



SUBJECT SELECTION HANDBOOK

YEAR 11
2023 EDITION

ACHIEVE

NOW AND FOR THE FUTURE
MUTUAL RESPECT — PERSONAL BEST



APPLECROSS
SENIOR HIGH SCHOOL

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AN IMPORTANT NOTE TO YEAR 10 STUDENTS/PARENTS

Course Selections for Year 11 2023

This booklet has been prepared to assist parents and students in making educational decisions for 2023 and beyond. Whenever you seek assistance, please have your most recent report with you.

Students, it is important that you follow these procedures:

- read the information contained in this handbook;
- see the below staff to consider a learning program involving courses within your capabilities; please check that you have the prerequisite **Year 10 background** to study a particular course (see pages 24-26 for prerequisites);
- tertiary entrance requirements are complex, and students with tertiary ambitions should note these very carefully and choose courses appropriate for their goals and record of academic achievement; and
- all information and counselling should be carefully considered before the completion and submission in Subject Selection Software (SSO) by **Friday, 1 July 2023**.

Staff available to help:

- **Ms Toni Jones** -
Associate Principal Years 11-12
- **Mrs Jennifer Casserly**
Program Coordinator Years 11-12
- **Mr Rex Lilleyman**
Associate Principal Years 9-10
- **Mrs Melinda Kennington**
VET Manager

INTRODUCTION

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, vocational, sporting and cultural achievements and has won many academic exhibitions, awards and competitions. It is often placed among the highest performing public high schools.

In partnership with tertiary education and industry sectors, Applecross Senior High School supports young people to follow their aspirations and pathways into careers. About 70 per cent of our students seek success to enter a University, and others achieve entry to TAFE or proceed directly to apprenticeships and 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 50 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:

- English
- Health and Physical Education
- Humanities and Social Sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts

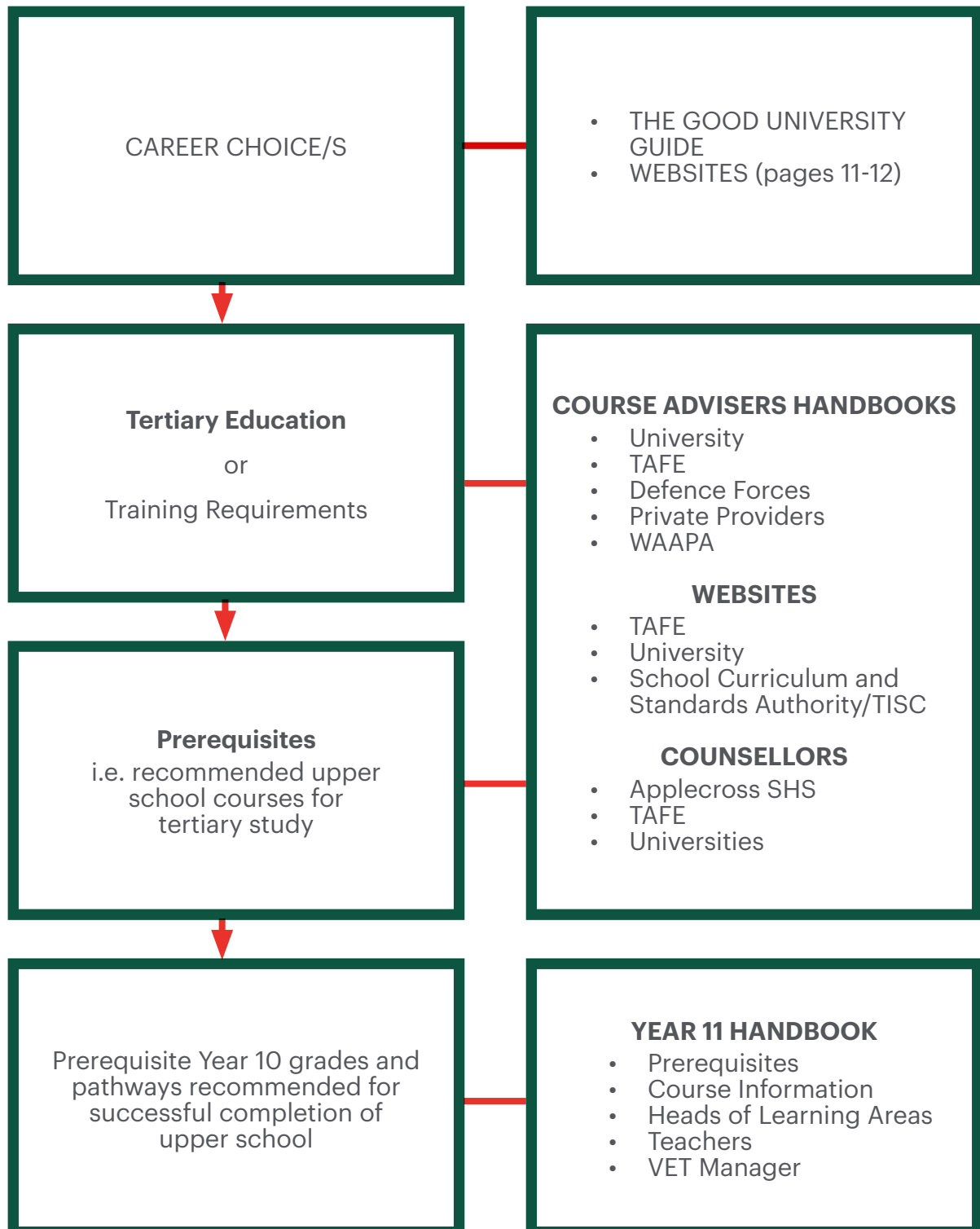
Paul Leech
Principal

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COURSE ADVISING PROCESS AND SOURCES OF INFORMATION

PROCESS

SOURCE OF INFORMATION



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THE WACE: ESSENTIAL INFORMATION

SCHOOL CURRICULUM AND STANDARDS AUTHORITY (SCSA)

This body sets requirements for achievement of the WACE and issues students with a statement of results. For more information, refer to www.scsa.wa.edu.au

TAFE COLLEGES

Please refer to pages 7 and 11-12 of this handbook for more information on TAFE.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

This certificate is awarded to secondary school students who successfully complete the breadth and depth requirements, the achievement standards and the literacy and numeracy standard (see page 5 of this handbook). The WACE is recognised by universities, industry, TAFE and other training providers.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

This certificate is issued to all Year 12 students who have completed any study that contributes towards the WACE. It lists all courses and programs students have completed in Years 11 and 12.

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The ATAR is a number between 99.95 and 0.00 that reports the rank position of a student relevant to all other Year 12 leaving age students in Australia. An ATAR of 70.00 means you have performed better than 70% of all Year 12 school leaving age people in Australia.

TERTIARY INSTITUTIONS IN WESTERN AUSTRALIA

University of Western Australia, Murdoch University, Curtin University, Edith Cowan University, University of Notre Dame.

For other Australian universities, see the guides Universities in Australia

or Good Universities Guide in the Learning Centre career resource centre.

UNIVERSITY ADMISSION

University admission is based on the student's ATAR, competence in English and in some cases the meeting of prerequisite courses. Achievement of the WACE is a mandatory requirement by all universities. For more information, refer to www.tisc.edu.au.

TERTIARY INSTITUTIONS SERVICE CENTRE (TISC)

100 Royal Street
EAST PERTH WA 6004
Phone: 93188000
Facsimile: 9225 7050
Phone-line times 9.00am – 4.30pm (Mon-Fri)
Counter times 9.00am – 4.00pm
Email: info@tisc.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET PROGRAMS)

Vocational Education and Training (VET) engages students in work-related learning built on strategic partnerships between schools, training organisations, businesses, industry and the wider community. The qualifications gained are recognised by employers and industries across Australia. Applecross Senior High School offers a range of Australian Qualification Frameworks Certificate courses which contribute towards a WACE and lead to further study at TAFE, university and/or employment.

COURSES

Applecross Senior High School offers a range of WACE courses:

- ATAR courses are for students aiming to enrol in a university course directly from school. These courses will be examined by the School Curriculum and Standards Authority (SCSA) and contribute to achieving an Australian Tertiary Admission Rank (ATAR).

- General Courses are for students aiming to enter further training or the workforce directly from school.

Students can mix and match these courses, as well as Vocational Education and Training (VET) courses, in order to provide themselves with the best platform to meet the requirements of WACE and for life beyond school.

All WACE courses are divided into four units. Units 1 and 2 (Year 11) are typically studied as a pair. Units 3 and 4 (Year 12) must be studied as a pair. Over two years, students can achieve credit towards the WACE for a maximum of four units from any one course.

Typically:

- University-bound students must study a program of at least four ATAR courses. **The school recommends at least five ATAR courses.**
- Students heading to TAFE or the workforce would select General courses or a mix of General, ATAR and/or VET Certificate courses in Years 11 and 12.

ENDORSED PROGRAMS

Endorsed programs provide areas of learning not covered by WACE courses. These programs can contribute to a student's WACE requirements.

EXTERNAL EXAMINATIONS

All Year 12 students studying ATAR courses must sit compulsory examinations unless they qualify for an exemption. There are no external examinations for General courses. However, students have to complete a state-wide externally set task.

GIFTED AND TALENTED EDUCATION (GAT)

Students are selected through GAT testing to enrol in GAT programs at Applecross Senior High School.

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WACE REQUIREMENTS FOR 2023

To achieve a WACE from 2023, a student must satisfy the following;

General Requirements at Applecross Senior High School

- demonstrate a minimum standard of literacy and numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy. See below, Minimum Standard of Literacy and Numeracy.
- complete a minimum of 20 units or equivalents as described below
- complete at least five Year 12 courses (min four ATAR courses) or six Year 12 General courses and /or ATAR courses or a Certificate II or higher VET qualification in combination with ATAR or General courses.

Breadth and Depth

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

- a minimum of ten Year 12 units or the equivalent.
- two completed Year 11 English units and one pair of completed Year 12 units.
- one pair of Year 12 course units from each of List A (Arts/English/Language/Social Sciences) and List B (Mathematics/Science/Technology) subjects.

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).

Explanatory Notes Relating to WACE Requirements

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 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 is as follows:

- VET qualification
 - 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 School Curriculum and Standards Authority's approved list of endorsed programs.

The implication of unit equivalence for Applecross Senior High School students is that a maximum of only two certificate courses (eight units can be studied).

MINIMUM STANDARD OF LITERACY AND NUMERACY

Students who achieve Band 8 or above in any of the components of reading, writing or numeracy in Year 9 NAPLAN assessments will be recognised as meeting the minimum standard required for that component. Students who do achieve Band 8 for any of the components will be required to demonstrate the minimum standard through the Online Literacy and Numeracy Assessment (OLNA). **It is strongly recommended that students who have not achieved the minimum standard for numeracy select a Mathematics course in Year 11.**

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SELECTING A PROGRAM TO STUDY

Upon completing the WACE, many students will intend to apply for a position in a tertiary education institution, such as a university or a TAFE, or seek employment.

The different directions will strongly influence the choice of courses for Year 11 and Year 12. Students can choose courses that will leave options open for both university and TAFE. Entry to university generally requires achievement in courses at a higher level than entry to TAFE. In addition, both institutions have prerequisite courses for many programs.

Lower school requirements for upper school courses are listed on pages 24 to 26 and in individual course descriptions. Students are advised to request courses that class teachers recommend based on past and current performance.

The following pages outline:

- courses that lead to university entrance;
- courses that lead to TAFE;
- university entrance requirements; and
- how to enter university through TAFE.

Students intending to study at a university (UWA, Curtin, Murdoch, Edith Cowan or Notre Dame University) in 2023 must refer to the relevant university handbooks to become aware of prerequisite Year 12 courses. Students should also consult the Summary of Undergraduate Admission Requirements for School Leavers, published each year by TISC.

Students may also wish to become familiar with TAFE options and how to enter a university through TAFE with advanced standing. TAFE information is available from the relevant website.

IMPORTANT NOTES FOR STUDENTS AND PARENTS

1. Students enrolled in a Gifted and Talented (GAT) course or Tennis Specialist are expected to remain enrolled in those courses.
2. **Courses will only proceed if there are sufficient student numbers for classes to be viable.**
3. Students enrolling in Year 11 must choose six (6) courses.
4. It is strongly recommended that students who select four or fewer ATAR courses also select a VET Certificate course.
5. Students can select a maximum of two VET Certificate courses.
6. It is strongly recommended that students who have not demonstrated the minimum standard of numeracy select a Mathematics course.
7. Approval for course changes will only be given on written request from the student's parents/guardians and after an interview with the Course Counsellor, VET Manager, Program Coordinator or an Associate Principal.

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TAFE AND UNIVERSITY ENTRANCE REQUIREMENTS

TAFE

This information is current as of 30th April 2022

TAFE offers vocational education and training courses, 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. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid). Where a course is deemed competitive, applicants must meet both the entrance requirements and selection criteria.

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

Students 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:

Website: www.jobsandskills.wa.gov.au
Phone: 13 64 64

REQUIREMENTS FOR UNIVERSITY ENTRANCE

To be considered for university admission as a school leaver, an applicant usually must:

- achieve the **WACE**,
- achieve **competence in English** as prescribed by the individual universities,
- obtain **the required ATAR** for entry to a particular university and/or course, and
- satisfy any **prerequisites** or special requirements for entry to specific courses.

Information will be provided to students by TISC in mid-June 2022 before course selection for next year's needs to be made. Students are strongly advised to take note of particular university course prerequisites and select courses that give them the best opportunity to maximise their ATAR.

Admission into university is competitive, with most courses having more applicants than places. To process applicants fairly, they will be ranked using the ATAR.

IMPORTANT NOTES REGARDING UNIVERSITY ENTRANCE

- We recommend that students study four or more ATAR courses
- A student cannot use the following course combinations in the calculation of ATAR. However, it may be possible to take both courses, but the result of only one may be used in the ATAR calculation:
 - Contemporary Music with Western Art Music
 - Mathematics: Applications with Methods
 - Mathematics: Applications with Specialist

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ANOTHER PATHWAY TO UNIVERSITY

ALTERNATIVE ENTRY OPTIONS

NB: Alternate Entry Programs are reviewed annually

GAINING ADMISSION TO UNIVERSITY FROM TAFE

An Australian Tertiary Admissions Rank (ATAR) is not the only means of entry to university in Western Australia. TAFE can be your stepping stone towards university education. A significant number of TAFE graduates gain admission to Australian universities each year.

TAFE graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to public universities. Visit www.tisc.edu.au.

Apply directly to the University of Notre Dame Australia for admission.

UNIVERSITY ACCESS VIA TAFE

This chart shows the current minimum entry requirements for each university for students applying after completing a TAFE course.

UNIVERSITY	MINIMUM REQUIREMENTS	CONTACT INFORMATION (UNIVERSITY ADMISSIONS CENTRES)
Curtin University of Technology	<ul style="list-style-type: none"> Certificate IV and separate evidence of English competence. In many instances, a diploma and subject prerequisites are recommended. For further information on relevant prerequisite requirements, check the Curtin University handbook online. 	University Admission Centre Telephone: 1300 222 888 Fax: (08) 9266 4108 Email: prospectivestudentservices@curtin.edu.au Website: www.futurestudents.curtin.edu.au
Edith Cowan University	<ul style="list-style-type: none"> Certificate IV in an appropriate discipline as determined by ECU. English language competence 	Student Recruitment and Career Student Services Centre: Telephone: 134 328 Email: futurestudy@ecu.edu.au Website: https://www.ecu.edu.au/future-students/overview
Murdoch University	<ul style="list-style-type: none"> Certificate IV English language competence 	Prospective Students' & Admission Centre Telephone: (08) 9360 6796 Facsimile: (08) 9360 6796 Email: engage@murdoch.edu.au Website: www.murdoch.edu.au
University of Notre Dame Australia	<ul style="list-style-type: none"> Certificate IV English language competence 	Prospective Students Office Telephone: (08) 9433 0533 Facsimile: (08) 9433 0544 Email: future@nd.edu.au Website: www.nd.edu.au
University of Western Australia	<ul style="list-style-type: none"> Diploma, English language competence and subject prerequisites. Contact UWA directly to discuss your options. 	Admissions Office Telephone: 131 892 Facsimile: (08) 6488 2477 Email: future-students@uwa.edu.au Website: www.study.uwa.edu.au/
CQ University	<ul style="list-style-type: none"> Certificate IV English language competence 	Student Recruitment Team Telephone: (08) 9260 4081 Email: studentrecruitment@cqu.edu.au

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

MINIMUM ENTRY REQUIREMENT

The minimum entry requirement is the minimum level of education achievement necessary to apply for a place at a university. Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.

Entry to courses is very competitive, and some university courses have subject prerequisites. Completing a diploma may increase your chance of selection.

ADVANCED STANDING AND CREDIT TRANSFER

Once you have gained admission into a university, you may be eligible for advanced standing or credit for your previous studies.

The universities have determined which TAFE qualification will earn you advanced standing or credit in many cases.

The following are current alternative entry pathways and are subject to change. They do, however, serve as a guide for students.

EDITH COWAN UNIVERSITY (ECU Alternative Entry Pathways)

Entry Pathways 2023 (some courses excluded)

- Students without an ATAR or those with an ATAR below the minimum course entry requirement can apply online to ECU.
- Can use portfolio entry plus an interview in place of or to supplement ATAR. Students must have passed a minimum of three ATAR subjects.
- Must meet successful English assessment
- Straight into a degree if successful or if not then into ECU's University Preparation Course.

NOTE: English competency can be demonstrated by students undertaking English ATAR, Literature ATAR and English as an Additional Language Dialect ATAR and achieving: a scaled score of at least 50 or a letter grade of an A, B, or C in Year 12.

Non ATAR students undertaking General English will be assessed on a case-by-case basis.

The above also applies to WAAPA entry.

TAFE

ECU accepts applications from students who have completed Certificate IV or above at a TAFE.

MURDOCH UNIVERSITY

Applicants with TAFE Qualification

Applicants who have recently completed a TAFE Certificate Level IV, Advanced Certificate, Diploma, or Advanced Diploma with good grades are eligible to be considered for admission and can apply for advanced standing.

Alternative Admission Pathways

- **Entry Awards** – guaranteed admission for selected students.
- **Media Portfolio Entry** – to gain entry to certain media and arts courses.
- **On-Track Sprint** – a free four week course for near-miss students with an ATAR 60.00-69.95 and 45+ in ATAR English. A STAT test must be sat to meet English Language Competency.
- **On-Track** – a free 14 week program for students who have had a major disruption to their studies.
- **Murdoch University Preparation Course**
- **Indigenous Programs** – Contact the Kulbardi Aboriginal Education Centre.
- **Access South-West** - for Year 12 students studying in the Peel/Rockingham area.

CURTIN UNIVERSITY

Applicants with TAFE Qualifications

All TAFE Advanced Diploma, Advanced Diploma, Diploma and Certificate IV awards, as well as a number of Advanced Certificate awards, satisfy Curtin's general matriculation requirement.

Curtin Enabling Programs

- **UniReady Enabling Program** is a free one semester (full time) program that can be undertaken only online. It allows students to achieve a minimum entry of a 70 ATAR, to be used for courses not requiring prerequisites such as business, humanities and several health sciences. Application is via TISC and requires a written submission. An equivalent program is offered for indigenous students called the Indigenous Tertiary Enabling Program.
- The faculties of Engineering and Science offer a two-semester enabling course in engineering and science for applicants who have had limited educational opportunities in areas of science and mathematics. Successful completion of the course satisfies the university's matriculation requirements to a Bachelor's degree in the Faculties of Engineering and Science.
- **StepUp** to Curtin Entry Pathway. You can be considered for courses with no set prerequisites or courses where you have met the prerequisites. If your ATAR is between 60.00 and 69.95, you can still apply to study at Curtin.
- **Portfolio Entry** is for selected Curtin creative courses if you don't meet entry requirements. Submitting a portfolio enables you to demonstrate evidence of your academic achievements, qualifications and ability.

ANOTHER PATHWAY TO UNIVERSITY (CONTINUED)

UNIVERSITY OF WESTERN AUSTRALIA

Applicants with TAFE Qualification

Applicants with Advanced Diploma awards may be eligible for credit in some courses, but all applicants should note that prerequisite subjects may not have been covered in their TAFE courses. If in doubt on these points, applicants with TAFE qualifications are advised to make an appointment with the Sub-Dean of the relevant faculty to discuss their application.

Alternative Admission Pathways

- **UWay** allows students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission.
- **CountryWay** allows students from rural high schools whose rank falls between 76.00 and 80.00 to be considered for a main round offer in selected courses.
- **Provisional Entry Scheme** for indigenous students who have completed WACE but have not gained a sufficient high ATAR to enter their preferred course or who have a strong employment history and/or a good educational background.

THE UNIVERSITY OF NOTRE DAME

Standard Entry – Admission requirements

Admission is by direct application, comprising of an application and supporting documentation, to the university. As a minimum requirement, students will have achieved their WACE, a scaled mark of at least 50 in ATAR English or Literature and an ATAR of 70. Unsuccessful applicants may apply for the university's alternative entry pathway as a stepping stone to the course of their choice.

Tertiary Enabling Program

This is a one semester preparation program which is open to students seeking higher education but who do not currently meet admissions criteria. This program runs twice a year for 13 weeks.

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USEFUL CONTACTS AND CAREER RELATED WEBSITES

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

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.

CAREER RELATED SITES

- www.jobsandskills.wa.gov.au
- <https://www.education.wa.edu.au/pathways-and-opportunities>
- www.careersonline.com.au
- www.myfuture.edu.au
- www.skillsroad.com.au
- <https://www.yourcareer.gov.au/>

SCHOOL SUBSCRIPTIONS TO CAREERS INFORMATION

- **Career Voyage - Student Login**
Go to: <https://jiig-cal.com.au/>
Click on Login/Career Voyage/Australia
Click on Create Client New Account
Enter unique ORG ID: **007544**
Enter student details and proceed to work on Career Voyage.
- **Study Work Grow Membership**
This membership has been provided on your behalf by Applecross Senior High School. It entitles you to access the latest careers news and opportunities and will help you learn about your career options.
To create your membership:
Step 1 - Go to <https://studyworkgrow.com.au/school/applecross-senior-high-school/>
Step 2 - When asked, enter your school code - **ASHS2019**

TAFE

- **North Metropolitan TAFE**
East Perth, Leederville, Mt Lawley & Northbridge
Phone: 1300 300 822
<http://www.northmetrotafe.wa.edu.au>
- **North Metropolitan TAFE**
Joondalup
Phone: 1300 134 881
<http://www.northmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
Course Information Centre
Phone: 9267 7500
Thornlie, Carlisle, Balga, Armadale, Midland & Bentley
<http://www.southmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
Course Information Centre
Phone: 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 online**
<https://www.tafecourses.com.au>

USEFUL CONTACTS AND CAREER RELATED WEBSITES (CONTINUED)

APPRENTICESHIPS AND TRAINEESHIPS

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

www.apprenticeshipsupport.com.au

Phone: 1300 363 831

<https://www.aapathways.com.au/students>

www.trainingwa.wa.gov.au

AUSTRALIA WIDE JOB SEARCH

www.jobsearch.gov.au

www.seek.com.au

www.indeed.com.au

DEFENCE FORCE RECRUITING CENTRE

Level 7, 66 St George's Terrace, Perth 6000

Careers Information Phone: 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.

UNIVERSITIES

- **Curtin University**
Prospective Students Office
Phone: 9266 1000
<http://futurestudents.curtin.edu.au>
- **Edith Cowan University**
Students Recruitment
Phone: 134 328
<http://www.ecu.edu.au/future-students/overview/>
- **Murdoch University**
Prospective Student Centre
Phone: 1300 687 3624
<https://www.murdoch.edu.au/study/>
- **University of Western Australia**
Prospective Student Advisors
Phone: 6488 2477
<https://study.uwa.edu.au>
- **University of Notre Dame**
Prospective Student Advisors
Phone: 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>

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STUDENT SERVICES

STUDENT SERVICES

PROGRAM COORDINATOR:

Jenny Casserly

YEAR 11 COORDINATOR:

Lenni Cornejo

YEAR 12 COORDINATOR:

Lachlan Siberstein

The Student Services team works together to enhance every student's chance for success at Applecross Senior High School and their life beyond the school. The team works collaboratively and cooperatively to foster the intellectual, emotional and social development of all students and their right to learn in a safe, healthy and caring environment.

Our range of services include:

- Pastoral care and mentoring;
- Rewards and recognition;
- Behaviour management and attendance monitoring;
- Facilitation of communication between parents, students and staff at the school;
- Academic support, assessment and monitoring;
- Course and career advice;
- Psychological counselling and coaching services;
- Whole school approach to health and wellbeing advice;
- Orientation and transition to secondary schooling;
- Organisation of student social activities; and
- Learning support.

Student Services Staff

The Student Services team is made up of professional practitioners, qualified in education, health care and/or psychological issues. The make-up of the team is:

Program Coordinators

Three full-time Program Coordinators (Years 7-8, Years 9-10 and Years 11-12) oversee and coordinate the team's activities and work closely with the Principal and Associate Principals.

Year Coordinators

Six Year Coordinators (Years 7 – 12) support the Associate Principals in providing students with pastoral and social care.

Student Services Administration Officers

These officers keep track of daily attendance and carry out administrative tasks.

School Nurses

The school nurse is employed five days per week and provides medical assistance and health and wellbeing advice.

School Psychologists

The School Psychologist is employed five days per week and is available to listen to and assist students in coping with a range of emotional, social and learning issues.

Chaplain

The Chaplain provides pastoral care and support for students, staff and parents in times of need.

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CHOOSING COURSES

YEAR 11 COURSE OFFERINGS 2023

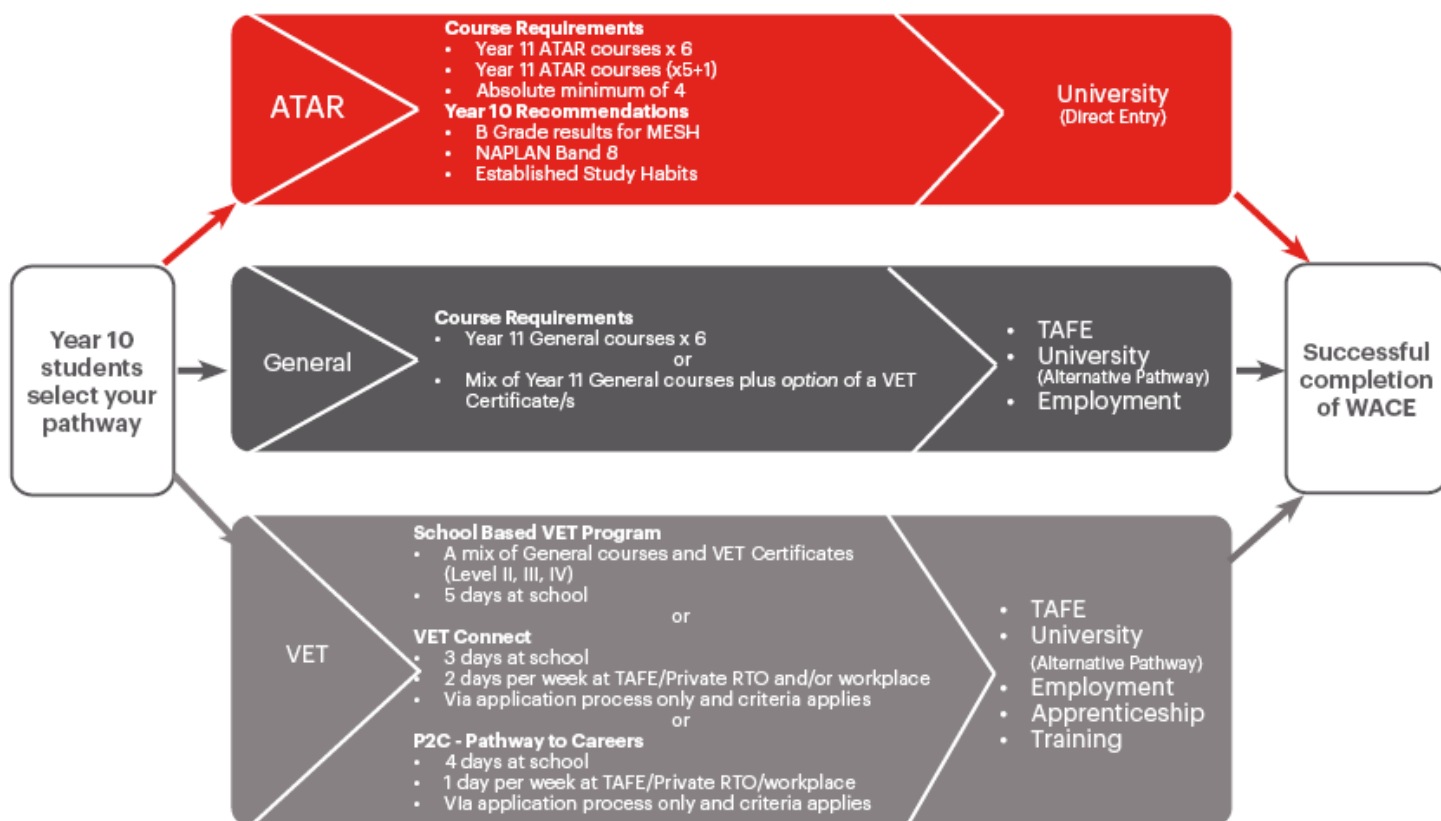
All Year 11 students may select from one of three pathways to meet WACE requirements: There can be a combination of these pathways to meet WACE requirements:

- ATAR Pathway
- General 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 the 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 by completing a nationally recognised qualification.

2023 Senior School Pathways



CHOOSING COURSES (CONTINUED)

ATAR PATHWAY

Select **SIX** 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.

GENERAL PATHWAY

Select **SIX** 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.

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

ATAR COURSES	
LIST A	LIST B
Ancient History (AEHIA)	Accounting and Finance (AEACF)
Career and Enterprise (AECAE)	Applied Information Technology (AEAIT)
Drama (AEDRA)	Biology (AEBLY)
Economics (AEECO)	Chemistry (AECHE)
English (AEENG)	Design (AEDES)
English as an Additional Language (AEELD)	Human Biology (AEHBY)
French: Second Language (AEFSL)	Mathematics Applications (AEMAA)
Geography (AEGEO)	Mathematics Methods (AEMAM)
Health Studies (AEHEA)	Mathematics Specialist (AEMAS)
Japanese: Second Language (AEJSL)	Physical Education Studies (AEPES)
Literature (AELIT)	Physical Education Studies Tennis (AEPEST)
Media Production & Analysis (AEMPA)	Physics (AEPHY)
Modern History (AEHIM)	Psychology (AEPsy)
Politics and Law (AEPAL)	
Visual Arts (AEVAR)	
GENERAL COURSES	
LIST A	LIST B
Ancient History (GEHIA)	Applied Information Technology (GEAIT)
Business Management and Enterprise (GEBME)	Design (GEDES)
Career and Enterprise (GECAE)	Engineering Studies (GEEST)
Children, Family and the Community (GECFC)	Food Science and Technology (GEFST)
Drama (GEDRA)	Human Biology (GEHBY)
English (GEENG)	Materials Design and Technology - Wood (GEMDTW)
English as an Additional Language (GEELD)	Mathematics Essential (GEMAE)
Health Studies (GEHEA)	Physical Education Studies (GEPES)
Media Production & Analysis (GEMPA)	
Music (GEMUS)	
Visual Arts (GEVAR)	
CERTIFICATES (do not qualify as List A or List B)	
Certificate IV in Business (2-year course)	
Certificate II in Construction Pathways (2-year course) *	
Certificate III in Engineering – Technical (2-year course)	
Certificate II in Hospitality (2-year course)*	
Certificate II in Sport and Recreation (2-year course)*	

* The Certificate course chosen may require students to start in Period 2 and attend one Period 6 class on either a Monday, Tuesday or Wednesday, or start in Period 0 (7:30am) and have a late start on another day.

CHOOSING COURSES (CONTINUED)

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 three areas:

- School-Based VET Programs (5 days at school)
- The VET Connect Program (3 days at school)
- P2C – Pathway to Careers (4 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 **SIX** courses, with a minimum of one course from List A and one from List B, plus one or two Certificate courses. *Refer to the previous page for the course list.* English is compulsory for the WACE, and a Maths course is strongly recommended.

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 **three** days per week (Monday to Wednesday), while spending the remaining **two** days in a work placement and/or TAFE. Students are able to select from approximately 50 TAFE qualifications, as well as select from three qualifications delivered at school. 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 participating in the VET Connect Program are required to complete Workplace Learning (ADWPL). This is an 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 the criteria for TAFE and alternative University entry.

The VET Connect Program is a viable and alternative entry pathway to University. Certificate IV meets entry for 70 Selection Rank Courses at some universities, provided English Language Competency requirements and the related criteria are met. This alternative University pathway has become very popular with students. It allows students 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.

CHOOSING COURSES (CONTINUED)

Courses undertaken include:

- General English
- General Career and Enterprise
- General Mathematics Essential
- Certificate II in Hospitality **or** Certificate II in Sport and Recreation **or** Certificate II in Construction Pathways (delivered at school)
- Authority-Developed Workplace Learning (ADWPL) – endorsed program (see page 23)
- Certificate II or higher delivered externally at an off-site location

Sample Timetable:

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

NOTE: The Certificate course chosen may require students to start in Period 2 and attend one Period 6 class on either a Monday, Tuesday or Wednesday, or start in Period 0 (7:30am) and have a late start on another day.

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. 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-curricular 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 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 Connect 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 course requirements to be deemed 'work ready'. Students will also be able to apply for TAFE and other external courses 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 and will sign a student agreement accordingly. The steps in the withdrawal process will be outlined during the application process.

P2C - Pathway To Careers

The P2C enables students with specific interests to pursue a career through courses that are not usually available to them at school. Students attend school for **four** days per week and spend **one** day in external training. The program also suits students who wish to retain a mainstream timetable of certain electives in Senior School while gaining a qualification at an off-site location.

The P2C is only available to students who have been given special consideration to undertake an external course at TAFE/Private Registered Training Organisation (RTO) or a School-Based Traineeship (SBT), where they are not able to be enrolled in the VET Connect Program at school. A limited number of P2C places are approved, and *students need to meet selection criteria which demonstrates a capacity to undertake an external course.*

ATAR students will not be able to qualify for the P2C due to the requirement to miss one day of school per week. However, a student with *one* ATAR course can apply for the P2C if their ATAR course is not timetabled on the external training day. Students in the program retain all 6 courses at school and will be required to catch up on missed work from the training days.

CHOOSING COURSES (CONTINUED)

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

Sample Timetable:

	MONDAY (school)	TUESDAY (school)	WEDNESDAY (school)	THURSDAY (external course)	FRIDAY (school)
Period 1	Maths	Food Science	Career and Enterprise	Certificate II in Retail (Traineeship at City Beach)	Certificate IV in Business
Period 2	Certificate IV in Business	Art	English		Maths
Period 3	Career and Enterprise	English	Maths		Art
Period 4	English	Certificate IV in Business	Food Science		Food Science
Period 5	Career and Enterprise	Maths	Art		Career and Enterprise

P2C Application Process

The application process to gain a position in the P2C at Applecross SHS involves submitting an application form to the VET Manager, which will be carefully considered by the Senior School Team - Associate Principal (Years 11 and 12), Student Services Program Coordinator (Years 11 and 12) and the VET Manager. For an application to be approved, students must be able to meet the selection criteria outlined below:

Selection Criteria

Students must:

- have a minimum attendance rate of 93%
- have course results of 65% or higher
- have achieved OLNA – Category 3 or have demonstrated the ability to achieve satisfactory results
- demonstrate a strong work ethic
- demonstrate a commitment to meeting deadlines
- have the necessary maturity and responsibility to work independently both at school and at an external course
- complete the Expression of Interest and Student Capacity to Undertake External Course Form

Students:

- are not able to gain a place in the VET Connect Program due to program capacity
- are applying for a specific course which will assist them in pursuing their career aspirations. For example, Certificate IV in Preparation for Health and Nursing Studies for a student wanting to study nursing at University through an alternative pathway entry

Students who wish to be considered in the P2C should be referred to the VET Office for more information.

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. P2C students can only access courses which run one day per week. Some TAFE courses are fully funded, while others are Fee for Service.

Year 11 students enrolled in ATAR 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 their coursework at school. Interested students will need to apply for a position in the VET Connect Program or P2C.

Students will be able to choose from many 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
Engineering & Mining	Autonomous Workplace Operations; Civil Construction
Textiles, Clothing/ Fashion	Applied Fashion Design and Technology
Floristry	Floristry Assistant
Health Services	Health Support Services; Dentistry
Information & Communications	Creative Media; Digital and Interactive Games; Networking; Network Administration; Screen and Media; Cyber Security
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

CHOOSING COURSES (CONTINUED)

Some of the training programs in the VET Connect Program and P2C require the student to travel a considerable distance to participate. Program offerings are subject to the external Training Provider being able to provide a venue and lecturer, and 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 at 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. For TAFEs, 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 prior to commencement in a program. Payment is to be made via the online QKR application. The remaining balance is to be paid by end of Term 2, 2023. The school will then forward this payment on to the Registered Training Organisation (RTO). A small number of RTOs require a deposit to be paid by the end of the current year to secure a student's place in their program

As a guide, please see the list below of Fee for Service Courses which were offered in 2022. The course costs listed are 2022 charges and could be increased for 2023. Confirmation of all courses being offered in 2023 has not yet been provided.

Health Science Hub - Site: Level 1, 100 Stirling St Perth CBD (Days: Thursdays/Fridays)		
Nursing Pathway		
Course Code	Course Name	Costing
HLT21020	Certificate II in Medical Service First Response	\$1,200
HLT31220	Certificate III in Basic Health Care	\$1,600
HLT33115	Certificate III in Health Services Assistance - Year 11	\$2,000
52831WA	Certificate IV in Preparation for Health & Nursing Studies - Year 12	\$2,400
Exercise Science Pathway		
SIS30315	Certificate III in Fitness - Year 11	\$2,000
22442VIC	Certificate IV in Science (Biology) - Exercise Science - Year 12	\$2,400
Mental Health and Psychology Science Pathway		
CHC32015	Certificate III in Community Services - Year 11	\$2,000
22442VIC	Certificate IV in Science (Biology) - Mental Health & Psychology - Yr 12	\$2,400
Animal and Marine Biology Pathway		
ACM30117	Certificate III in Animal Studies - Year 11	\$2,000
22442VIC	Certificate IV in Science (Biology) - Animal & Marine Biology - Year 12	\$2,400
Forensic Pathway		
MSL30118	Certificate III in Laboratory Skills - Year 11	\$2,000
22442VIC	Certificate IV in Science (Biology) - Forensic Science - Year 12	\$2,400

Link to course information: www.healthsciencehub.com.au/programs

CHOOSING COURSES (CONTINUED)

WA Academy - Site: Bentley Campus (Days: Thursdays/Fridays)

Course Code	Course Name	Costing
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

DNA Kingston Training - Site: Belmont/Mandurah/Joondalup Campuses (Days: Thursdays/Fridays)

Dental Pathway

Course Code	Course Name	Costing
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 Aged Care Pathway

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 Pathway

HLT21015	Certificate II in Medical Service First Response	\$2,090
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Link to course information: www.dnakingstontraining.edu.au

Fremantle Education Centre - Site: Fremantle Campus (Days: Thursdays/Fridays)

Course Code	Course Name	Costing
CHC30213	Certificate III in Education Support	\$1,050
CHC40213	Certificate IV in Education Support	\$1,450
CHC20112	Certificate II in Community Services	\$1,080
CHC32015	Certificate III in Community Services	\$1,315
CHC42015	Certificate IV in Community Services PLUS: First Aid Certificate	\$1,450 +\$150
BSB30115	Certificate III in Business	\$1,050
BSB40120	Certificate IV in Business	\$1,150
BSB20215	Certificate II in Customer Engagement	\$995
CHC30113	Certificate III in Early Childhood Education and Care PLUS: First Aid Certificate	\$1,470 +\$150

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

CHOOSING COURSES (CONTINUED)

Mt Pleasant College - Site: 497 Marmion St Booragoon (Days: TBC)

Course Code	Course Name	Costing
CUA20615	Certificate II in Music Industry (and Sound Production) 1 Year	\$2,500
CUA30915	Certificate III in Music Industry (and Sound Production) 1 Year	\$2,900
CUA40915	Certificate IV in Music Industry (Song Writing & Performance)	\$3,950
CUA31015	Certificate III in Screen & Media (Film & Design)	\$2,900
CUA20215	Certificate II in Creative Industries (Interactive/Film & Design) 1 Year	\$2,500
CUA40715	Certificate IV in Design	\$3,950

Link to course information: <https://mpc.wa.edu.au>

WAPPA - Site: ECU Mt Lawley (Days: Tuesdays)

Course Code	Course Name	Costing
CUA40415	Certificate IV in Live Production & Technical Services (over 2 years)	\$7,100

Course Flyer Information available from the VET Office

ERTECH - Site: West Swan (Days: Thursdays/Fridays)

Course Code	Course Name	Costing
RII20715	Certificate II in Civil Construction	TBC

Link to course information: <https://www.ertech.com.au/about-us/motivation-foundation/>

Foundation Education Online Only - Site: Outside school in student time

Course Code	Course Name	Costing
BSB30115	Certificate III in Business (Foundation Education course)	\$699
SIS20115	Certificate II in Sport and Recreation (AIPT Course)	\$699
SIS30115	Certificate III in Sport and Recreation (AIPT Course)	\$699
SIS30315	Certificate III in Fitness (AIPT Course)	\$699
CHC30113	Certificate III in Early Childhood Education and Care (Foundation Education course)	\$699
CHC30213	Certificate III in Education Support Care (Foundation Education course)	\$999
SIT30116	Certificate III in Tourism Care (Foundation Education course)	\$999

Link to course information: <https://www.foundationeducation.edu.au/VET-in-schools-program>

CHOOSING COURSES (CONTINUED)

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, 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. The VET Manager manages SBTs at the school. Students usually undergo a trial period with an employer and, if successful, may commence a traineeship.

Possible SBT Opportunities in 2023

- Certificate II in Government (Public Sector - 2 days per week)
- Certificate II in Warehousing Operations (Reece Plumbing)
- Certificate II in Retail Services (City Beach)
- Certificate II in Kitchen Operations (various restaurants)
- 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
- Certificate III in Sport and Recreation (Leisure Employment Australia)

School-Based Apprenticeship (SBA)

A school-based Apprenticeship allows students to start an apprenticeship in Years 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 and 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-Apprenticeship in Schools (PAiS)

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

Students in Years 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).

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

Students who would like to be considered for a School-Based Traineeship or Apprenticeship would need to apply for a position in the VET Connect Program in Year 11 and should be referred to the VET Office for course counselling.

CHOOSING COURSES (CONTINUED)

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:

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

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
- PLYEV — Leeuwin Ocean Adventure Foundation
- PAR1B — Australian Army Cadets - Annual Camp Tier 1B
- PARUO — Australian Army Cadets - Cadet Under Officers Course
- PARJO — Australian Army Cadets - Junior Leader's Course
- PARSO — Australian Army Cadets - Senior Leader's Course

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

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

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program 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 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 their knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after every 55 hours completed in the workplace. Unit equivalence is allocated based on 1 unit equivalent for every 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.

For more information regarding endorsed programs, please contact Mrs Melinda Kennington, VET Manager.

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PREREQUISITES FOR 2023 YEAR 11 COURSES

The following table indicates the minimum Year 10 prerequisites to undertake the listed Year 11 courses.

TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Accounting and Finance (AEACF)	Minimum Grade C - Pathway 1 or 2 Year 10 Mathematics and; Minimum Grade C Year 10 English
ATAR	Ancient History (AEHIA)	Minimum Grade C in Year 10 Humanities and Social Sciences and sound English skills
GENERAL	Ancient History (GEHIA)	Nil
ATAR	Applied Information Technology (AEAIT)	Nil
GENERAL	Applied Information Technology (GEAIT)	Nil – Interest in Industry is advised
ATAR	Biology (AEBLY)	Minimum Grade B Year 10 Science Pathway 1 AND Sound English – (Grade A or B Year 10 English preferred)
GENERAL	Business Management and Enterprise (GEBME)	Nil
ATAR	Career and Enterprise (AECAE)	Minimum Grade C in Year 10 English
GENERAL	Career and Enterprise (GECAE)	Nil
VET	Certificate IV in Business BSB4120 (BSB40120)	Minimum Grade B Year 10 English, plus OLNA (2 Year Course)
VET	Certificate II in Construction Pathways CPC2120 (CPC20220)	Nil – Interest in Industry is advised (2 Year Course)
VET	Certificate III in Engineering – Technical MEM3105 (MEM30505)	Minimum Grade C Year 10 English and Minimum Grade C Year 10 Mathematics, plus OLNA (2 Year Course)
VET	Certificate II in Hospitality SIT2316 (SIT20316)	Nil – Interest in Industry is advised (2 Year Course)
VET	Certificate II in Sport and Recreation SIS2115 (SIS20115)	Nil – Interest in Industry is advised (2 Year Course)
ATAR	Chemistry (AECHE)	Minimum Grade B Year 10 Science Pathway 1.
GENERAL	Children, Family and the Community (GECFC)	Nil
ATAR	Design (AEDES)	Advised – Minimum Grade B Year 10 English Desirable: minimum of one Lower School Visual Art or Design experience
GENERAL	Design (GEDES)	Nil
ATAR	Drama (AEDRA)	Advised – Minimum Grade B Year 10 English Desirable: Lower School Drama Units
GENERAL	Drama (GEDRA)	Desirable: Lower School Drama Units
ATAR	Economics (AEECO)	Minimum Grade C Year 10 Humanities and Social Sciences and a Grade C in Mathematics
GENERAL	Engineering Studies (GEEST)	Minimum Grade B in Mathematics
ATAR	English (AEENG)	A or B Year 10 English (Over 65%) At least Band 8 in NAPLAN Reading & Writing (Year 9)
GENERAL	English (GEENG)	Nil (However, students will need to pass OLNA Exam in Reading & Writing for WACE)
ATAR	English as an Additional Language/Dialect (AEELD)	Subject to eligibility requirements
GENERAL	English as an Additional Language/Dialect (GEELD)	Subject to eligibility requirements
GENERAL	Food Science and Technology (GEFST)	Nil. Advantageous: Year 10 Foods Unit
ATAR	French: Second Language (AEFSL)	Minimum Grade B Year 10 French

PREREQUISITES FOR 2023 YEAR 11 COURSES (CONTINUED)

TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Geography (AEGEO)	Minimum Grade C Year 10 Humanities and Social Sciences
ATAR	Health Studies (AEHEA)	Minimum Grade B Year 10 English
GENERAL	Health Studies (GEHEA)	Nil
ATAR	Human Biology (AEHBY)	Minimum Grade B Year 10 Science Pathway 1. Sound English – (Grade A or B Year 10 English preferred)
GENERAL	Human Biology (GEHBY)	Minimum Grade B in Pathway 2 Science or Grade C in Pathway 1 with a genuine interest in Science
ATAR	Japanese: Second Language (AEJSL)	Minimum Grade B Year 10 Japanese
ATAR	Literature (AELIT)	Minimum Grade B in Year 10 English. At least Band 8 in NAPLAN Reading & Writing (Year 9)
GENERAL	Materials Design and Technology Woodl (GEMDTW)	Nil
ATAR	Mathematics Applications (AEMAA)	Minimum Grade D Year 10 Mathematics Extension/ Pathway 1 OR Grade C Mathematics Pathway 2 and a minimum 50% in Mathematics Exam. Students are also expected to have passed OLNA
GENERAL	Mathematics Essential (GEMAE)	Grade D Year 10 Mathematics Extension/Pathway 1/2 OR Grade C Mathematics Pathway 3 and a minimum 40% in Mathematics Exam
ATAR	Mathematics Methods (AEMAM)	Minimum Grade C Year 10 Mathematics Extension OR Grade B Mathematics Pathway 1 and a minimum 50% in Mathematics Exam. Students are also expected to have passed OLNA
ATAR	Mathematics Specialist (AEMAS)	Minimum Grade B Year 10 Mathematics Extension OR Grade A Mathematics Pathway 1 and a minimum 60% in Mathematics Exam. Students are also expected to have passed OLNA
ATAR	Media Production & Analysis (AEMPA)	Advised – Minimum Grade B Year 10 English
GENERAL	Media Production & Analysis (GEMPA)	Nil
ATAR	Modern History (AEHIM)	Minimum Grade C Year 10 Humanities and Social Sciences. Sound English – (Grade A or B Year 10 English preferred)
GENERAL	Music (GEMUS)	Recommended for students who have completed Year 10 Class Music course (10MUS). Interview with Head of Music required prior to subject selection
ATAR	Physical Education Studies (AEPES)	Minimum Grade B Year 10 Science, Pathway 1 AND Either Grade B Year 10 Physical Education: or Grade C Specialist Tennis; or Grade C Year 10 AXSELL
ATAR	Physical Education Studies - Tennis (AEPEST)	Minimum Grade B Year 10 Science, Pathway 1 AND Grade C Specialist Tennis.
GENERAL	Physical Education Studies (GEPES)	Nil
ATAR	Physics (AEPHY)	Minimum Grade B Year 10 Science Pathway 1 and Minimum Grade B Year 10 Mathematics Pathway 1 or 2
ATAR	Politics and Law (AEPAL)	Minimum Grade C Year 10 Humanities and Social Sciences Sound English skills

PREREQUISITES FOR 2023 YEAR 11 COURSES (CONTINUED)

TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Psychology (AEPSY)	Minimum Grade B Year 10 Science Pathway 1 Sound English – (Grade A or B Year 10 English preferred)
ATAR	Visual Arts (AEVAR)	Advised – Minimum Grade B Year 10 English Desirable: Visual Arts Course Year 10
GENERAL	Visual Arts (GEVAR)	Nil

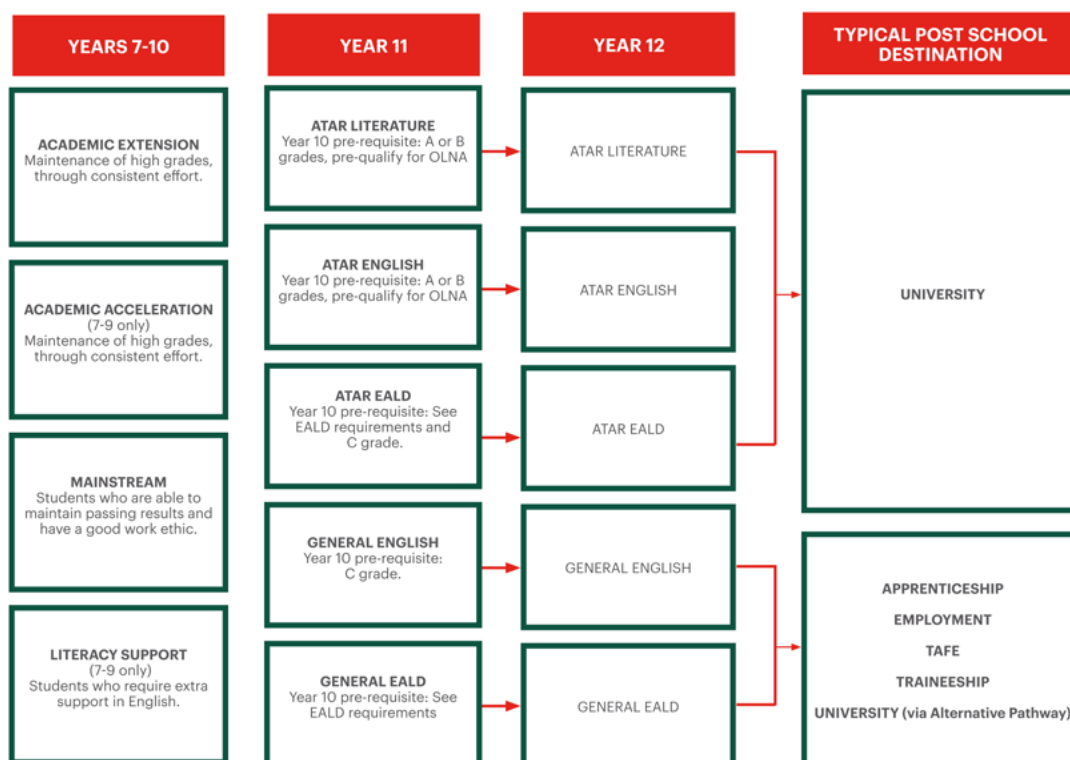
Important Notes for Students and Parents

1. The prerequisites provided in this handbook are intended as a guide. Students are advised to follow teacher recommendations when selecting courses to study in upper school.
2. All WACE course unit pairs are delivered at Applecross Senior High School as combined year-long courses.
3. Courses will only run if there are sufficient student numbers for classes to be viable.

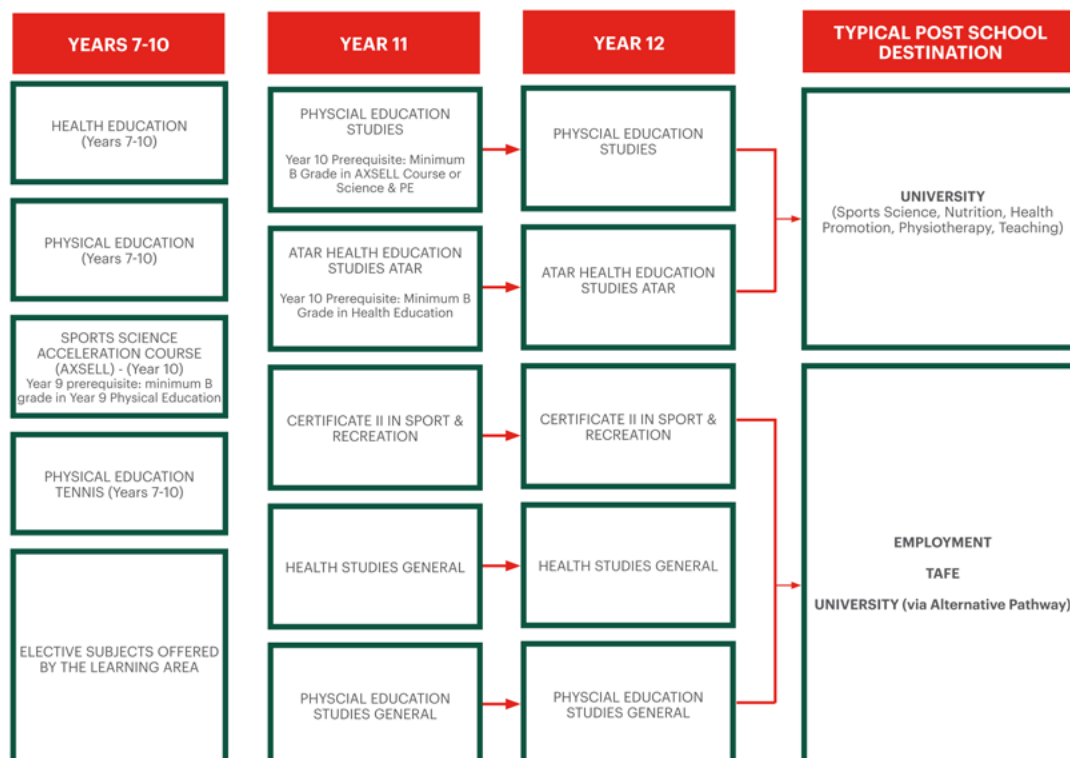
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LEARNING AREA COURSES AND PATHWAYS

ENGLISH COURSES AND PATHWAYS

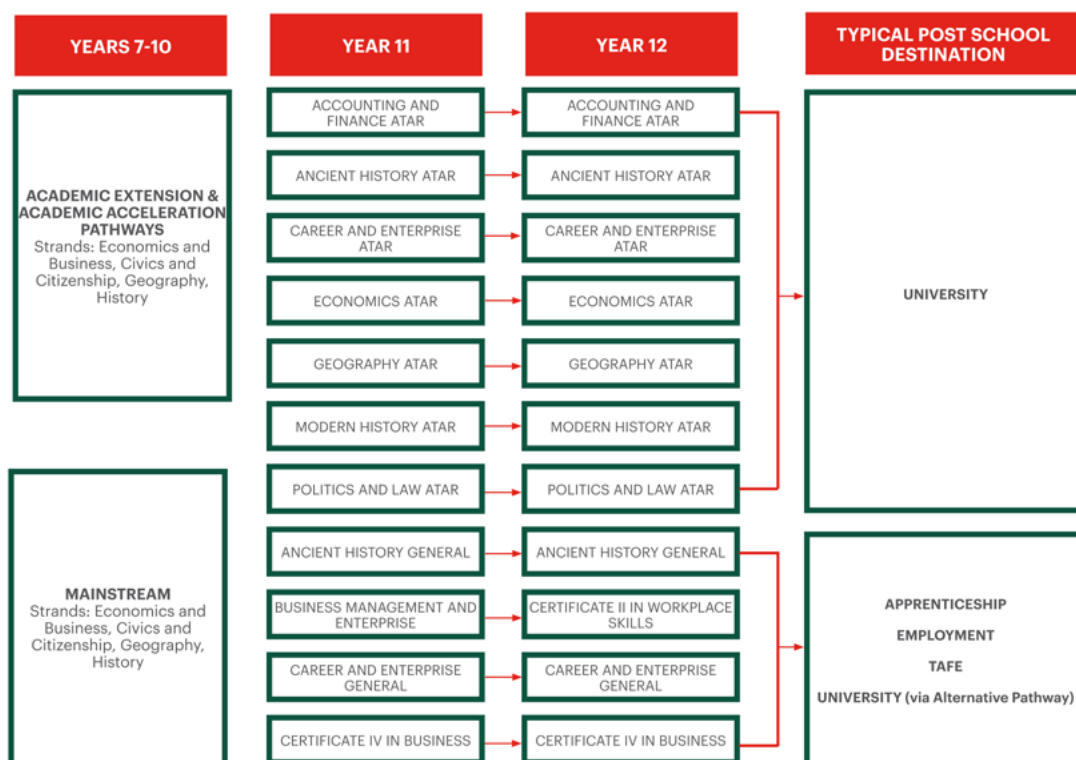


HEALTH AND PHYSICAL EDUCATION COURSES AND PATHWAYS

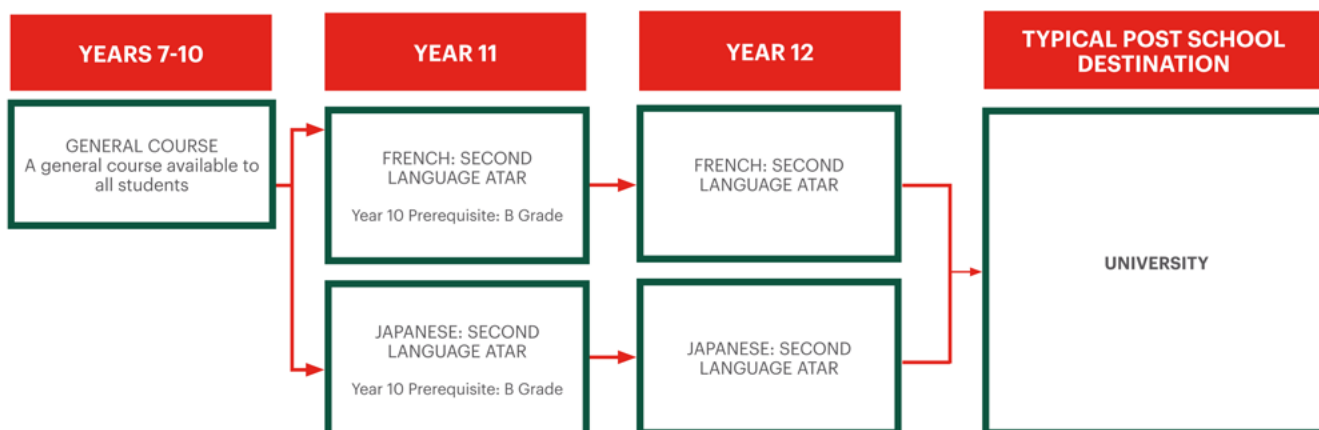


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

HUMANITIES AND SOCIAL SCIENCES COURSES AND PATHWAYS

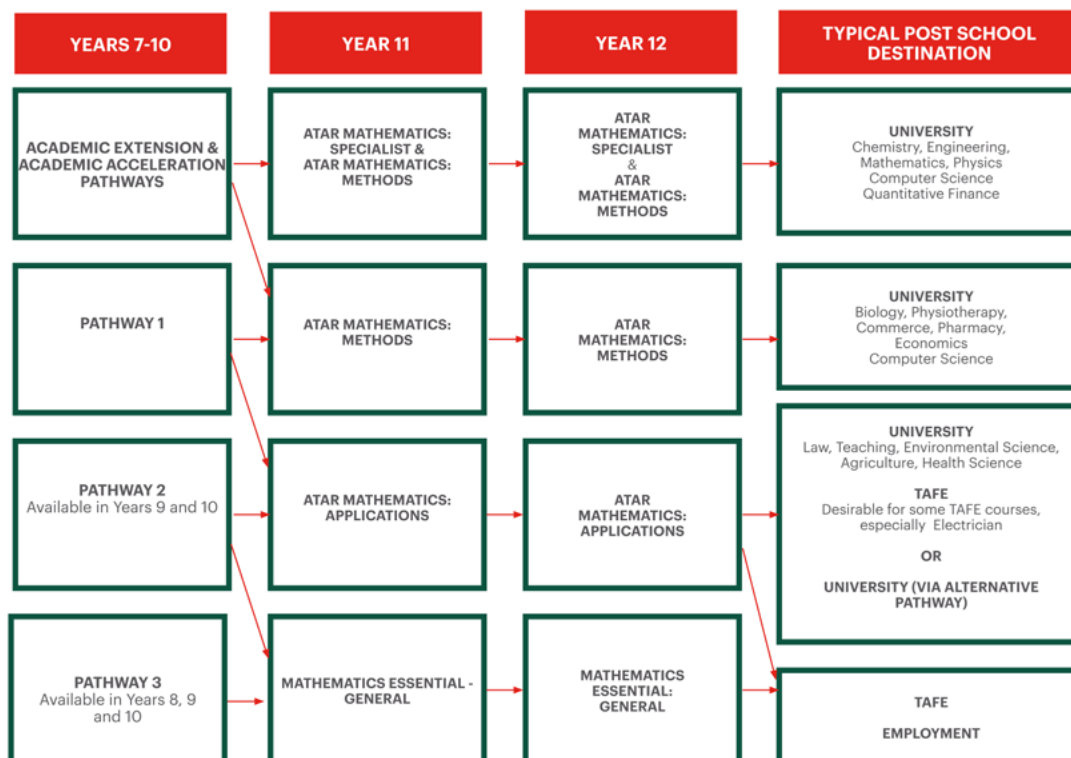


LANGUAGES COURSES AND PATHWAYS

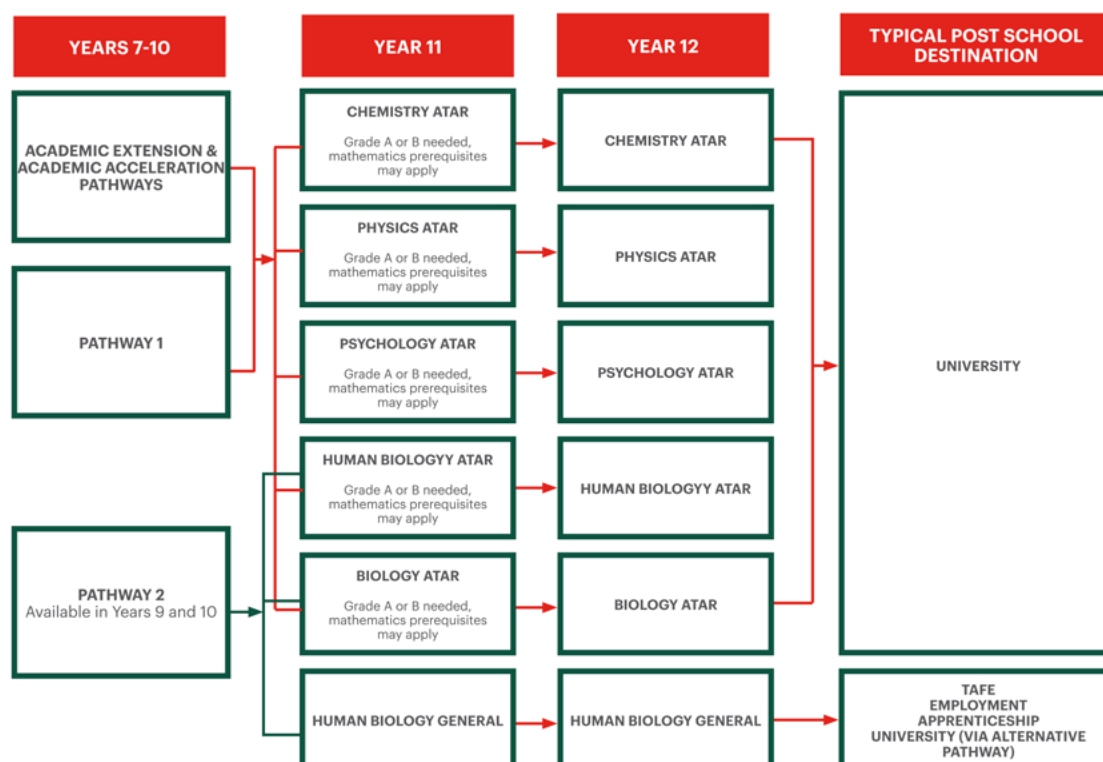


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

MATHEMATICS COURSES AND PATHWAYS

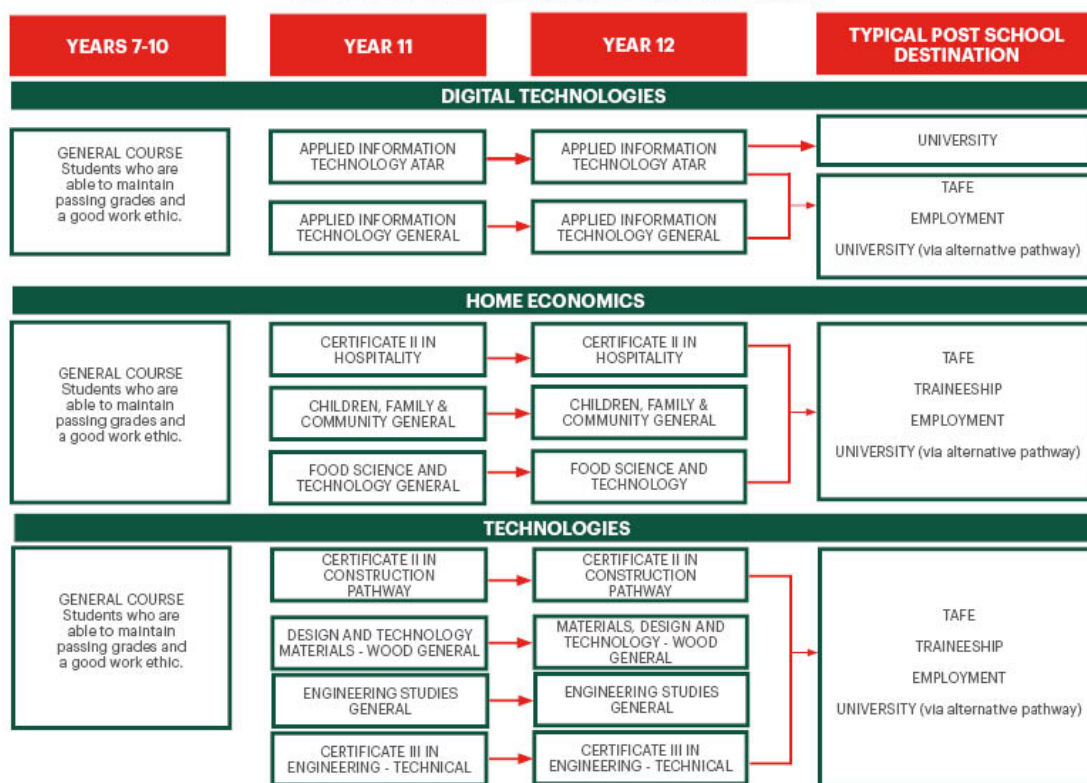


SCIENCE COURSES AND PATHWAYS

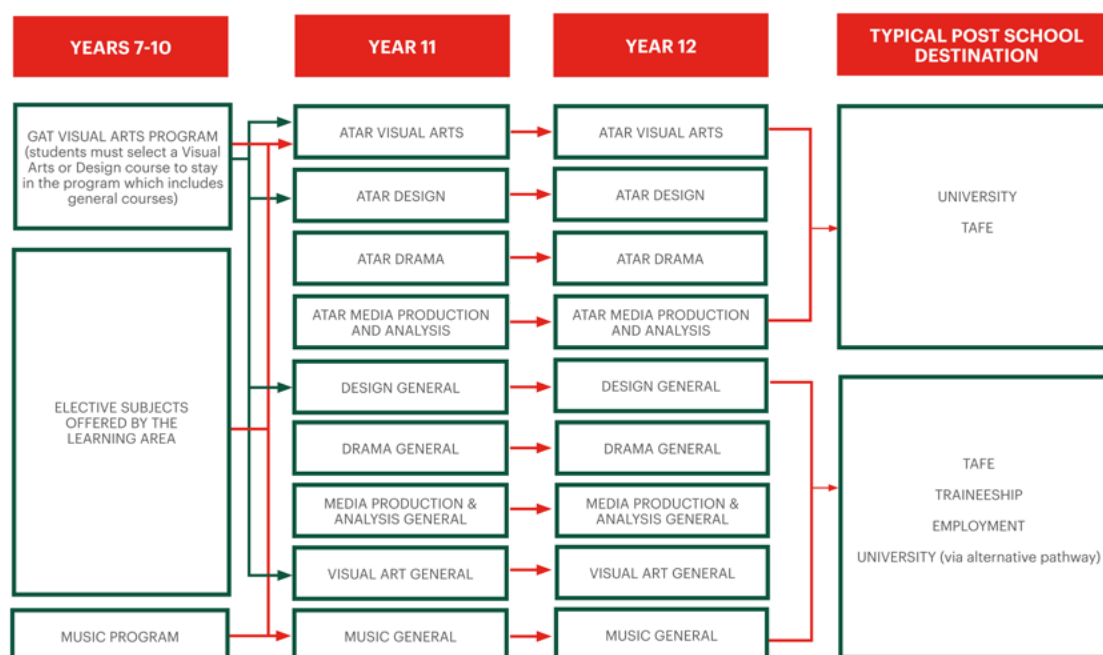


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

TECHNOLOGIES COURSES AND PATHWAYS



THE ARTS COURSES AND PATHWAYS



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COURSE DESCRIPTIONS

LEARNING AREA CONTENT PAGE	ENGLISH LEARNING AREA	
<p><u>English</u>.....31-32</p> <p><u>Health and Physical</u></p> <p><u>Education</u>.....33-34</p> <p><u>Humanities and Social</u></p> <p><u>Sciences</u>.....34-37</p> <p><u>Languages</u>.....38</p> <p><u>Mathematics</u>.....38-39</p> <p><u>Science</u>.....40-41</p> <p><u>Technologies</u>.....42-44</p> <p><u>The Arts</u>.....44-47</p> <p><u>Vocational Education and</u></p> <p><u>Training</u>.....47-48</p>	ENGLISH	ENGLISH
	<p>ATAR COURSE AEENG (LIST A)</p> <p>The English ATAR course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.</p> <p>In Year 12, this course leads onto ATENG.</p>	<p>GENERAL COURSE GEENG (LIST A)</p> <p>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.</p> <p>In Year 12, this course leads onto GTENG.</p>

COURSE DESCRIPTIONS (CONTINUED)

ENGLISH LEARNING AREA

LITERATURE

ATAR COURSE AELIT (LIST A)

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

In Year 12, this course leads onto ATLIT.

ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

ATAR COURSE AEELD (LIST A)

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.

In Year 12, this course leads onto ATELD. Students must qualify through the SCSA application process for this course.

ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

GENERAL COURSE GEELD (LIST A)

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.

In Year 12, this course leads onto GTELD. Students must qualify through the SCSA application process for this course.

COURSE DESCRIPTIONS (CONTINUED)

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

HEALTH STUDIES

ATAR COURSE AEHEA (LIST A)

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 and explore approaches to address barriers that 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.

In Year 12, this course leads onto ATHEA.

HEALTH STUDIES

GENERAL COURSE GEHEA (LIST A)

In this General course students explore health as a dynamic element of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take actions that will promote their own health and that of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues.

The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

In Year 12, this course leads onto GTHEA.

PHYSICAL EDUCATION STUDIES

ATAR COURSE AEPES (LIST B)

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 to improve the 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
- Badminton
- Basketball
- Cricket
- Hockey
- Netball
- Soccer
- Tennis
- Touch
- Volleyball

In Year 12, this course leads onto ATPES.

COURSE DESCRIPTIONS (CONTINUED)

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

PHYSICAL EDUCATION STUDIES (TENNIS)

ATAR COURSE AEPEST (LIST B)

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

In Year 12, this course leads onto ATPEST.

PHYSICAL EDUCATION STUDIES GENERAL

GENERAL COURSE GEPES (LIST B)

The Physical Education Studies General course contributes to the development of the whole person, including physical, social and emotional growth. Throughout the course emphasis is placed on a games based approach to physical activities, with a 50% weighting to both practical and theoretical components.

Students develop skills and performance as well as an understanding of physiological, anatomical and skill learning applications through physical activity and sports. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

This course prepares students for a variety of employment pathways in the sport, leisure and recreation industries, education, sport development and youth work. The course also equips students to take on volunteer and leadership roles in community activities.

In Year 12, this course leads onto GTPES.

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

ACCOUNTING AND FINANCE

ATAR COURSE AEACF (LIST B)

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.

In Year 12, this course leads onto ATACF.

COURSE DESCRIPTIONS (CONTINUED)

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

ANCIENT HISTORY

ATAR COURSE AEHIA (LIST A)

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 SHS 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, look inwards at our humanity and discover what it means to be human in a complex and sometimes dangerous world.

In Year 12, this course leads onto ATHIA.

ANCIENT HISTORY

GENERAL COURSE GEHIA (LIST A)

The ancient world was dominated by mysterious stories of gods, mythical creatures and mighty heroes. While these all seem like fanciful stories, many of them were in fact based on true historical events and shaped the minds of people for hundreds of years. Students will explore ancient myths and the changing role of serpents, heroes, gods and dragons throughout history.

Through the study of ancient history, the students will develop research, critical thinking and analysis skills. Through communicating their interpretations and findings students will work on further improving communication skills over range of mediums. These are all valuable skills for a variety of careers.

Unit 1: Ancient Civilisations and Culture

Elective: Late Bronze Age Greece and Troy c. 1500-c. 1050 BC

Unit 2: Power in the Ancient World

Elective: Alexander the Great, Macedonia 356-323 BC and Agrippina and the Younger, Rome AD 15-AD 59.

In Year 12, this course leads onto GTHIA.

BUSINESS MANAGEMENT AND ENTERPRISE

GENERAL COURSE GEBME (LIST A)

This course focuses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

Unit 1: The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2: The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

In Year 12, this course leads onto BSB2120.

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COURSE DESCRIPTIONS (CONTINUED)

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

CAREER AND ENTERPRISE

ATAR COURSE AECAE (LIST A)

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 rigorous but very achievable for a hardworking student who can write well.

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

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

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

In Year 12, this course leads onto ATCAE.

CAREER AND ENTERPRISE

GENERAL COURSE GECAE (LIST A)

This program has been specifically developed to support students in their investigations into the world of work and to help enable them to develop into more enterprising young workers.

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

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

In Year 12, this course leads onto GTCAE.

ECONOMICS

ATAR COURSE AEEO (LIST A)

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, international trade, 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.

In Year 12, this course leads onto ATECO.

COURSE DESCRIPTIONS (CONTINUED)

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

GEOGRAPHY

ATAR COURSE AECEO (LIST A)

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?

In Year 12, this course leads onto ATGEO.

MODERN HISTORY

ATAR COURSE AEHIM (LIST A)

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course encourages students to make connections with the changing world of the 21st century. Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

Unit 1: Understanding the modern world

This unit introduces 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 Enlightenment and French Revolution.

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 have been subject to political debate. The unit focuses on how individuals, groups and institutions challenge authority and transform society. The focus is on Nazism in Germany 1914-1945.

In Year 12, this course leads onto ATHIM.

POLITICS AND LAW

ATAR COURSE AEPAL (LIST A)

Politics and Law is a critical study of the processes of decision making concerning society's collective future. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes and practices of political and legal systems, primarily in Australia and, where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary (the past three years) understanding of political and legal issues in society.

Students study the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Students also examine the principles of fair elections including the electoral and voting systems in Australia since Federation and analyse the civil and criminal law processes in Western Australia.

In Year 12, this course leads onto ATPAL.

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COURSE DESCRIPTIONS (CONTINUED)

LANGUAGES LEARNING AREA

FRENCH: SECOND LANGUAGE

ATAR COURSE AEFSL (LIST A)

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

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. 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.

This course is aimed at students for whom French is a second or subsequent language. Students have typically studied French for 200–400 hours at the commencement of Year 11. They may have experienced some short stays or exchanges in a country where the language is a medium of communication. 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.

In Year 12, this course leads onto ATFSL.

JAPANESE: SECOND LANGUAGE

ATAR COURSE AEJSL (LIST A)

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

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. 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 schools and student exchange programs between Western Australia and Japan.

This course is aimed at students for whom Japanese is a second or subsequent language. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11. They may have experienced short stays or exchanges in a country where the language is a medium of communication. 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.

In Year 12, this course leads onto ATJSL.

MATHEMATICS LEARNING AREA

MATHEMATICS: APPLICATIONS

ATAR COURSE AEMAA (LIST B)

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities 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.

In Year 12, this course leads onto ATMAA.

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COURSE DESCRIPTIONS (CONTINUED)

MATHEMATICS LEARNING AREA

MATHEMATICS: ESSENTIALS

GENERAL COURSE GEMAE (LIST B)

The Mathematics Essentials General course focuses on using mathematics effectively, efficiently and critically to make informed decisions.

It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for postschool options of employment and further training.

In Year 12, this course leads onto GTMAE.

MATHEMATICS: METHODS

ATAR COURSE AEMAM (LIST B)

This course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, their derivatives and integrals in modelling physical processes. The study of statistics develops students' abilities to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for future studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

In Year 12, this course leads onto ATMAM.

MATHEMATICS: SPECIALIST

ATAR COURSE AEMAS (LIST B)

This course provides opportunities beyond those presented in the Mathematics Methods ATAR course to develop rigorous mathematical arguments and proof and to use mathematical models more extensively.

Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that can not be taken as a standalone course and must be studied in conjunction with Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

In Year 12, this course leads onto ATMAS.

Note: ATMAM MUST be studied concurrently with this course.

COURSE DESCRIPTIONS (CONTINUED)

SCIENCE LEARNING AREA

BIOLOGY

ATAR COURSE AEBLY (LIST B)

The Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the biology course will be taught in an integrated way.

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

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.

In Year 12, this course leads onto ATBLY.

CHEMISTRY

ATAR COURSE AECHE (LIST B)

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the chemistry course will be taught in an integrated way.

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

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, acids and bases, and the use of chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

In Year 12, this course leads onto ATCHE.

HUMAN BIOLOGY

ATAR COURSE AEHBY (LIST B)

The Human Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the Human Biology course will be taught in an integrated way.

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

Unit 1: The functioning human body

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

In Year 12, this course leads onto ATHBY.

[Return to Learning Area Content page](#)

COURSE DESCRIPTIONS (CONTINUED)

SCIENCE LEARNING AREA

HUMAN BIOLOGY

GENERAL COURSE GEHBY (LIST B)

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate the transmission of diseases from a historical perspective and recent global incidences.

In Year 12, this course leads onto GTHBY.

PHYSICS

ATAR COURSE AEPHY (LIST B)

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Years 7 to 10 Science curriculum. The three strands of this course are taught in an integrated way.

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

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.

In Year 12, this course leads onto ATPHY.

PSYCHOLOGY

ATAR COURSE AEPSY (LIST B)

Psychology is the scientific study of how people think, feel and act and answers important questions such as what factors influence human development. This course introduces students to the psychology of self and others and socialisation, moral development, the formation of attitudes and also how people relate and communicate. Psychological knowledge enables understanding of how individuals function within different contexts and how this is influenced by culture to shape values, attitudes and beliefs.

Students are introduced to the biology of the human brain, and review case studies illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. Students study developmental psychology 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 investigate the influence of others on self-concept, identity and attitudes.

In Year 12, this course leads onto ATPSY.

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COURSE DESCRIPTIONS (CONTINUED)

TECHNOLOGIES LEARNING AREA

APPLIED INFORMATION TECHNOLOGY

ATAR COURSE AEAIT (LIST B)

The development and application of digital technologies impacts 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, education and commerce.

Throughout the Applied Information Technology ATAR 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 develop, albeit in a school environment, digital solutions for real situations. The course looks at developing digital solutions for the music industry and online shopping.

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

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

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

In Year 12, this course leads onto ATAIT.

APPLIED INFORMATION TECHNOLOGY

GENERAL COURSE GEAIT (LIST B)

Throughout the Applied Information Technology General course, students investigate how individuals use and are affected by digital technologies in their daily lives. They are provided with opportunities to acquire a range of knowledge and skills to create digital solutions, such as small networks to communicate and use graphical software to meet community need.

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.

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

In Year 12, this course leads onto GTAIT.

CHILDREN, FAMILY AND COMMUNITIES

GENERAL COURSE GECFC (LIST A)

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

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact growth and development. Contemporary Australian issues or trends relating to families and communities at the state and national levels are examined practically.

Unit 1 – Families and relationships
This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Unit 2 – Our community
This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact growth and development.

In Year 12, this course leads onto GTCFC

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COURSE DESCRIPTIONS (CONTINUED)

TECHNOLOGIES LEARNING AREA

MATERIALS, DESIGN AND TECHNOLOGY - WOOD

GENERAL COURSE GEMDTW (LIST B)

Materials Design and Technology: Wood (General) is a practical design course for students to explore timber types and additional materials. When working with materials, students develop a range of manipulation, processing, manufacturing, and organisational skills. They further develop cognitive skills, such as solving problems, generating ideas, creative design strategies, and communicating design intent.

Students will use the Technology Process to challenge and shape their decision-making methods. They will also engage in reflective practice, a crucial element of design, allowing them to examine what worked well and offer suggestions on how one can improve. This course also promotes a solutions-focused mindset through data analysis, research, concept design and innovative prototype creation. Students develop and apply project management skillsets in planning and implementing processes. They also further improve hand and machine tool processes and acquire a deeper understanding of design elements and constraints that can influence a product's outcome.

This course delivers broad-based underpinning skills and knowledge in furniture and product making opportunities, enhancing the students' prospects for apprenticeships, traineeships, and employment in a furniture design and manufacturing environment or related workplace.

In Year 12, this course leads onto GTDTMW.

ENGINEERING STUDIES

GENERAL COURSE GEEST (LIST B)

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles, to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues; impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

The Engineering Studies General course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

In Year 12, this course leads onto GTEST.

FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSE GEFST (LIST B)

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations.

Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

In Year 12, this course leads onto GTFST.

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COURSE DESCRIPTIONS (CONTINUED)

THE ARTS LEARNING AREA

DESIGN

ATAR COURSE AEDES (LIST B)

In ATAR Design. Students will use industry Adobe standard 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 are exposed to graphic communication models, the design and production process and design analysis. Students will develop an understanding of the elements and principles of design, and a sophisticated understanding of layout skills that can be transferred to make a range of different design products including traditional and digital illustration, packaging, photography and cover art (books, comics, gaming, music). Students will also be exposed to the competitive edge of current design trends in preparation for applying design methodology making them well suited to many future industries. This course also provides access to further vocational and University pathways.

In Year 12, this course leads onto ATDES.

DESIGN

GENERAL COURSE GEDES (LIST B)

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 competently develop, plan, and produce functionally effective artifacts for today's world. Students will examine how they put their work together. After completing the course, products created and techniques learnt can be used to prepare a portfolio suitable for entry into post-school courses.

In Year 12, this course leads onto GTDES.

DRAMA

ATAR COURSE AEDRA (LIST A)

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, 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, 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

Unit 2: Presentational, non-realist drama

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

Note: The nature of Drama courses requires a commitment to extra-curricular rehearsal and performance schedules. These times and dates will be published in advance.

In Year 12, this course leads onto ATDRA.

COURSE DESCRIPTIONS (CONTINUED)

THE ARTS LEARNING AREA

DRAMA

GENERAL COURSE GEDRA (LIST A)

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.

- **Unit 1:** Dramatic storytelling
- **Unit 2:** Drama performance events

Note: The nature of Drama courses requires a commitment to extra-curricular rehearsal and performance schedules. These times and dates will be published in advance.

In Year 12, this course leads onto GTDRA.

MEDIA PRODUCTION & ANALYSIS

ATAR COURSE AEMPA (LIST A)

Students study popular culture and engage with complex media language to deconstruct and create digital media productions. Through learning about journalism, students analyse representations, the work of photojournalists, iconic images and undertake a study into the representation of groups and issues within media environments. Throughout the year students make short films independently and create documentary style productions in teams. Students learn practical graphic manipulation skills, sound manipulation and film production techniques using Adobe Creative Suit applications (students do not have to buy their software but are expected to have a laptop capable of running the applications).

In Year 12, this course leads onto ATMPA.

MEDIA PRODUCTION & ANALYSIS

GENERAL COURSE GEMPA (LIST A)

In General Media Production & Analysis, students study Mass Media and develop the filming and editing skills required to make their own digital media productions. Students also explore how point of view is constructed in media texts. Throughout the year, students learn practical graphic manipulation skills, sounds manipulation and film production techniques using Adobe Creative Suit applications (students do not have to buy their software but are expected to have a laptop capable of running the applications).

In Year 12, this course leads onto GTMPA.

COURSE DESCRIPTIONS (CONTINUED)

THE ARTS LEARNING AREA

MUSIC

GENERAL COURSE GEMUS (LIST A)

The Music General course is divided into a written component and a practical component and is accessible to any student learning a musical instrument, as it caters for varied backgrounds and levels of experience. Music reading experience is preferable, however, with appropriate application, students without this experience have succeeded in this course. The main context for study in Music General is Western Art Music, although students will experience music from diverse contexts such as Contemporary, Jazz, Film, Television and World contexts, as well as having exposure to Music Technology. Furthermore, through our Music General course students are able to access tertiary Music courses at UWA and WAAPA with an Individual Education Program developed by the teachers. If you haven't been enrolled in Class Music throughout Years 7-10, please make time to talk to either Mr or Mrs Stapleton to find out how you can find your place in senior school Music.

Practical Component (40%) -

students may select one of three options to complete the practical component, each of which requires a teacher/tutor (IMSS or private):

1. Performance (instrument or voice)
2. A composition portfolio
3. Production or practical task/project

Written Component (60%) - with the Music staff at Applecross SGS, students' studies are based in three main areas:

1. Composing & Arranging
2. Analysis and Context
3. Music Literacy (Theory and Aural)

In Year 12, this course leads onto GTMUS.

VISUAL ARTS

ATAR COURSE AEVAR (LIST A)

In the Visual Arts ATAR course, students will engage in traditional and contemporary art practice, experimenting with media, developing skills and techniques, and documenting creative thinking in the pursuit of innovation and self-expression. Students are encouraged to find ways to communicate personal ideas and convey meaning through their choice of artforms. Students investigate the role of artists in society by examining their artmaking and conceptual intentions in response to modern issues and challenging social values. The course develops visual language and art terminology to build student aesthetic understanding and critical awareness of their own art practice and the appreciation of others' artwork. Two major artworks will be created during the course in response to the themes Difference and Identity with students having the opportunity to make works in 2D (painting, drawing, printing, etc.), 3D (ceramic, sculpture, etc.) and time-based mediums (video, performance, animation, etc.).

In Year 12, this course leads onto ATVAR.

VISUAL ARTS

GENERAL COURSE GEVAR (LIST A)

General Visual Art is for students that like to make practical things and apply their own creativity at school. 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.

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 heavyweight paper.

In Year 12, this course leads onto GTVAR.

COURSE DESCRIPTIONS (CONTINUED)

VOCATIONAL EDUCATION AND TRAINING COURSES

CERTIFICATE IV IN BUSINESS

VET COURSE BSB4120 (BSB40120)

This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities.

Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They 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.

Students who successfully complete the full qualification (and university literacy requirements) will meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate which courses would be available to them at the individual universities.

School-based delivery will provide learners with autonomy and opportunities to deal with unpredictable problems.

NOTE: The BSB40120 Certificate IV in Business is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the BSB40120 Certificate IV in Business, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a two-year course.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

VET COURSE CPC2120 (CPC20220)

The Certificate II in Construction Pathways course is an entry-level and introductory qualification into the Construction Industry and provides a transitional pathway into primary trades such as bricklaying, carpentry and surveying. The course centres around these three trade contexts, emphasising Work Health and Safety, including work-site hazards and risk management, to mitigate the potential for harm and injury on site.

This course will be delivered across two years and is aimed at Year 11 and 12 students. The curriculum will require students to read plans and specifications, take measurements, communicate and work effectively with others, and use tools and equipment associated with each trade context. Students will also learn how to work with various materials, plan, organise and prepare for work and dispose of waste by meeting environmental requirements and standards. This is a hands-on course and is advisable for those looking to gain employment or access further education and training in the Construction Industry.

NOTE: The CPC20220 Certificate II in Construction Pathways is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the CPC20220 Certificate II in Construction Pathways, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a two-year course.

CERTIFICATE III IN ENGINEERING - TECHNICAL

VET COURSE MEM3105 (MEM30505)

Certificate III in Engineering - Technical is for students who seek vital skills in technical drawing and Computer-Aided Design (CAD) systems. The course covers freehand sketching, 3D modelling, performing computations, applying mathematical techniques in an engineering environment, and the use of rapid prototyping processes. A nationally recognised qualification is studied in the classroom during a 2-year time frame.

Successful completion of this course will allow you to seek employment in a drafting office or engineering technician. According to joboutlook.gov.au,

This qualification 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 use Computer Aided Drafting software to achieve specific Drafting competencies.

NOTE: The MEM30505 Certificate III in Engineering - Technical is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the MEM30505 Certificate III in Engineering - Technical, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a two-year course.

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COURSE DESCRIPTIONS (CONTINUED)

VOCATIONAL EDUCATION AND TRAINING COURSES

CERTIFICATE II IN HOSPITALITY

VET COURSE SIT2316 (SIT20316)

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 and skills, knowledge, and experiences that are transferable to other industry areas.

NOTE: The SIT20316 Certificate II in Hospitality is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the SIT20316 Certificate II in Hospitality, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a two-year course.

CERTIFICATE II IN SPORT AND RECREATION

VET COURSE SIS2115 (SIS20115)

General Visual Art is for students. 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

NOTE: The SIS20115 Certificate II in Sport and Recreation is a proposed offering for the 2023 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the SIS20115 Certificate II in Sport and Recreation, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a two-year course.

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COURSE CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2022 pricing structures and are subject to change in 2023.

Course Code	Course	Cost
ADWPL	Workplace Learning	\$100.00
AEACF	Accounting and Finance ATAR (List B)	\$35.00
AEAIT	Applied Information Technology ATAR (List B)	\$55.00
AEPLY	Biology ATAR (List B)	\$70.00
AECAE	Career and Enterprise ATAR (List A)	\$45.00
AECHE	Chemistry ATAR (List B)	\$70.00
AEDES	Design ATAR (List B)	\$185.00
AEDRA	Drama ATAR (List A)	\$140.00
AEECO	Economics ATAR (List A)	\$35.00
AEELD	English as an Additional Language/Dialect ATAR (List A)	\$55.00
AEENG	English ATAR (List A)	\$58.00
AEFSL	French: Second Language ATAR (List A)	\$97.00
AEGEO	Geography ATAR (List A)	\$50.00
AEHBY	Human Biology ATAR (List B)	\$70.00
AEHEA	Health Studies ATAR (List A)	\$50.00
AEHIA	Ancient History ATAR (List A)	\$72.00
AEHIM	Modern History ATAR (List A)	\$72.00
AEJSL	Japanese: Second Language ATAR (List A)	\$97.00
AELIT	English Literature ATAR (List A)	\$45.00
AEMAA	Mathematics Applications ATAR (List B)	\$36.00
AEMAM	Mathematics Methods ATAR (List B)	\$36.00
AEMAS	Mathematics Specialist ATAR (List B)	\$36.00
AEMPA	Media Production & Analysis ATAR (List A)	\$160.00
AEPAL	Politics and Law ATAR (List A)	\$35.00
AEPEP	Physical Education Studies ATAR (List B)	\$100.00
AEPEST	Physical Education Studies ATAR (Tennis) (List B)	\$111.00
AEPHY	Physics ATAR (List B)	\$70.00
AEPSY	Psychology ATAR (List B)	\$70.00
AEVAR	Visual Arts ATAR (List A)	\$185.00
7788	Special Art Charge	\$380.00
BSB4120	Certificate IV in Business (BSB40120)	\$55.00
CPC2120	Certificate II in Construction Pathways (CPC20220)	\$100.00
GEAIT	Applied Information Technology General (List B)	\$55.00
GEBME	Business Management and Enterprise General (List A)	\$35.00
GECAE	Career and Enterprise General (List A)	\$45.00
GECFC	Children, Family and the Community General (List A)	\$108.00
GEDES	Design General (List B)	\$165.00







COURSE CHARGES (CONTINUED)

GEDRA	Drama General (List A)	\$140.00
Course Code	Course	Cost
GEMDTW	Materials, Design and Technology - Wood (List B)	\$110.00
GEELD	English as an Additional Language/Dialect General (List A)	\$55.00
GEENG	English General (List A)	\$45.00
GEEST	Engineering Studies (List B)	\$90.00
GEHBY	Human Biology General (List B)	\$65.00
GEFST	Food Science and Technology General (List B)	\$255.00
GEHEA	Health Studies General (List A)	\$50.00
GEHIA	Ancient History General (List A)	\$65.00
GEMAE	Mathematics Essential General (List B)	\$36.00
GEMPA	Media Production & Analysis General (List A)	\$130.00
GEMUS	Music General (List A)	\$90.00
GESES	Physical Education Studies General (List B)	\$100.00
GEVAR	Visual Arts General (List A)	\$165.00
MEM3105	Certificate III in Engineering - Technical (MEM30505)	\$38.00
SIS2115	Certificate II in Sport and Recreation (SIS20115)	\$65.00
SIT2316	Certificate II in Hospitality (SIT20316) <i>includes RSA and Uniform Levy</i>	\$280.00

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Contact Us :

-  Links Road, ARDROSS WA 6153
-  9314 9393
-  axshs.email@education.wa.edu.au
-  applecross.wa.edu.au
-  facebook.com/ApplecrossSeniorHighSchool
-  www.instagram.com/applecross_shs/