses and communities is investigated. The ethical, moral and legal factors that influence developments in computing are explored so that students recognise the consequences of decisions made by developers and users in respect to the development and use of technology.

MINIMUM ENTRY REQUIREMENTS

A B grade or better in Pathway 1 or a grade A in Pathway 2 Year 10 Mathematics and a minimum of a C grade in Year 10 English is required for Computer Science. Information regarding this will be provided during the course counselling process or, if relevant, may be discussed with the Teacher-in-Charge of Business & IT.

How will this course help students in the future?

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Computer Science ATAR - AECSC

Unit 1 – Developing computer-based systems and producing spreadsheet and database solutions

The focus for this unit is developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on their spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 2 – Developing computer-based systems solutions and communications

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 an industry environment. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry-based applications.

The cost of this course in 2019 was \$35.00.

DESIGN: - ATAR & GENERAL

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 a minimum of one Lower School class with Adobe 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 skills in industry standard design software such as Adobe Photoshop, Illustrator and InDesign. 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 can lead onto TAFE Design Courses

Design ATAR – AEDES

50% Practical and 50% Written

The course will use Adobe software and specialist equipment to make a range of design products like posters, a combination of traditional and digital illustrations, photography and more. Students will develop a sophisticated understanding of layout skills and design elements and principles that will be transferred to a wide range of project solutions. This course aims to achieve these goals by exposing students to a variety of graphic communication models, including Design, Advertising, Popular Culture and Illustration. Students will be exposed to the competitive edge of current design trends in preparation for a future in the design industry. The course also provides access to further vocational and university pathways.

Students will be equipped 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 examine how they put their work together whilst they develop digital design software skills and construct cutting edge, imagery.

The cost of this course in 2019 was \$185.00.

Design General – GEDES

70% Practical 30% Written

In General Design, students will use industry standard Adobe software such as Photoshop, Illustrator and InDesign to create 2D and 3D media utilising contemporary design skills including illustration, photography and the digital manipulation of images. Students will develop layout skills that can be transferred to a wide range of design projects. The course also provides access to further vocational and university pathways, equipping 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. Students will examine how they put their work together. At the completion of the course, products created and techniques learnt can be used preparing a portfolio suitable for entry into post-school courses.

The cost of this course in 2019 was \$185.00.

FOOD SCIENCE & TECHNOLOGY - GENERAL

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 2019 was \$180.00.

HUMAN BIOLOGY - ATAR

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. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement 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. 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, 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

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 2019 was \$65.00.

INTEGRATED SCIENCE – GENERAL

The Integrated Science General course is a course grounded in the belief that science is essentially a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It will involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. This course enables them to investigate science issues in the context of the world around them, and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for this course is a C 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 also recommended that students have achieved a C grade in both Maths and English.

How will this course help students in the future?

This is a practical course, and much of the learning will focus on the completion of design projects in a practical context. This will enhance employability skills and will also be valuable for students wishing to develop skills for their own personal development. To compete in the workplace of the future young people are encouraged to study STEM subjects as part of their Western Australian Certificate of Education (WACE). Choosing STEM subjects opens the door to exciting and emerging careers. The Integrated Science General Course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations. It is a desired subject on a number of TAFE pathways.

Integrated Science – General – GEISC

Unit 1 - The emphasis of this unit is on biological and Earth systems, focusing on the following topics:

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

Unit 2 - The emphasis of this unit is on physical and chemical systems, focusing on the following topic

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

The cost for this course will be \$65 and this does not include the cost for camps and excursions.

MATERIALS DESIGN AND TECHNOLOGY METAL - GENERAL

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 2019 was \$95.00.

MATHEMATICS - ATAR & GENERAL

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 required for entry to science, engineering, computing and aviation studies. |
| (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 2019 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 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 2019 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 2019 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 2019 was \$36.00.

PHYSICAL EDUCATION STUDIES -ATAR & GENERAL

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 which sit under the banner of SPORT SCIENCE, 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, medical professionals, sport science analysts and /or volunteers.

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 science. 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 in 2019 was \$100.00.

Physical Education Studies ATAR (Tennis) – AEPEST

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 2019 was \$111.00.

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement for ATAR course 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.

Physical Education Studies General - GEPES

The Physical Education Studies General course is designed to appeal to students that enjoy physical activity and would like to further develop both their sporting skills and their knowledge of the theoretical concepts that relate to human movement and sporting performance.

The course focuses on the interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance in sport. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

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

Assessment for this course is based on 50% from practical performance in sports such as basketball, volleyball, badminton, soccer, netball, softball and touch rugby and 50% on theoretical concepts. Therefore students selecting this course need to understand that they will be completing theoretical classes and assessments. It is not just a practical course.

The cost of this course in 2019 was \$100.00.

PHYSICS - ATAR

In the Physics course, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Students also develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students also investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

MINIMUM ENTRY REQUIREMENT

B grade Year 10 Science in pathway 1 and a B grade in Maths in pathway 1 or 2 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 2019 was \$65.00.

PSYCHOLOGY - ATAR

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 Year 10 English (preferably A or B grade) due to the high levels of literacy required. Also a B grade in Year 10 Science pathway 1 is 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 behaviours. 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 2019 was \$65.00.

UniReady Year 11 2020

Applecross Senior High School has been accepted as one of a small number of schools to deliver the Curtin University UniReady course during Years 11 and 12. This course is designed to allow students to undertake an alternative entry pathway to Curtin University whilst at school rather than during Semester 1 of the following Year after leaving school. The course has limited places so there will be a selection process in order to determine who will be offered a place in the program. The units offered in this program require a considerable level of academic ability as they are pitched slightly below the level of an ATAR course but above what is expected in a General course.

UniReady focuses on developing the transferable study and communication skills that students need to be successful with university studies. The Academic Writing and Communications courses focus on developing student skills in university style reading, writing and communication. These are essential to university success and are quite different to the English syllabus students study for WACE.

Who Should Apply?

This course is not suitable for all students. If your current results in Year 10 indicate that General courses are the most appropriate set of courses for you, then that is what you should do. General students who wish to study the UniReady course should have results in Year 10 that would indicate that they are likely to achieve excellent results in General courses. UniReady is only one way you can enter university if that is what you decide to do at some point in the future. There are several other ways to do this. Universities can be contacted individually to discuss possible options.

Students who meet one or more of the criteria below would be suitable candidates for the UniReady course:

- Students who would like to do ATAR courses but are slightly below meeting the prerequisites
- Students who would like to keep a university option open but would find undertaking a full ATAR load too stressful
- Students wanting to undertake ATAR English, Literature or EALD, whose results in Year 10 indicate that being successful in these courses will be a challenge

****This course is not suitable for students who demonstrate a capacity to be successful in ATAR courses. This program does not give you access to all university courses, so students who are capable of undertaking an ATAR courses should do so.**

Course Structure

Students will undertake five classes from the usual range of courses offered by the school. These will come from ATAR, General or certificate courses. It will most likely be a combination of these. The sixth course studied in Year 11 will be UniReady. The student will complete four semester units over two years. It is a set course and all students will need to successfully complete all four semester units in order to meet the requirements for university entrance. The four semesters will also contribute towards the achievement of the Western Australian Certificate of Education (WACE).

The courses students will need to complete are listed below:

| | |
|--------------------|--|
| Year 11 Semester 1 | Fundamentals of Academic Writing |
| Year 11 Semester 2 | Foundations of Communications |
| Year 12 Semester 1 | Introduction to Commerce (to be confirmed) |
| Year 12 Semester 2 | Introduction to Humanities (to be confirmed) |

There will be an assessment outline provided to students and all courses have an exam as part of the assessment schedule.

What UniReady Will Get You

Successful completion of the UniReady course will allow students to apply for a range of undergraduate courses at Curtin University. Please see the 'Courses this can lead to' section on the Curtin website (curtin.edu.au/uniready) for the most up to date list of available courses. UniReady graduates gain direct entry into Curtin University in Semester 1 at the same time as their ATAR peers. UniReady gives the student an academic standing equivalent to an ATAR of 70. This will not get the student into all courses but they will have a wide range of courses to choose from. The current list of courses are provided at the end of this information. Students will need to meet any prerequisites that may apply to courses. This is the same for all university entrance. It may be possible to transfer into some courses that the student may not be eligible for, after completing UniReady, during or at the end of the first year of university. This is dependent of a variety of factors: primarily performance in the first year of the university course. The requirements are often quite specific and this information should be sought directly from the university. It may be possible to use the completion of UniReady to assist a student in enrolling in other universities. If you are considering using UniReady to apply for another university, it is essential that you contact the university to discuss whether this is an option. The only university that UniReady is directly linked to is Curtin University.

Where To From Here

Students will select UniReady during the normal Subject Selection Online process. Once the subject selection has been completed, places will be offered to suitable students. If the student is not successful, they will need to select another course. It may be possible for a student to complete the full UniReady course in 2021 of four units as a Year 12 student if places are available. There are no guarantees that this will be possible but again, it will be a competitive process where students who have good academic results in Year 11 will have an advantage.

Vocational Education and Training Courses

VET programs provide students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF] and will contribute to the WACE.

Any VET offerings are proposed at this stage and will be confirmed once a Registered Training Organisation (RTO) can be sourced through the Department's panel of contracted RTO providers. Once a RTO has been secured, VET offerings can be confirmed. All elective units are proposed at the time of producing the handbook but could be subject to change.

BSB20115 CERTIFICATE II IN BUSINESS

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision. The focus of this qualification is as an admin assistant or receptionist in any industry.

This is a one year course.

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 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

Core Units

BSBWHS201 Contribute to health and safety of self and others

Elective Units

BSBIND201 Work effectively in a business environment

BSBINM201 Process and maintain workplace information

BSBINM202 Handle mail

BSBCMM201 Communicate in the workplace

BSBITU211 Produce digital text documents

BSBITU212 Create and use spreadsheets

BSBITU213 Use digital technologies to communicate remotely

BSBSUS201 Participate in environmentally sustainable work practices

BSBWOR202 Organise and complete daily work activities

BSBWOR204 Use business technology

BSBITU111 Operate a personal digital device

The cost of this course in 2019 was \$55.00

BSB40215 CERTIFICATE IV IN BUSINESS

This qualification is suited to those working as administrators and project officers. In this role, individuals use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others. 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.

This is a two year course.

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 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

Core Units

BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Elective Units

BSBADM405 Organise meetings
 BSBITA411 Design and develop relational databases
 BSBWOR301 Organise personal work priorities and development
 BSBCMM401 Make a presentation
 BSBITU401 Design and develop complex text documents
 BSBITU402 Develop and use complex spreadsheets
 BSBITU404 Produce complex desktop published documents
 BSBSUS401 Implement and monitor environmentally sustainable work practices
 BSBWRT401 Write complex documents

The cost of this course in 2019 was \$55.00.

CHC22015 CERTIFICATE II IN COMMUNITY SERVICES

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This is a one year course.

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 staff.

How will this course help students in the future?

This qualification is beneficial to students who wish to pursue a career in the health and community services sector, including nursing, aged care, childcare and youth care. The transferable skills gained will be valuable in applying for entry level jobs, as well as courses at TAFE and alternative entry pathways to some of the Universities.

Units of Competency

Core Units

CHCCOM001 Provide first point of contact
 CHCCOM005 Communicate and work in health or community services
 CHCDIV001 Work with diverse people
 HLTWHS001 Participate in workplace health and safety
 BSBWOR202 Organise and complete daily work activities

Elective Units

HLTAID003 Provide first aid
 FSKDIG03 Use digital technology for routine workplace tasks
 FSKOCM07 Interact effectively with others at work
 HLTFS001 Follow basic food safety practices
 HLTWHS001 Participate in workplace health and safety

The cost of this course in 2019 was \$55.00

MEM30505 CERTIFICATE III in Engineering - Technical

The qualifications will provide students with well-developed skills and knowledge in a wide variety of contexts. The MEM30505 Certificate III in Engineering - Technical is skills based and requires students to achieve specific Drafting competencies using Computer Aided Drafting software.

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 this qualification may progress along further pathways in this qualification including Certificate IV in Engineering, Diploma of Engineering or Advanced Diploma of Engineering.

Units of Competency**Core Units**

MEM16006A Organise and communicate information

MEM16008A Interact with computing technology

MSAENV272B Participate in environmentally sustainable work practices

Elective Units

MEM30031A Operate computer-aided design (CAD) system to produce basic drawing elements

MEM09002B Interpret technical drawing

MEM12023A Perform engineering measurements

MEM09202A Produce freehand sketches

MEM12024A Perform computations

UEENEEE101A Apply Occupational Health and Safety regulations, codes and practices in the workplace

UEENEEE104A Solve problems in d.c. circuits

The cost of this course in 2019 was \$55.00.

SIT20316 CERTIFICATE II IN HOSPITALITY

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge and work under direct supervision. Students will develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business, as well as skills, knowledge and experiences that are transferrable to other industry areas.

This is a two year course.

Minimum Entry Requirement

There are no entry requirements for this qualification, 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 staff.

How will this course help students in the future?

The Hospitality Industry is one of the fastest growing industries in Australia, offering a wide range of employment opportunities. Certificate II in Hospitality is a nationally recognised qualification, enabling a choice of careers in the Food and Beverage industry. Further study could see opportunities in Small Business Management, Environmental Health, and Ethical and Sustainable marketing.

Units of Competency

| Core Units | Elective Units |
|---|--|
| BSBWOR203 Work effectively with others | BSBITU211 Produce digital text documents |
| SITHIND002 Source and use information on the hospitality industry | SITHCCC003 Prepare and present sandwiches |
| SITHIND003 Use hospitality skills effectively | SITHFAB004 Prepare and serve non-alcoholic beverages |
| SITXCOM002 Show social and cultural sensitivity | SITHFAB005 Prepare and serve espresso coffee |
| SITXCCS003 Interact with customers | SITXCCS001 Provide customer information and assistance |
| SITXWHS001 Participate in safe work practices | SITXFSA001 Use hygienic practices for food safety |

The cost of this course is \$210.00

Hospitality students will need to purchase a hospitality kit through the school only. The student package will cost \$96.75 and include the following:

| | | |
|-------------------------|-----------------------|-----------------|
| Jacket | Pants | Hospitality Cap |
| Short Black Waist Apron | Bib Apron with pocket | Neckerchief |

Students will be sized at school during their Hospitality class in the first week of term where orders will be taken and paid to the school.

ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.

This is a one year course.

Minimum Entry Requirement

There is no minimum entry requirement for this qualification, 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 staff.

How will this course help students in the future?

This course offers opportunities for students to gain useful transferable skills which can be used in any industry.

Units of Competency

Core Units

BSBWHS201 Contribute to health and safety of self and others
BSBSUS201 Participate in environmentally sustainable work practices
ICTICT201 Use computer operating systems and hardware
ICTICT202 Work and communicate effectively in an ICT environment
ICTICT203 Operate application software packages
ICTICT204 Operate a digital media technology package
ICTWEB201 Use social media tools for collaboration and engagement

Elective Units

CUACAM201 Assist with a basic camera shoot
CUADIG201 Maintain interactive content
CUADIG303 Produce and prepare photo images
CUAPOS201 Perform basic vision and sound editing
ICPDMT321 Capture a digital image
ICTICT205 Design basic organisational documents using computing packages
ICTICT211 Identify and use basic current industry specific technologies

The cost of this course is \$60.00

SIS20115 CERTIFICATE II IN SPORT AND RECREATION

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Individuals work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

Possible job titles include:

- community activities assistant
- customer service assistant
- leisure assistant
- recreation assistant
- retail assistant
- grounds assistant
- facility assistant

This is a two year course.

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.

How will this course help students in the future?

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. Students will gain valuable transferable skills which can be used in this industry area, as well as in a variety of other industries.

Units of Competency

Core Units

BSBWOR202 Organise and complete daily work activities
 HLTAID003 Provide first aid
 HLTWHS001 Participate in workplace health and safety
 SISXCAI002 Assist with activity sessions
 SISXCCS001 Provide quality service
 SIXEMR001 Respond to emergency situations
 SIXIND001 Work effectively in sport, fitness and recreation environments
 SIXIND002 Maintain sport, fitness and recreation industry knowledge

Elective Units

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

The cost of this course in 2019 was \$100.00

CUA20715 CERTIFICATE II IN VISUAL ARTS (WOOD)

This qualification reflects the role of individuals who are developing the basic creative and technical skills that underpin visual arts and craft practice. Students will be trained in 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.

This is a two year course.

Minimum Entry Requirement

There is no minimum entry requirement for this qualification, 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 staff.

How will this course help students in the future?

Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce. The Certificate II is skills based and requires students to achieve specific competencies. 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.

Units of Competency

Core Units

BSBWHS201 Contribute to health and safety of self and others
CUAACD101 Use basic drawing techniques
CUAPPR201 Make simple creative work
CUARES202 Source and use information relevant to own arts practice

Elective Units

MSFFM2006 Hand make timber joints
MSFGN2001 Make measurements and calculations
MSAPCII296A Make a small furniture item from timber
CUAWOO201 Develop Woodworking Skills
MSFFM2001 Use furniture making sector hand and power tools

The cost of this course is \$95.00.

Endorsed Programs

An Endorsed Program is a learning program that has been developed for Senior School students (Years 10-12) and can be delivered as part of the school curriculum or as extra-curricular activities.

There are two types of Endorsed Programs:

1. Authority Developed Endorsed Programs. Examples include:
 - ADCAP – Community Arts Performance
 - ADCS – Community Service
 - ADESP – Elite Sports Performance
 - ADOEP – Off Campus Enrichment
 - ZADRP – Recreational Pursuits
 - ADSP – School Production
 - ADWPL – Workplace Learning
2. Private Provider Endorsed Programs. Examples include:
 - PLSMTA – Law, Society, Mock Trials
 - PROIN – Interact Club
 - PIMS – Instrumental Music School Services
 - PPWBR3 – Dept of Parks & Wildlife, Bushrangers
 - PRLBM – Royal Life Saving, Bronze Medallion
 - PAMP7 – Graduate College of Dance
 - PTICC – Toastmaster International
 - PAFPT – Australian Air Force Cadets

For students participating in Endorsed Programs there are numerous benefits:

- Students may develop a range of 'Core Skills for Work' that will help to make them more future ready citizens
- Students extend their networks which can be beneficial in their future career aspirations
- Assists students when applying for scholarships or at university interviews
- Assists students at risk by gaining extra points towards the WACE

A more comprehensive list of Endorsed Programs can be found on the SCSA website.

For more information please contact Ms Melinda Simich, VET Manager.

THE VET CONNECT PROGRAM

The VET Connect Program endeavours to assist students aiming for TAFE entry, apprenticeships, employment, or those who would like to use the VET program as an alternative entry pathway to some Universities. The program offers a joint school, industry and training partnership, with students working towards secondary graduation while gaining valuable workplace learning.

Benefits include recognition and accreditation for school studies when enrolling in TAFE courses, an opportunity to experience the world of work whilst still attending school, as well as the ability to access future career pathways early. Students also gain a unique opportunity to investigate future career options in a practical manner whilst continuing to achieve the necessary points towards WACE achievement.

The VET Connect Program requires students to attend school 3 days per week (Monday to Wednesday), while spending the remaining 2 days in a work placement and/or TAFE. Certificates completed at TAFE/School and Workplace Learning are all SCSA accredited and will count towards the WACE, just like other courses completed at school. Students are able to select from approximately 40 TAFE qualifications, as well as select from 2 qualifications delivered at school.

Students participating in the VET Connect Program are required to complete Workplace Learning. This is a SCSA endorsed program that provides students up to 4 unit equivalents towards their WACE/WASSA. This highly successful program allows students to experience a number of work placements. This experience is invaluable and many past students have gone on to gain employment or apprenticeships as a result of the networks they made and skills they developed in the 'real world'. ADWPL can also assist in meeting criteria for TAFE and alternative university entry.

The VET Connect Program is a viable and an alternative entry pathway to university. Certificate IV has an ATAR equivalent of 70 in some Universities, which students use for alternative (non ATAR) university entry after Year 12. This alternative university pathway has become very popular with students, as it allows them to access courses and workplace learning in a particular field related to their university aspirations while still at school. For others, it assists them in making a clearer decision on what to study at university. For specific information related to alternative entry pathways to university, please access detailed information on the university websites.

The VET Connect Program is a discrete program which is independent of the main timetable.

Courses undertaken include:

General English
 General Career and Enterprise
 General Mathematics Essential
 Authority-Developed Workplace Learning (ADWPL)
 Certificate II in Hospitality **or** Certificate II in Sport and Recreation (delivered at school)
 Certificate II or higher delivered externally at an offsite location

Sample Timetable:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------|--|-------------------------------|-------------------------------|----------|--------------------|
| Period 1 | No Class | English | Maths | TAFE | Workplace Learning |
| Period 2 | Smart Period | Maths | English | TAFE | Workplace Learning |
| Period 3 | Career & Enterprise | Certificate II in Hospitality | Career & Enterprise | TAFE | Workplace Learning |
| Period 4 | Maths | Career & Enterprise | Certificate II in Hospitality | TAFE | Workplace Learning |
| Period 5 | Certificate II in Hospitality | English | English | TAFE | Workplace Learning |
| Period 6 | Certificate II in Hospitality after school on one of these days | | | | |

The VET Connect Application Process

There is a separate VET application process for students to apply for the VET Connect program. The application process involves submitting an application form, and, if successful, being invited to attend an interview with the VET Manager. In order for an application to be considered successful, students must be able to meet the selection criteria outlined below.

Selection Criteria

Students must demonstrate:

- a strong work ethic and a high attendance rate
- a commitment to meeting deadlines
- an ability to succeed in school subjects in Year 10
- readiness to undertake Workplace Learning, as indicated by student knowledge and understanding of the VET Connect Program, Teacher References and previous work history
- positive attitude towards school and the wider community, as demonstrated by Teacher References, participation in extra curricula activities and/or community and voluntary activities
- the necessary maturity and responsibility to work independently in both the workplace and at TAFE
- an understanding and acceptance that their TAFE and work placement may involve travelling to a campus or employer that is not in the local area
- the ability to complete a Work Readiness Program at school in Semester Two
- the support of parents who encourage their child to move out of their comfort zone and take responsibility for achieving personal goals

Students applying for the VET Connect Program need to be aware that places are limited and students need to be considered as suitable for the program. Students will also be given the opportunity to apply for a TAFE course in mid-year. However, this is not a part of the actual VET application process at school.

Work Readiness Program

Once successful in gaining a place in the VET Connect Program, Year 10 students will automatically be enrolled into the Work Readiness Program in Semester 2, where they must complete the requirements of the course to be deemed 'work ready'. Students will also be able to apply for TAFE during this time.

VET Connect Program Withdrawal Process

There is a 3 Step Withdrawal Process for students in the VET Connect Program. It is considered a privilege to participate in the program, and it is vital that the school can trust students in a workplace environment or TAFE to be respectful of workplace norms, including safety and following instructions. Students are required to maintain the standards of the VET Program at all times. The steps in the withdrawal process will be outlined during the application process.

TAFE and Fee for Service Courses through Private Registered Training Organisations (RTOs)

Students in the VET Connect Program will be able to apply for courses delivered externally by TAFE or private RTOs, which run one to two days per week. Some TAFE courses are fully funded.

Year 11 students enrolled in ATAR, General or the School based VET program will **not** be able to apply for TAFE Profile or Fee for Service courses, as they would need to miss 1 to 2 days of school per week, which could impact on their coursework at school. Interested students will need to apply for a position in the VET Connect Program.

Students will be able to choose from a number of qualifications, details of which may be available at course counselling sessions. Qualifications ranging from Certificate II to IV are available in many industry areas such as:

- **Aviation:** Cabin Crew; Airline Operations; Aviation (Support Services Operation)
- **Automotive:** Light; Electrical; Heavy
- **Baking:** Retail Baking Assistant
- **Beauty Therapy:** Retail Make-up and Skin Care; Nail Technology; Hairdressing
- **Business:** Business; Legal Studies; Accounts Administration; Financial Services
- **Community Services:** Education Support (Teacher Assistant); Community Services (Taster); Aged Care
- **Construction:** Pathways; Carpentry and Joinery; Electrical Trades (Pre-App); Plumbing and Gas Fitting (Pre-App); Paraprofessional; Painting and Decorating
- **Textiles, Clothing/Fashion:** Applied Fashion Design and Technology
- **Floristry:** Floristry Assistant
- **Health Services:** Health Support Services
- **Information & Communications:** Creative Media; Digital and Interactive Games; Networking;

- Network Administration; Screen and Media
- **Metals and Engineering:** Fabrication; Heavy; Technical
- **Primary:** Horticulture; Animal Studies; Aquaculture
- **Retail:** Retail Services
- **Sport & Fitness:** Sport & Recreation; Fitness
- **Security Operations:** Security Operations
- **Tourism, Travel and Hospitality:** Hospitality, Kitchen Operations, Tourism; Events Management

Some of the training programs in the VET Connect Program require the student to travel a considerable distance in order to participate. Program offerings are subject to the external Training Provider being able to provide a venue and lecturer, as well as having sufficient student numbers to run the course. The school cannot guarantee that all students who apply will achieve a place in their chosen qualification. Successful applicants are determined by the TAFE/Private RTO.

Students completing a Certificate IV will find themselves well-placed for entry to TAFE for further training, apprenticeships or alternative entry to University.

Courses offered through TAFE and Private RTOs will be advertised on CONNECT and through assemblies. Applications generally open mid-year and students should know by November whether they have been successful or not in gaining a place.

The *online TAFE application process* will include:

1. Resume
2. USI
3. Year 10 Semester 1 School Report

It is imperative that students are proactive and early in submitting applications. It is an online application process and TAFEs/RTOs make the decisions on successful applicants. Please see the VET Manager for further information.

Where programs incur a Fee for Service cost, 50% of the cost must be paid to the school by **Monday, 9 December 2019**, prior to enrolment in a program for the following year. The remaining balance is to be paid by **Friday, 19 June 2020**. The school will then forward this fee on to the Registered Training Organisation. Payment is to be made via the online QKR application. This will be discussed with parents and students during VET Connect Program interviews.

As a guide, please see the list below of Fee for Service Courses which were offered for 2019. The course costs listed are 2019 charges and could be increased for 2020:

Fremantle Education Centre
Site: Fremantle Campus

Days: Thursdays/Fridays

| | |
|---|--|
| Certificate III in Education Support | \$1,015.00 |
| Certificate IV in Education Support | \$1,405.00 |
| Certificate II in Community Services | \$1,040.00 |
| Certificate III in Community Services | \$1,295.00 |
| Certificate IV in Community Services | \$1,415.00 |
| Certificate III in Early Childhood Education and Care | \$1,405.00+ \$150.00 for First Aid Certificate |
| Certificate III in Business | \$1,015.00 |
| Certificate IV in Business | \$1,115.00 |
| Certificate II in Customer Engagement | \$970.00 |

Link

course information: <https://fec.org.au/vet-in-schools-programs/>

to

DNA Kingston Training**Site:** Belmont/Mandurah Campuses**Days:** Thursdays/Friday

| DENTAL | | |
|---|--|---------|
| Course Code | Course Name | |
| HLT35115 | Certificate III in Dental Laboratory Assisting | \$2,300 |
| HLT35015 | Certificate III in Dental Assisting | \$4,995 |
| HLT45015 | Certificate IV in Dental Assisting | \$5,995 |
| HEALTH CARE – INDIVIDUAL AND AGEING CARE | | |
| Course Code | Course Name | |
| CHC33015 | Certificate III in Individual Support | \$2,300 |
| HLT43015 | Certificate IV in Allied Health Assistance | \$2,600 |
| HLT23215 | Certificate II in Health Support Services (Nursing Pathways) | \$2,100 |
| HLT33115 | Certificate III in Health Services Assistance (Nursing Pathways) | \$2,300 |
| FIRST AID – PARAMEDICAL | | |
| Course Code | Course Name | |
| HLT21015 | Certificate II in Medical Service First Response | \$1,900 |

Link to course information: www.dnakingstontraining.edu.au**Foundation Education****Online only****Site:** Outside school in student time

| | | |
|----------|---|----------|
| BSB20115 | Certificate II in Business (Foundation Education course) | \$699.00 |
| BSB30115 | Certificate III in Business (Foundation Education course) | \$699.00 |
| SIS20115 | Certificate II in Sport and Recreation (AIPT Course) | \$699.00 |
| SIS30115 | Certificate III in Sport and Recreation (AIPT Course) | \$699.00 |
| SIS30315 | Certificate III in Fitness (AIPT Course) | \$699.00 |
| CHC30113 | Certificate III in Early Childhood Education and Care (Foundation Education course) | \$699.00 |
| CHC30213 | Certificate III in Education Support Care (Foundation Education course) | \$999.00 |
| SIT30116 | Certificate III in Tourism Care (Foundation Education course) | \$999.00 |

Link to course information: <https://www.foundationeducation.edu.au/VET-in-schools-program>**WA Academy****Site:** Bentley Campus**Days:** Thursdays/Fridays

| | | |
|----------|------------------------------------|---------|
| SHB20216 | Certificate II in Salon Assistant | \$3,000 |
| SHB20116 | Certificate II in Retail Cosmetics | \$1,300 |
| SHB30215 | Certificate III in Makeup | \$3,950 |
| SIB30110 | Certificate III in Beauty Services | \$3,000 |
| SHB30315 | Certificate III in Nail Technology | \$2,000 |

Link to course information: www.waacademy.com

Tactic Learning

Site: TBC

Days: TBC

| | | |
|---------|--|---------|
| 52722WA | Certificate IV in Health Science Foundations | \$2,000 |
| | Certificate IV in Applied Cyber Security | \$2,000 |

Link to course information: <https://www.tacticlearning.com>**Mt Pleasant College**

Site: 497 Marmion St Booragoon

Days: TBC

| | | |
|----------|---|---------|
| CUA31015 | Certificate III in Screen & Media (Film & Design) | \$2,900 |
|----------|---|---------|

Link to course information: <https://mpc.wa.edu.au>**APPRENTICESHIPS AND TRAINEESHIPS**

In selected industry areas, VET Connect Program students may be eligible to complete a qualification under 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 Traineeship (SBT)**
- **School Based Apprenticeship (SBA)**
- **Pre-Apprenticeship in Schools (PAiS)**

In these programs, students attend school for three days, spend 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 Traineeship (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.

A SBT is approximately an 18-month commitment. Once the contracts are signed, students are employees and are paid a training wage for the on-the-job component of their traineeship. Successful candidates complete a Certificate II or higher in their industry area, which will count towards secondary graduation and, therefore, may allow a reduction in the number of courses the student studies at school. SBT opportunities are advertised on CONNECT as they arise. SBTs are managed by the VET Manager at the school. Students usually undergo a trial period with an employer and, if successful, may commence a traineeship.

School Based Apprenticeship (SBA)

A school-based Apprenticeship allows students to start an apprenticeship in Year 11 or 12, 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.

The student will develop skills and get paid whilst getting ready for a career in the workforce, as well as working towards their WACE and an industry recognised qualification. SBA opportunities are advertised on CONNECT as they arise. Applecross SHS will assist and support a student who arranges to commence a SBT or SBA with an employer where suitable. Not all industry areas offer SBTs and SBAs. Further information is available at

<https://www.dtwd.wa.gov.au/apprenticeship-office>

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).

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. The total number of hours completed in the workplace is reported on the student's WASSA.

The cost of this course is \$100.00.

Aboriginal School Based Training (ASBT)

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

Possible SBT vacancies in 2020

- Certificate II in Government (Public Service – 2 days per week)
- Certificate II in Warehousing Operations (Reece – good for those interested in construction or plumbing)
- Certificate II in Retail Services (City Beach)
- Certificate III in Commercial Cookery (Pathway to Chef – various restaurants)
- Certificate II/III in Hospitality (Various opportunities)
- Certificate III in Individual Support (ACTIV Foundation)
- Certificate II in Community Pharmacy

Students who choose to be in the VET Connect Program should be referred to the VET Office for course counselling.

USEFUL CONTACTS AND CAREER RELATED WEBSITES

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

TAFE

- **North Metropolitan TAFE**
East Perth, Leederville, Mt Lawley & Northbridge 1300 300822
<http://www.northmetrotafe.wa.edu.au>
- **North Metropolitan TAFE**
Joondalup 1300 134881
<http://www.northmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
Course Information Centre 9267 7500
Thornlie, Carlisle, Balga, Armadale, Midland & Bentley
<http://www.southmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
Course Information Centre 9239 8189
Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel
<http://www.southmetrotafe.wa.edu.au>
- **Jobs and Skills Centre**
www.jobsandskills.wa.gov.au
- **WA Department of Training & Workforce Development**
<http://www.dtwd.wa.gov.au>
Training opportunities in WA
- **Training WA Course Information**
www.trainingwa.wa.gov.au
- **TAFE Handbook on line**
<https://www.tafecourses.com.au>



UNIVERSITIES

- **Curtin University**
Prospective Students Office 9266 1000
<http://futurestudents.curtin.edu.au>
- **Edith Cowan University**
Students Recruitment 134 328
<http://www.ecu.edu.au/future-students/overview/>
- **Murdoch University**
Prospective Student Centre 1300 687 3624
<https://www.murdoch.edu.au/study/>
- **University of WA**
Prospective Student Advisors 6488 2477
<https://study.uwa.edu.au>
- **University of Notre Dame**
Prospective Student Advisors 9433 0533
Freecall 1800 640 500
<https://www.notredame.edu.au/study/pathways>
- **Universities Guide**
A useful site that rates Australian Universities and outlines their facilities/courses
<https://www.gooduniversitiesguide.com.au>

CAREER RELATED SITES

www.jobsandskills.wa.gov.au

www.careersonline.com.au

www.myfuture.edu.au

www.skillsroad.com.au



EDUCATION

- **School Curriculum & Standards Authority**
www.scsa.wa.edu.au
info@scsa.wa.edu.au
- **Department of Education**
<https://www.education.wa.edu.au>
- **Tertiary Institutions Service Centre**
www.tisc.edu.au
This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.

APPRENTICESHIPS AND TRAINEESHIPS

<https://www.dtwd.wa.gov.au/apprenticeship-office>
www.apprenticeshipsupport.com.au Ph: 1300 363 831
www.trainingwa.wa.gov.au

AUSTRALIA WIDE JOB SEARCH

www.jobsearch.gov.au
www.seek.com.au

DEFENCE FORCE RECRUITING CENTRE

Level 7, 66 St George's Terrace, Perth 6000
Careers Information 131 901
www.defencejobs.gov.au

Take link to Careers Explorer that lists all jobs in the Defence forces. This centre provides information on the careers available in the Airforce, the Army and the Navy.