



# SUBJECT SELECTION HANDBOOK

**YEAR 12**  
**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 11 STUDENTS/PARENTS

### Course Selections for Year 12 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 11 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
- **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

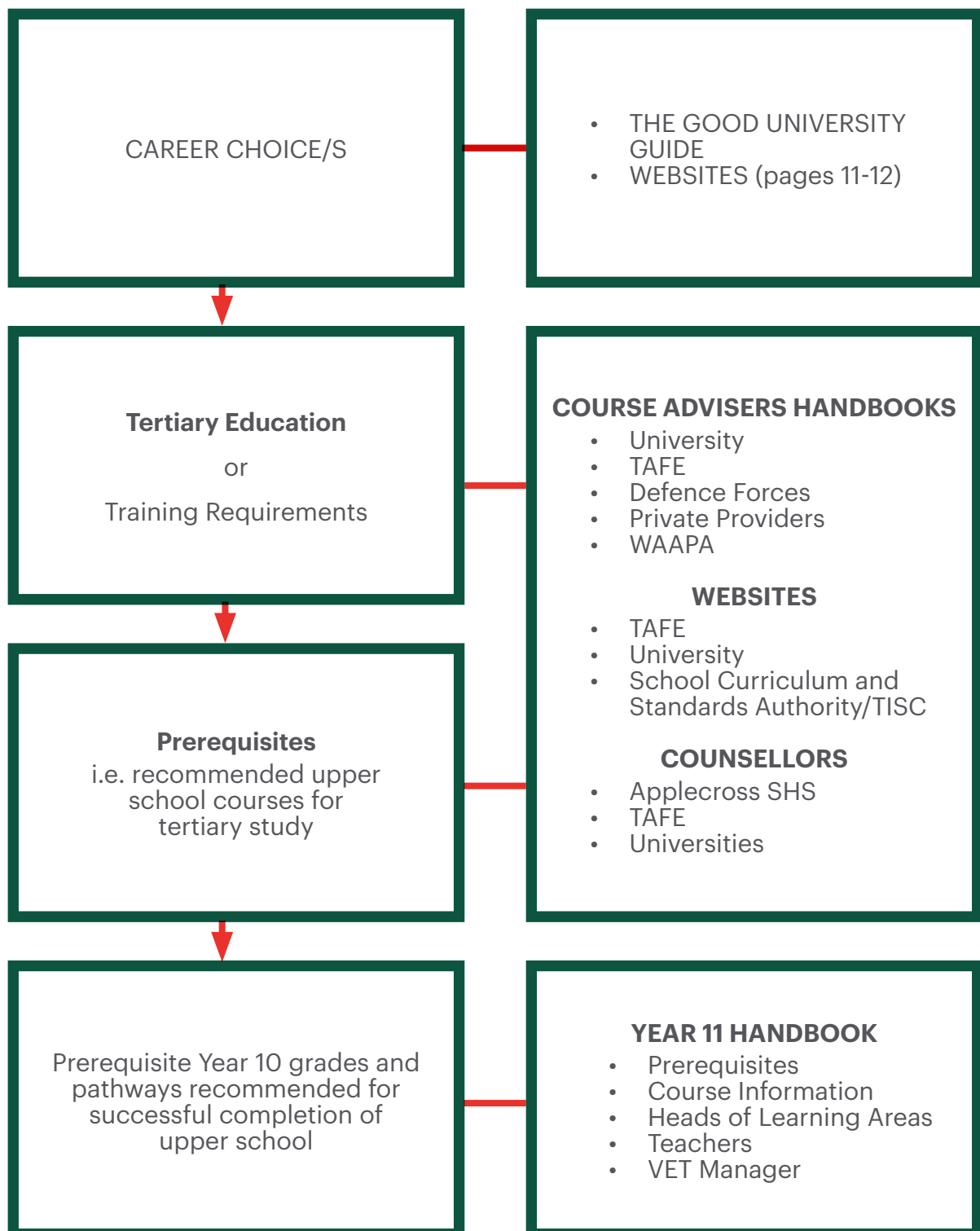
Paul Leech  
**Principal**

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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](http://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](http://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](mailto: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 12.**

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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. **Year 12 students enrolled mainly in non-ATAR courses, including VET, must study six courses for the year.**
4. **Year 12 students enrolled in at least four ATAR courses may elect to study only five courses for the year.**
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](http://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](http://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"> <li>Certificate IV and separate evidence of English competence.</li> <li>In many instances, a diploma and subject prerequisites are recommended.</li> <li>For further information on relevant prerequisite requirements, check the Curtin University handbook online.</li> </ul>	<b>University Admission Centre</b> Telephone: 1300 222 888 Fax: (08) 9266 4108 Email: <a href="mailto:prospectivestudentservices@curtin.edu.au">prospectivestudentservices@curtin.edu.au</a> Website: <a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a>
Edith Cowan University	<ul style="list-style-type: none"> <li>Certificate IV in an appropriate discipline as determined by ECU.</li> <li>English language competence</li> </ul>	<b>Student Recruitment and Career</b> Student Services Centre: Telephone: 134 328 Email: <a href="mailto:futurestudy@ecu.edu.au">futurestudy@ecu.edu.au</a> Website: <a href="https://www.ecu.edu.au/future-students/overview">https://www.ecu.edu.au/future-students/overview</a>
Murdoch University	<ul style="list-style-type: none"> <li>Certificate IV</li> <li>English language competence</li> </ul>	<b>Prospective Students' &amp; Admission Centre</b> Telephone: (08) 9360 6796 Facsimile: (08) 9360 6796 Email: <a href="mailto:engage@murdoch.edu.au">engage@murdoch.edu.au</a> Website: <a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>
University of Notre Dame Australia	<ul style="list-style-type: none"> <li>Certificate IV</li> <li>English language competence</li> </ul>	<b>Prospective Students Office</b> Telephone: (08) 9433 0533 Facsimile: (08) 9433 0544 Email: <a href="mailto:future@nd.edu.au">future@nd.edu.au</a> Website: <a href="http://www.nd.edu.au">www.nd.edu.au</a>
University of Western Australia	<ul style="list-style-type: none"> <li>Diploma, English language competence and subject prerequisites.</li> <li>Contact UWA directly to discuss your options.</li> </ul>	<b>Admissions Office</b> Telephone: 131 892 Facsimile: (08) 6488 2477 Email: <a href="mailto:future-students@uwa.edu.au">future-students@uwa.edu.au</a> Website: <a href="http://www.study.uwa.edu.au/">www.study.uwa.edu.au/</a>
CQ University	<ul style="list-style-type: none"> <li>Certificate IV</li> <li>English language competence</li> </ul>	<b>Student Recruitment Team</b> Telephone: (08) 9260 4081 Email: <a href="mailto:studentrecruitment@cqu.edu.au">studentrecruitment@cqu.edu.au</a>

# 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](http://www.scsa.wa.edu.au)  
[info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)
- **Department of Education**  
<https://www.education.wa.edu.au>
- **Tertiary Institutions Service Centre**  
[www.tisc.edu.au](http://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](http://www.jobsandskills.wa.gov.au)
- <https://www.education.wa.edu.au/pathways-and-opportunities>
- [www.careersonline.com.au](http://www.careersonline.com.au)
- [www.myfuture.edu.au](http://www.myfuture.edu.au)
- [www.skillsroad.com.au](http://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](http://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](http://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](http://www.apprenticeshipsupport.com.au)

Phone: 1300 363 831

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

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

## AUSTRALIA WIDE JOB SEARCH

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

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

[www.indeed.com.au](http://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](http://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 12 COURSE OFFERINGS 2023

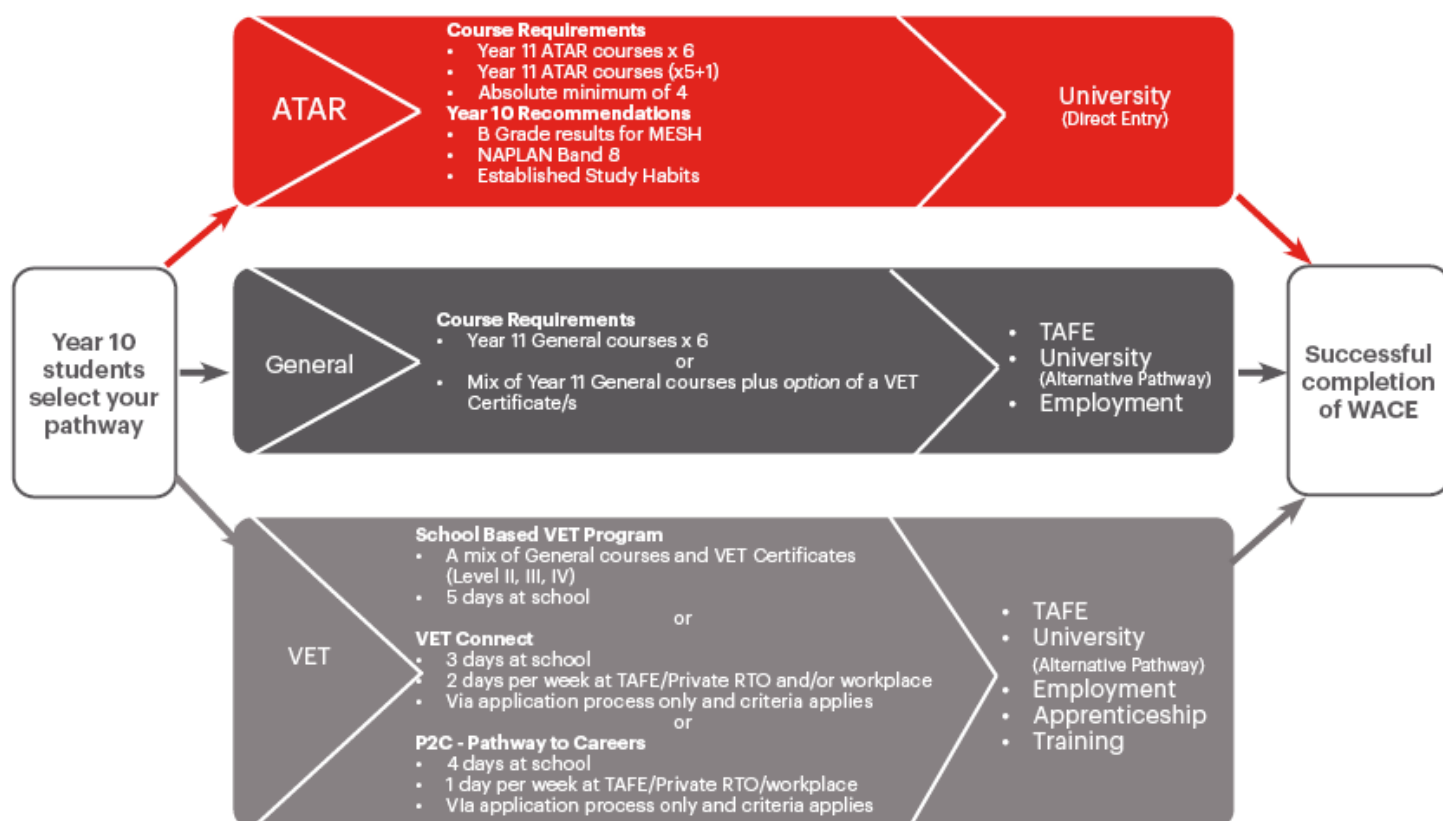
All Year 12 students may select from one of three pathways to meet WACE requirements: There can be a combination of these pathways to meet WACE requirements:

- 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
Career and Enterprise (ATCAE)	Accounting and Finance (ATACF)
Drama (ATDRA)	Applied Information Technology (ATAIT)
Economics (ATECO)	Biology (ATBLY)
English (ATENG)	Chemistry (ATCHE)
English as an Additional Language (ATELD)	Design (ATDES)
French: Second Language (ATFSL)	Human Biology (ATHBY)
Geography (ATGEO)	Mathematics Applications (ATMAA)
Health Studies (ATHEA)	Mathematics Methods (ATMAM)
Japanese: Second Language (ATJSL)	Mathematics Specialist (ATMAS)
Literature (ATLIT)	Physical Education Studies (ATPES)
Media Production & Analysis (ATMPA)	Physical Education Studies Tennis (ATPEST)
Modern History (ATHIM)	Physics (ATPHY)
Politics and Law (ATPAL)	Psychology (ATPSY)
Visual Arts (ATVAR)	
GENERAL COURSES	
LIST A	LIST B
Ancient History (GTHIA)	Applied Information Technology (GTAIT)
Business Management and Enterprise (GTBME)	Design (GTDES)
Career and Enterprise (GTCAE)	Food Science and Technology (GTFST)
Drama (GTDRA)	Mathematics Essential (GTMAE)
English (GTENG)	Physical Education Studies (GTPES)
English as an Additional Language (GTELD)	
Media Production & Analysis (GTMPA)	
Music (GTMUS)	
Visual Arts (GTVAR)	
CERTIFICATES & UNIREADY 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 Furniture Making (2 year course)	
Certificate II in Hospitality (2-year course)*	
Certificate II in Sport and Recreation (2-year course)*	
Certificate II in Workplace Skills (1 year course)	
UniReady (1 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:

<b>Aviation</b>	Cabin Crew; Airline Operations; Aviation (Support Services Operation)
<b>Automotive</b>	Light; Electrical; Heavy
<b>Baking</b>	Retail Baking Assistant
<b>Beauty Therapy</b>	Retail Make-up and Skin Care; Nail Technology; Hairdressing
<b>Business</b>	Business; Legal Studies; Accounts Administration; Financial Services
<b>Community Services</b>	Education Support (Teacher Assistant); Community Services (Taster); Aged Care
<b>Construction</b>	Pathways; Carpentry and Joinery; Electrical Trades (Pre App); Plumbing and Gas Fitting (Pre App); Paraprofessional; Painting and Decorating
<b>Engineering &amp; Mining</b>	Autonomous Workplace Operations; Civil Construction
<b>Textiles, Clothing/ Fashion</b>	Applied Fashion Design and Technology
<b>Floristry</b>	Floristry Assistant
<b>Health Services</b>	Health Support Services; Dentistry
<b>Information &amp; Communications</b>	Creative Media; Digital and Interactive Games; Networking; Network Administration; Screen and Media; Cyber Security
<b>Metals and Engineering</b>	Fabrication; Heavy; Technical
<b>Primary</b>	Horticulture; Animal Studies; Aquaculture
<b>Retail</b>	Retail Services
<b>Sport &amp; Fitness</b>	Sport & Recreation; Fitness
<b>Security Operations</b>	Security Operations
<b>Tourism, Travel and Hospitality</b>	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](http://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](http://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

Link to course information: [www.dnakingstontraining.edu.au](http://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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Applecross Senior High School has been accepted as one of a small number of schools to deliver the Curtin University UniReady course during Year 12. This course is designed to allow students to undertake an alternative entry pathway to Curtin University whilst at school, rather than during Semester 1 of the following year after leaving school. The units offered in this program require a considerable level of academic ability. They are pitched slightly below the level of an ATAR course, but above what is expected in a General course. The course has limited places, so there will be a selection process to determine who will be offered a position in the program.

UniReady focuses on developing students' transferable study and communication skills to succeed in university studies. The Academic Writing and Communications courses develop students' university-style reading, writing, and communication skills. These are essential to university success and differ from the English syllabus students study for WACE.

### Who Should Apply?

This course is not suitable for all students. General students who wish to study the UniReady course should have excellent results in Year 11 so far. UniReady is only one way you can enter university if that is what you decide to do in the future. There are several other ways to do this; universities can be contacted individually to discuss possible options. UniReady students should be passing ATAR English or achieve an A grade in General English.

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

- Students who are enrolled in ATAR courses but are slightly below meeting the minimum entry of 70
- Students who would like to keep a university option open but would find undertaking a full ATAR load too stressful

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

### Course Structure

Students will undertake four classes from the usual range of courses offered by the school. These classes will come from ATAR, General or Certificate courses. Students are only able to study one certificate in Year 12. The student will complete four-semester units over Year 12. It is a set course, and all students will need to complete all four-semester units to meet the requirements for university entrance. The four semesters will also contribute to the Western Australian Certificate of Education (WACE) achievement. Students are only able to study one certificate in Year 12.

The courses students will need to complete are listed below:

Semester 1	Fundamentals of Academic Writing Introduction to Commerce
Semester 2	Foundations of Communications Introduction to Humanities

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

### What UniReady Will Get You

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

### Where To From Here

Students can either apply for the UniReady course or they may be recommended to apply through the Senior School team. Once deemed suitable, they will attend a meeting to adjust their current course. If the student is not successful, they will need to select another course. It will be a competitive process where students who have good academic results in Year 11 will have an advantage.

**For more information regarding the UniReady program, please contact Ms Toni Jones, Associate Principal - Years 11 and 12.**

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# PREREQUISITES FOR 2023 YEAR 12 COURSES

The following table indicates the minimum Year 11 prerequisites to undertake the listed Year 12 courses.

TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Accounting and Finance (ATACF)	Successful completion of Year 11 Course (AEACF)
GENERAL	Ancient History (GTHIA)	Nil
ATAR	Applied Information Technology (ATAIT)	Successful completion of Year 11 Course (AEAIT)
GENERAL	Applied Information Technology (GTAIT)	Nil – Interest in Industry is advised
ATAR	Biology (ATBLY)	Successful completion of Year 11 Course (AEBLY)
GENERAL	Business Management and Enterprise (GTBME)	Nil
ATAR	Career and Enterprise (ATCAE)	"Recommended, but not essential – Completion of Year 11 Course (AECAE) Recommended Grade C Year 11 ATAR English"
GENERAL	Career and Enterprise (GTCAE)	Minimum Grade C Year 10 English
VET	Certificate II in Construction Pathways CPC2220 (CPC20220)	Year 11 Course (2 Year Course)
VET	Certificate II in Furniture Making Pathways MSF2526 (MSF20516)	Year 11 Course (2 Year Course)
VET	Certificate II in Hospitality SIT2326 (SIT20316)	Year 11 Course (2 Year Course)
VET	Certificate II in Sport and Recreation SIS2215 (SIS20115)	Year 11 Course (2 Year Course)
VET	Certificate II in Workplace Skills BSB2220 (BSB20120)	Nil – Interest in Industry is advised
VET	Certificate III in Engineering – Technical MEM3205 (MEM30505)	Year 11 Course (2 Year Course)
VET	Certificate IV in Business (Administration) BSB4220 (BSB40120)	Year 11 Course (2 Year Course)
ATAR	Chemistry (ATCHE)	Successful completion of Year 11 Course (AECHE) Units 1 & 2
ATAR	Design (ATDES)	Assess performance Year 11 Course (AEDS) or (GEDS)
GENERAL	Design (GTDES)	Nil
ATAR	Drama (ATDRA)	Understanding of Year 11 Course. Recommended: Completion Unit 1 & 2
GENERAL	Drama (GTDRA)	Desirable: Lower School Drama Units. Competency in English
ATAR	Economics (ATECO)	Successful completion of Year 11 Course (AEECO)
ATAR	English (ATENG)	Assess Year 11 Performance - Minimum Grade B Year 11 Recommended
GENERAL	English (GTENG)	Nil
ATAR	English as an Additional Language/Dialect (ATELD)	Assess Year 11 Performance
GENERAL	English as an Additional Language/Dialect (GTELD)	Assess Year 11 Performance
GENERAL	Food Science and Technology (GTFST)	Nil - Advantageous: Year 10 Foods Unit
ATAR	French: Second Language (ATFSL)	Successful completion of Year 11 Course (AEFSL)
ATAR	Geography (ATGEO)	Successful completion of Year 11 Course (AEGEO)
GENERAL	Health Studies (GTHEA)	Successful completion of Year 11 Course (GEHEA)
ATAR	Human Biology (ATHBY)	Successful completion of Year 11 Course (AEHBY)
ATAR	Japanese: Second Language (ATJSL)	Successful completion of Year 11 Course (AEJSL)
ATAR	Literature (ATLIT)	"Assess Year 11 Performance – Minimum Grade B Year 11 Recommended Alternative: ATAR English"
ATAR	Mathematics Applications (ATMAA)	Successful Pass Year 11 Units 1 & 2
GENERAL	Mathematics Essential (GTMAE)	Successful Pass Year 11 Units 1 & 2

# PREREQUISITES FOR 2023 YEAR 12 COURSES

TYPE OF COURSE	COURSE	PREREQUISITES
ATAR	Mathematics Methods (ATMAM)	Successful Pass Year 11 Units 1 & 2
ATAR	Mathematics Specialist (ATMAS)	Successful Pass Year 11 Units 1 & 2
ATAR	Media Production & Analysis (ATMPA)	Assess Year 11 Performance
GENERAL	Media Production & Analysis (GTMPA)	Nil – (Assess Year 11 Performance)
ATAR	Modern History (ATHIM)	Successful completion of Year 11 Course (AEHIM)
GENERAL	Music (GTMUS)	Recommended for students who have completed Year 11 Class Music Course (GEMUS). Interview with Head of Music required prior to subject selection
ATAR	Physical Education Studies (ATPES)	Successful completion of Year 11 Course (AEPES)
ATAR	Physical Education Studies (ATPEST)	Successful completion of Year 11 Course (AEPEST)
GENERAL	Physical Education Studies (GTPES)	Nil
ATAR	Physics (ATPHY)	Successful completion of Year 11 Course (AEPHY)
ATAR	Politics and Law (ATPAL)	Successful completion of Year 11
ATAR	Psychology (ATPSY)	Successful completion of Year 11 Course (AEPSY) Recommended score: 60% or above
ATAR	Visual Arts (ATVAR)	Assess Year 11 Performance
GENERAL	Visual Arts (GTVAR)	Nil – (Assess Year 11 Performance)

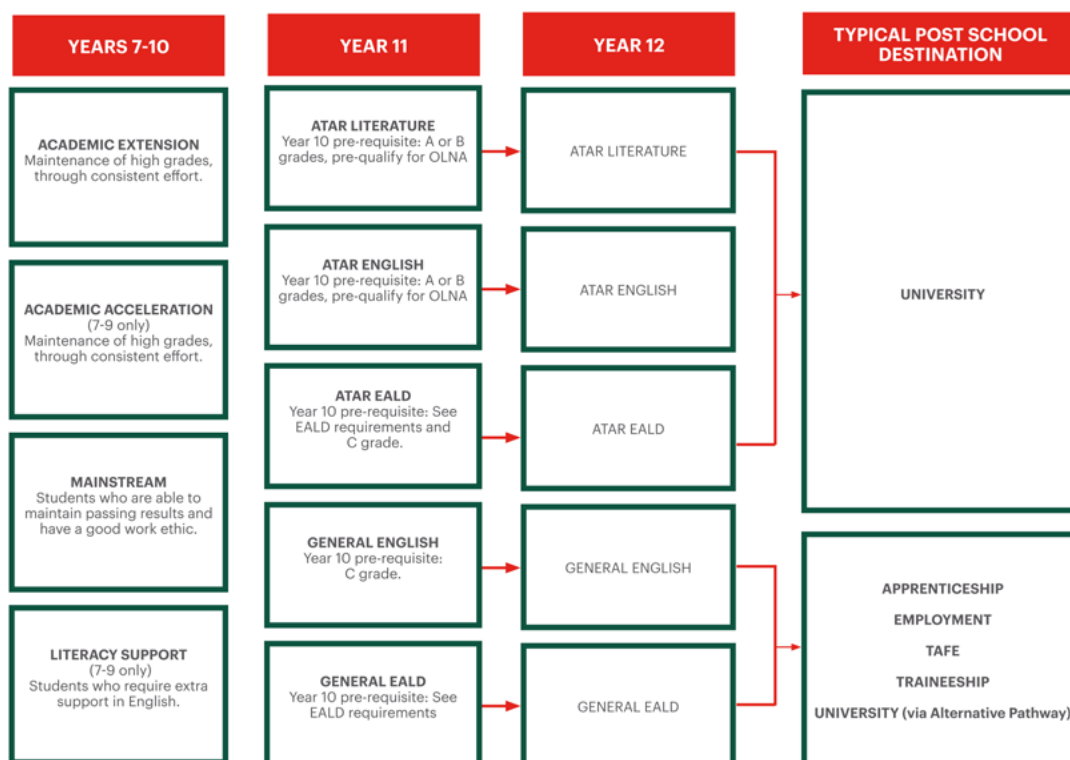
## Important Notes for Students and Parents

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.

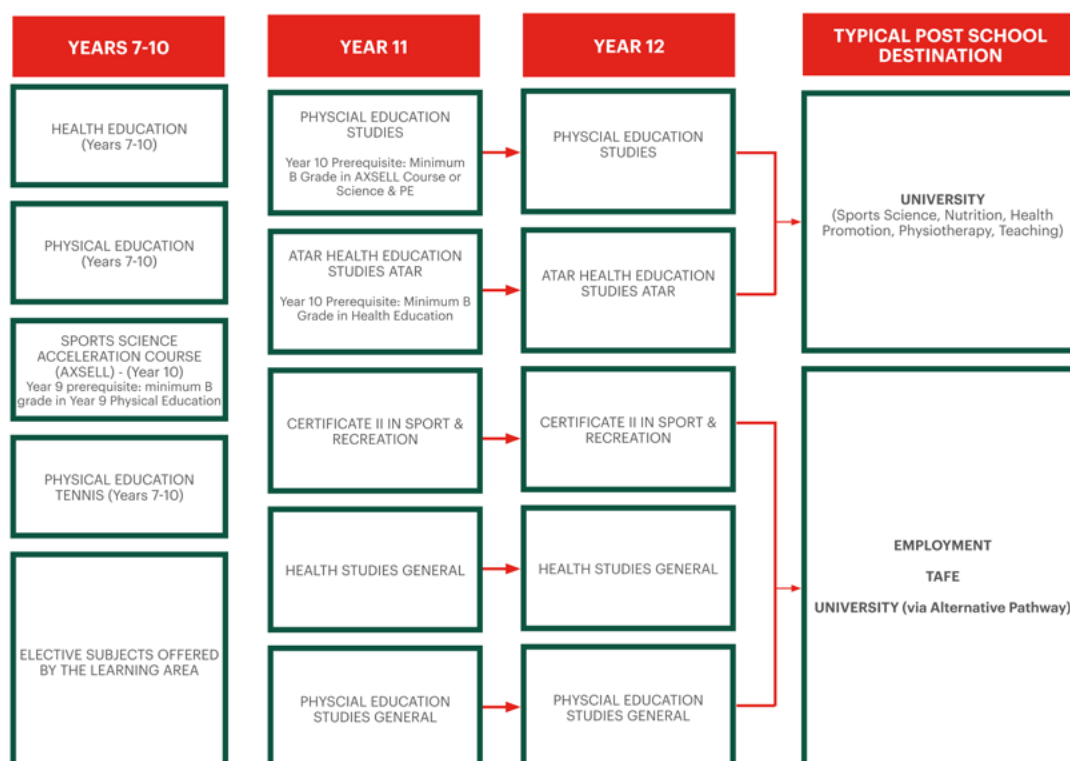
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# LEARNING AREA COURSES AND PATHWAYS

## ENGLISH COURSES AND PATHWAYS

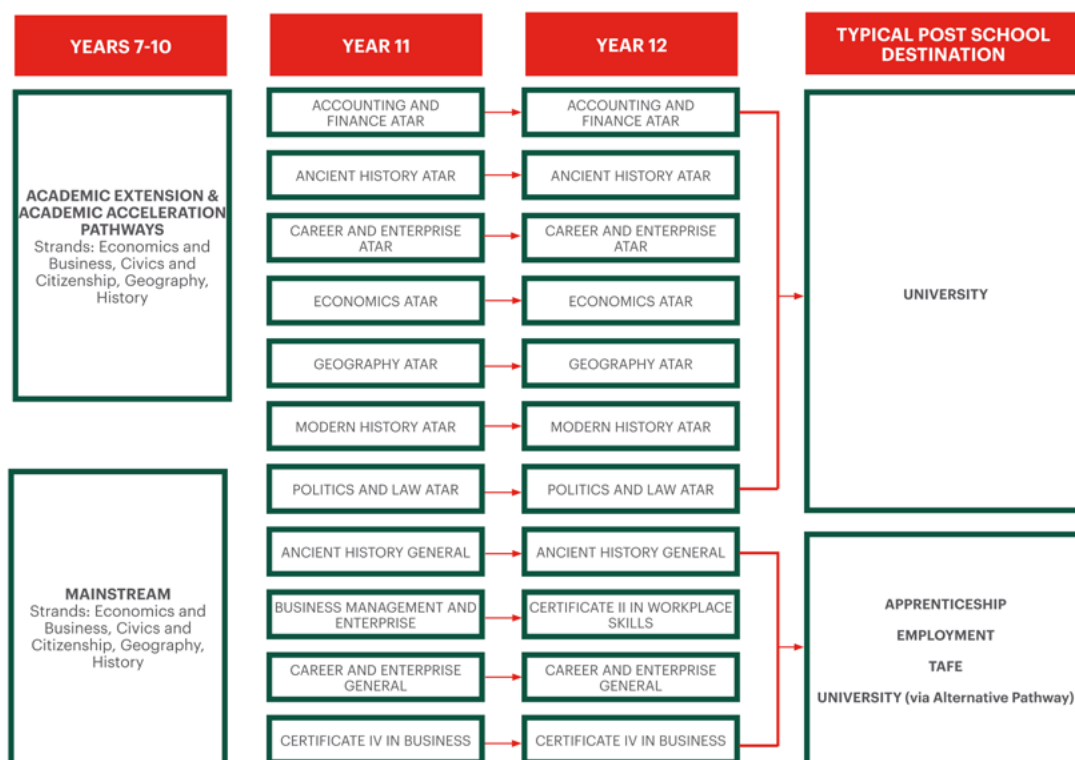


## HEALTH AND PHYSICAL EDUCATION COURSES AND PATHWAYS

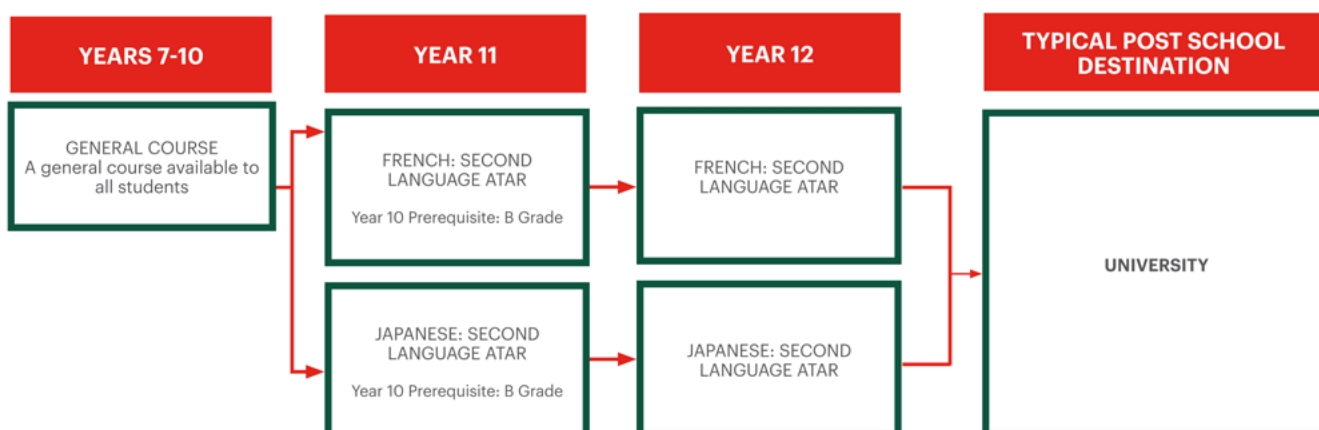


# LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

## HUMANITIES AND SOCIAL SCIENCES COURSES AND PATHWAYS

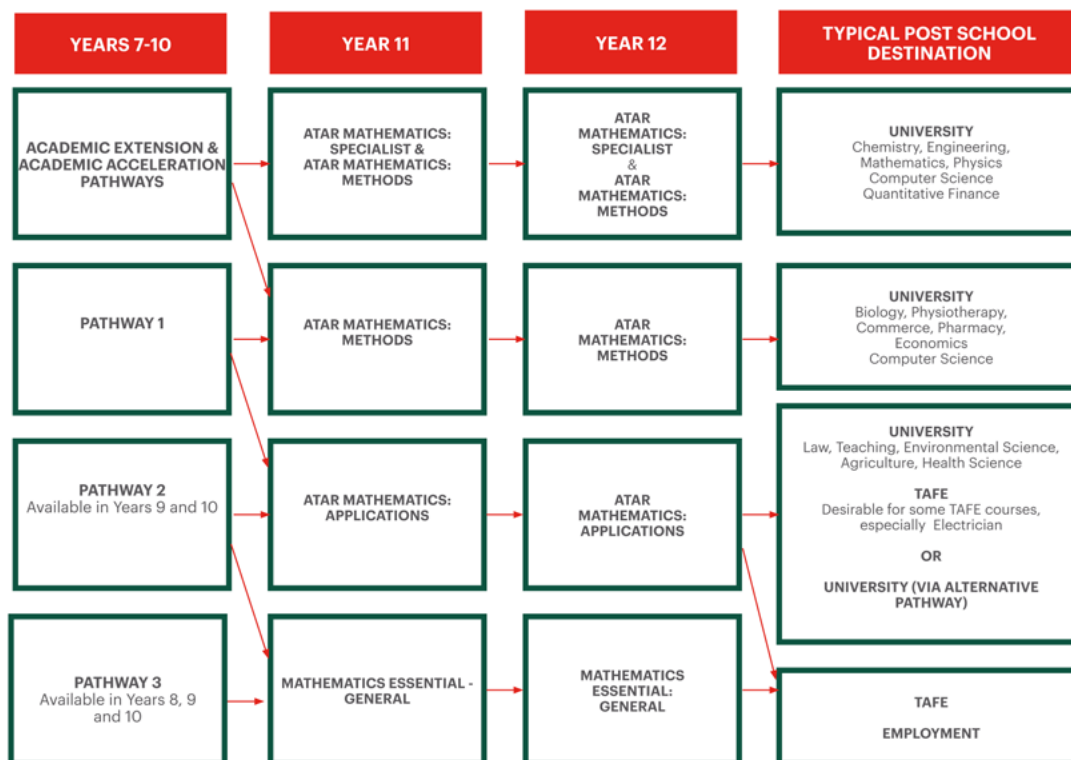


## LANGUAGES COURSES AND PATHWAYS

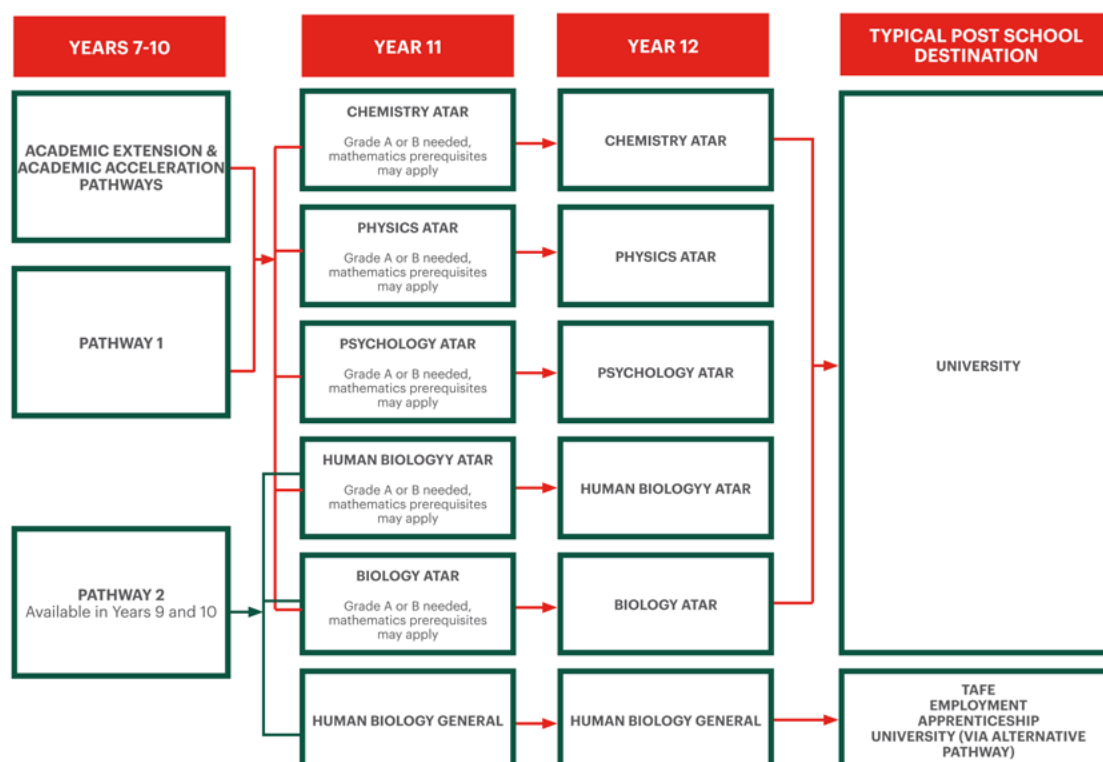


# LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

## MATHEMATICS COURSES AND PATHWAYS

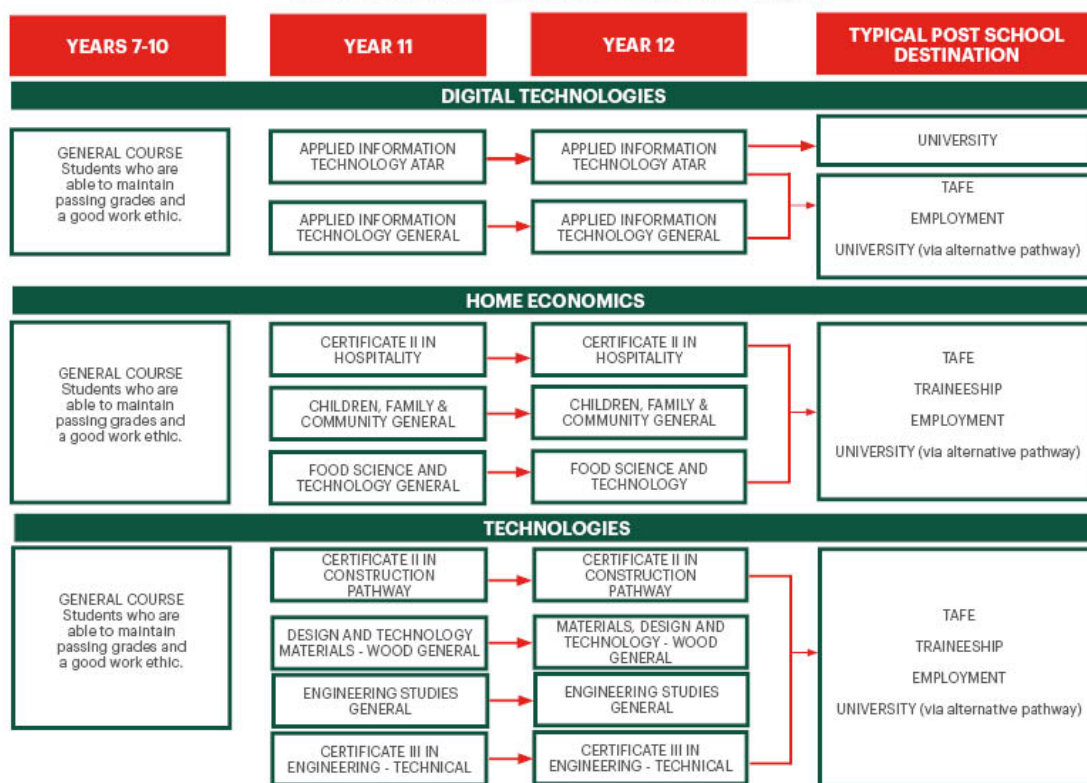


## SCIENCE COURSES AND PATHWAYS

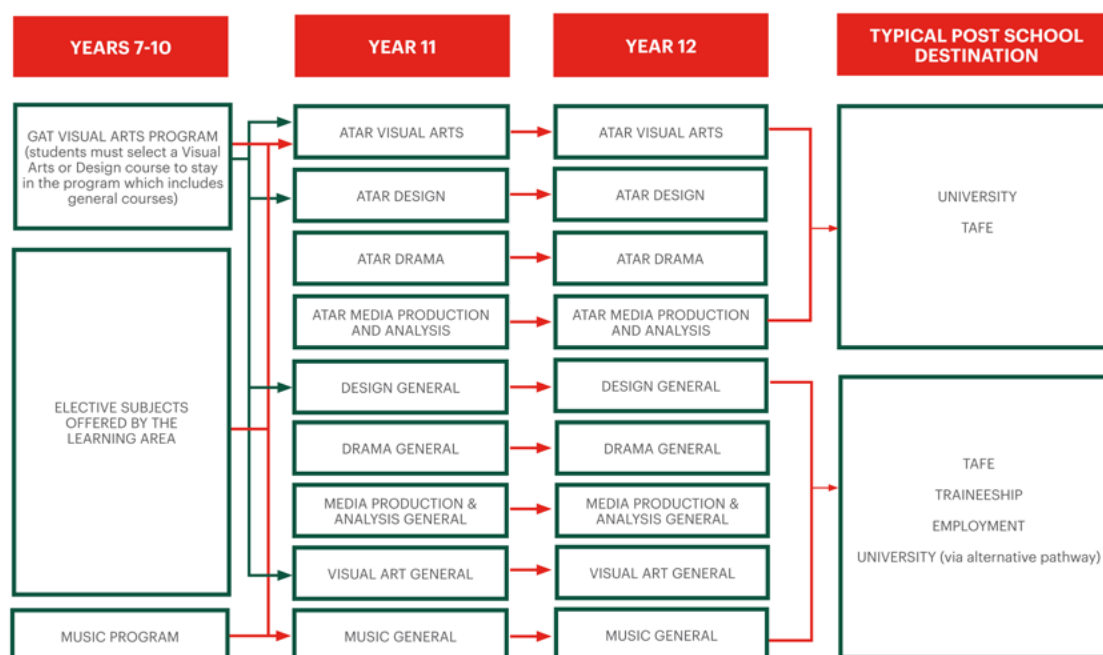


# LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

## TECHNOLOGIES COURSES AND PATHWAYS



## THE ARTS COURSES AND PATHWAYS



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# COURSE DESCRIPTIONS

LEARNING AREA CONTENT PAGE	ENGLISH LEARNING AREA	ENGLISH
<p>English.....31-32</p> <p>Health and Physical Education.....33-34</p> <p>Humanities and Social Sciences.....34-37</p> <p>Languages.....37</p> <p>Mathematics.....38-39</p> <p>Science.....39-40</p> <p>Technologies.....41</p> <p>The Arts.....42-44</p> <p>Vocational Education and Training.....44-47</p>	<p><b>ENGLISH</b></p> <p><b>ATAR COURSE ATENG (LIST A)</b></p> <p>The Year 12 syllabus is divided into two units which are delivered as a pair.</p> <p><b>Unit 3</b> Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.</p> <p><b>Unit 4</b> Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.</p> <p><b>This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.</b></p>	<p><b>ENGLISH</b></p> <p><b>GENERAL COURSE GEENG (LIST A)</b></p> <p>The Year 12 syllabus is divided into two units which are delivered as a pair.</p> <p><b>Unit 3</b> focuses on exploring different perspectives presented in a range of texts and contexts.</p> <p><b>Unit 4</b> focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.</p> <p><b>This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.</b></p>

# COURSE DESCRIPTIONS (CONTINUED)

## ENGLISH LEARNING AREA

### LITERATURE

#### ATAR COURSE ATLIT (LIST A)

The Year 12 syllabus is divided into two units which are delivered as a pair.

**Unit 3** develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

**Unit 4** develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

#### ATAR COURSE ATEL D (LIST A)

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

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.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### ENGLISH AS AN ADDITIONAL LANGUAGE/ DIALECT

#### GENERAL COURSE GEELD (LIST A)

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

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

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# COURSE DESCRIPTIONS (CONTINUED)

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA

### HEALTH STUDIES

#### ATAR COURSE ATHEA (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 opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

#### Unit 3

This unit focuses on the health of specific populations and the reasons why some groups do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

#### Unit 4

This unit focuses on local, regional and global challenges to health. Students learn about the impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health. Students apply well-developed health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### PHYSICAL EDUCATION STUDIES

#### ATAR COURSE ATPES (LIST B)

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance

#### Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

#### Unit 4

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance. Each unit includes:

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

The 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	Netball
Badminton	Soccer
Basketball	Tennis
Cricket	Touch Ruby
Hockey	Volleyball

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### PHYSICAL EDUCATION STUDIES (TENNIS)

#### ATAR COURSE ATPEST (LIST B)

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

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

# COURSE DESCRIPTIONS (CONTINUED)

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA

### PHYSICAL EDUCATION STUDIES GENERAL

#### GENERAL COURSE GTPES (LIST B)

The Physical Education Studies General course is designed to appeal to students who enjoy physical activity and would like to develop further their sporting skills and knowledge of the theoretical concepts related to human movement and sporting performance. The course focuses on the interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance in sports. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

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

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

### ACCOUNTING AND FINANCE

#### ATAR COURSE ATACF (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.

##### Unit 3

The focus for this unit is on internal management for business.

##### Unit 4

The focus for this unit is on Australian reporting entities and how they are regulated by the Corporations Act 2001.

Each unit includes:

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

The course content is divided into three areas:

- financial institutions and systems
- recording, using and evaluating financial information
- government and the community

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### ANCIENT HISTORY

#### GENERAL COURSE GTHIA (LIST A)

The Ancient History ATAR course enables students to evaluate life in early civilisations, based on the analysis and interpretation of physical and written remains which provide evidence for ancient sites, events and individuals.

##### Unit 3 – People, power and authority

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious, cultural and economic features. The study of an individual as part of this unit enables study of the influence of the individual on events and developments.

**Unit 4 – Reconstructing the ancient world** This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- electives – the content is delivered through the chosen elective for each unit **which focuses on** a particular ancient society, significant individual, site, event, or historical period.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

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# COURSE DESCRIPTIONS (CONTINUED)

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

### BUSINESS MANAGEMENT AND ENTERPRISE

#### GENERAL COURSE GTBME (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.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### CAREER AND ENTERPRISE

#### ATAR COURSE ATCAE (LIST A)

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 the hardworking student who can write well.

The ATCAE course explores the constant change in the complex relationships between:

- individual career development
- management of workplaces and
- influences and trends in a global environment.

The course investigates how creativity, flexibility and continual self-evaluation provide mechanisms for making decisions about the future.

Workplaces and organisations are analysed to assess how they respond to changes in enterprising and innovative ways. The course explores how these strategies are linked to legal, financial and ethical considerations, and the need to remain competitive in a global world inextricably linked by technology.

High-level career competencies and work search techniques and tools are applied. The individual career portfolio reflects creativity, expert technological skills and comprehensive documentation with details of past and current work, training and personal and professional learning experiences.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### CAREER AND ENTERPRISE

#### GENERAL COURSE GTCAE (LIST A)

The Career and Enterprise course engages students in learning about developing their career in a constantly changing digital and globalised world. It helps the student to determine their key skills and attributes and examines employment opportunities based on their specific requirements. Future trends in the workplace are also explored. This is an excellent course for the student not sure about their future in the world of work.

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

Workplaces have different structures that impact their practices and processes and how they operate. Students will investigate the management and operations of workplace organisations to help them understand and transition smoothly to be valuable employees.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS (CONTINUED)

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

### ECONOMICS

#### ATAR COURSE ATECO (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.

#### Unit 3 – Australia and the global economy

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

#### Unit 4 – Economic policies and management

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### GEOGRAPHY

#### ATAR COURSE ATGEO (LIST A)

The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include dealing with natural and ecological hazards, the impacts of globalisation, rapid change in physical environments and the sustainability of places.

Students develop a range of skills that helps them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as hazard risk management, the unequal distribution of resources throughout the world, cultural diffusion, land cover change, urban planning and sustainable development practices.

#### Unit 3 – Global environmental change

In this unit, students assess the impacts of land cover change with particular reference to climate change or biodiversity loss.

#### Unit 4 – Planning sustainable places

In this unit, students examine the causes and implications of urbanisation as well as challenges that exist in metropolitan Perth or a regional centre and a megacity with particular reference to how people respond to these challenges to influence sustainability and liveability.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### MODERN HISTORY

#### ATAR COURSE ATHIM (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 refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

#### Unit 3 – Modern nations in the 20th century

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

#### Unit 4 – The modern world since 1945

This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2001. It aims to build students' understanding of the contemporary world – that is, why we are here at this point in time.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

# COURSE DESCRIPTIONS (CONTINUED)

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA

### POLITICS AND LAW

#### ATAR COURSE ATPAL (LIST A)

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 understanding of political and legal issues in society.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society.

**Unit 3 – Political and legal power**  
This unit examines the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, making reference to particular political and legal developments and issues.

**Unit 4 – Accountability and rights**  
This unit examines avenues for, and the effectiveness of, accountability in relation to the three branches of government in Australia. The ways, and the extent to which, rights are protected, and democratic principles are upheld and/or undermined in Australia, and one other country, are also examined

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

## LANGUAGES LEARNING AREA

### FRENCH: SECOND LANGUAGE

#### ATAR COURSE ATFSL (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.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### JAPANESE: SECOND LANGUAGE

#### ATAR COURSE ATJSL (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.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

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# COURSE DESCRIPTIONS (CONTINUED)

## MATHEMATICS LEARNING AREA

### MATHEMATICS: APPLICATIONS

#### ATAR COURSE ATMAA (LIST B)

The Mathematics Applications ATAR course aims to develop students':

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

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### MATHEMATICS: ESSENTIALS

#### GENERAL COURSE GTMAE (LIST B)

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

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

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

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

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### MATHEMATICS: METHODS

#### ATAR COURSE ATMAM (LIST B)

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

The Mathematics Methods ATAR course aims to develop students':

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

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

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# COURSE DESCRIPTIONS (CONTINUED)

## MATHEMATICS LEARNING AREA

### MATHEMATICS: SPECIALIST

#### ATAR COURSE ATMAS (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.

The course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices.

The Mathematics Specialist ATAR course aims to develop students':

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

**Note: ATMAS MUST be studied concurrently with this course.**

This course counts towards a student's WACE and ATAR. There is a **COMPULSORY** external examination.

## SCIENCE LEARNING AREA

### BIOLOGY

#### ATAR COURSE ATBLY (LIST B)

The Biology ATAR course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

The Year 12 syllabus is divided into two units each of one semester duration, which are delivered as a pair.

#### Unit 3 – Continuity of species

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

#### Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

This course counts towards a student's WACE and ATAR. There is a **COMPULSORY** external examination.

### CHEMISTRY

#### ATAR COURSE ATCHE (LIST B)

Studying the Chemistry ATAR course provides students with a suite of skills and understandings valuable to a wide range of further study pathways and careers. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

#### Unit 3 – Equilibrium, acids and bases, and redox reactions

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

#### Unit 4 – Organic chemistry and chemical synthesis

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

This course counts towards a student's WACE and ATAR. There is a **COMPULSORY** external examination.

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# COURSE DESCRIPTIONS (CONTINUED)

## SCIENCE LEARNING AREA

### HUMAN BIOLOGY

#### ATAR COURSE ATHBY (LIST B)

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair.

#### Unit 3 – Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

#### Unit 4 – Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### PHYSICS

#### ATAR COURSE ATPHY (LIST B)

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

The Year 12 syllabus is divided into two units, each of one semester duration which are typically delivered as a pair.

#### Unit 3 – Gravity and electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

#### Unit 4 – Revolutions in modern physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### PSYCHOLOGY

#### ATAR COURSE ATPSY (LIST B)

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

#### Unit 3

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles.

#### Unit 4

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

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# COURSE DESCRIPTIONS (CONTINUED)

## TECHNOLOGIES LEARNING AREA

### APPLIED INFORMATION TECHNOLOGY

#### ATAR COURSE ATAIT (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.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### APPLIED INFORMATION TECHNOLOGY

#### GENERAL COURSE GTAIT (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.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### FOOD SCIENCE AND TECHNOLOGY

#### GENERAL COURSE GTFST (LIST B)

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.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS (CONTINUED)

## THE ARTS LEARNING AREA

### DESIGN

#### ATAR COURSE ATDES (LIST B)

The Year 12 syllabus is divided into two units which are delivered as a pair.

##### Unit 3 – Commercial design

Students become aware that design has commercial considerations that are influenced by various stakeholders to produce products, services and brands.

##### Unit 4 – Influential design

Students learn how the communication of ideals, messages, information and values can influence opinion and attitudes.

Each unit includes:

- a unit description – a short description of the focus of the unit
- contexts – a context in which the unit content could be taught
- unit content – the content to be taught and learned.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### DESIGN

#### GENERAL COURSE GTDES (LIST B)

The Year 12 syllabus is divided into two units which are delivered as a pair. T

##### Unit 3 – Product design

The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

##### Unit 4 – Cultural design

The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### DRAMA

#### ATAR COURSE ATDRA (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 3

This unit focuses on the realisation of drama text, context, forms and styles through the application of selected approaches.

##### Unit 4

This unit focuses on the approaches to and interpretations of drama text, context, forms and styles through the application of selected approaches.

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.**

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

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# COURSE DESCRIPTIONS (CONTINUED)

## THE ARTS LEARNING AREA

### DRAMA

#### GENERAL COURSE GTDRA (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 3 – Representational, realist drama**

**Unit 4 – Presentational, non-realist drama**

**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.**

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### MEDIA PRODUCTION & ANALYSIS

#### ATAR COURSE ATMPA (LIST A)

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment with and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context.

#### Unit 3 – Media art

The focus of this unit is media art. Students analyse and respond to contemporary and traditional examples of media art. They identify techniques and meanings that are created and consider audience interpretation and perception of media art. Students extend and refine their own ideas and production skills to produce media work.

#### Unit 4 – Power and persuasion

The focus of this unit is power and persuasion. Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### MEDIA PRODUCTION & ANALYSIS

#### GENERAL COURSE GTMPA (LIST A)

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

#### Unit 3 – Entertainment

Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

#### Unit 4 – Representation and reality

Students will consider different types of representations and how they relate to the construction of reality within media work.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

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# COURSE DESCRIPTIONS (CONTINUED)

## THE ARTS LEARNING AREA

### MUSIC

#### GENERAL COURSE GTMUS (LIST A)

The Music General course is divided into two units, one per semester throughout Year 11. This course is divided into a written component and a practical component in each unit. It is accessible to students with varied backgrounds and levels of experience in music. It is designed to provide a flexible framework through which the areas of content can be taught. The context offered by schools will depend on school resources, staff expertise and student interest and needs. The selected context is the vehicle or framework through which the unit content is delivered. The main context for study is Western Art Music. However, students will experience music from diverse contexts such as Contemporary Music, Jazz, Music for Film and Television, World and Indigenous Music and Music Technology.

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

1. Performance on an instrument or voice
2. Composition portfolio
3. Production or practical task/project

**Note: These non-performance practical options require parents to employ a private tutor (outside of school time)**

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

### VISUAL ARTS

#### ATAR COURSE ATVAR (LIST A)

Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

##### Unit 3 – Commentaries

In this unit, students engage with the social and cultural purposes of art making and interpretation. The focus is on commentaries.

##### Unit 4 – Points of view

In this unit, students identify and explore concepts or issues of personal significance in art making and interpretation. The focus is on points of view.

**This course counts towards a student's WACE and ATAR. There is a COMPULSORY external examination.**

### VISUAL ARTS

#### GENERAL COURSE GTVAR (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.

##### Unit 3 – Inspirations

The focus for Unit 3 is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented.

##### Unit 4 – Investigations

The focus for Unit 4 is investigations. Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

**This course counts towards a student's WACE but not an ATAR. There is NO COMPULSORY external examination. However, there is a COMPULSORY externally set task.**

# COURSE DESCRIPTIONS (CONTINUED)

## VOCATIONAL EDUCATION AND TRAINING COURSES

### CERTIFICATE IV IN BUSINESS

#### VET COURSE BSB4220 (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 CPC2220 (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 MEM3205 (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](http://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 FURNITURE MAKING

#### VET COURSE MSF2526 (MSF20516)

This qualification is open to all and for students interested in Furniture Design, manufacture or associated pathways to enter into employment in the industry. Furniture Making Pathways delivers broad-based underpinning skills and knowledge in a range of furniture making and fabrication tasks, enhancing the students' prospects for apprenticeships, traineeships, and employment in a furniture design and manufacturing environment or related workplace. Students will analyse their designs against criteria and explore how these can influence decision making. They will be required to investigate material and property types, the need to integrate hardware. Critical to learning in Furniture Making is the need to use Computer-Aided Design (CAD) programs to develop 2D shapes and 3D forms. Students can also select dimensional shapes for laser cutting solid timber, manufactured board, and plastic with this information. Parts can be dry fabricated and integrated using clever principles in assembly or used to process templates and jigs to facilitate or expedite fabrication processes.

**NOTE: The MSF20516 Certificate II in Furniture Making 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 SMSF20516 Certificate II in Furniture Making, 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 HOSPITALITY

#### VET COURSE SIT2326 (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 SIS2215 (SIS20115)

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.

**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.

# COURSE DESCRIPTIONS (CONTINUED)

## VOCATIONAL EDUCATION AND TRAINING COURSES

### CERTIFICATE II IN WORKPLACE SKILLS

#### VET COURSE BSB2220 (BSB20120)

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

**NOTE: The SIS20115 Certificate II in Workplace Skills 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 BSB20120 Certificate II in Workplace Skills, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.**

**This is a one-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
ATACF	Accounting and Finance ATAR (List B)	\$35.00
ATAIT	Applied Information Technology ATAR (List B)	\$55.00
ATBLY	Biology ATAR (List B)	\$70.00
ATCAE	Career and Enterprise ATAR (List A)	\$35.00
ATCHE	Chemistry ATAR (List B)	\$70.00
ATDES	Design ATAR (List B)	\$185.00
ATDRA	Drama ATAR (List A)	\$140.00
ATECO	Economics ATAR (List A)	\$31.00
ATELD	English as an Additional Language/Dialect ATAR (List A)	\$55.00
ATENG	English ATAR (List A)	\$58.00
ATFSL	French: Second Language ATAR (List A)	\$97.00
ATGEO	Geography ATAR (List A)	\$55.00
ATHBY	Human Biology ATAR (List B)	\$70.00
ATHEA	Health Studies ATAR (List A)	\$50.00
ATHIM	Modern History ATAR (List A)	\$72.00
ATJSL	Japanese: Second Language ATAR (List A)	\$97.00
ATLIT	Literature ATAR (List A)	\$45.00
ATMAA	Mathematics Applications ATAR (List B)	\$36.00
ATMAM	Mathematics Methods ATAR (List B)	\$36.00
ATMAS	Mathematics Specialist ATAR (List B)	\$36.00
ATMPA	Media Production & Analysis ATAR (List A)	\$160.00
ATPAL	Politics and Law ATAR (List A)	\$35.00
ATPES	Physical Education Studies ATAR (List B)	\$80.00
ATPEST	Physical Education Studies ATAR (Tennis) (List B)	\$124.00
ATPHY	Physics ATAR (List B)	\$70.00
ATPSY	Psychology ATAR (List B)	\$70.00
ATVAR	Visual Arts ATAR (List A)	\$185.00
BSB4220	Certificate IV in Business (BSB40120)	\$55.00
CPC2220	Certificate II in Construction Pathways (CPC20220)	\$100.00
GTAIT	Applied Information Technology General (List B)	\$55.00
GTBME	Business Management and Enterprise General (List A)	\$35.00
GTCAE	Career and Enterprise General (List A)	\$35.00
GTDES	Design General (List B)	\$165.00
GTDRA	Drama General (List A)	\$140.00
GTELD	English as an Additional Language/Dialect General (List A)	\$55.00
GTENG	English General (List A)	\$45.00
GTFST	Food Science and Technology General (List B)	\$180.00

# COURSE CHARGES (CONTINUED)

Course Code	Course	Cost
GTHIA	Ancient History General (List A)	\$65.00
GTMAE	Mathematics Essential General (List B)	\$36.00
GTPPA	Media Production & Analysis General (List A)	\$130.00
GTMUS	Music General (List A)	\$90.00
GTPES	Physical Education Studies General (List B)	\$50.00
GTVAR	Visual Arts General (List A)	\$165.00
MEF2526	Certificate II in Furniture Making Pathways	\$110.00
MEM3205	Certificate III in Engineering - Technical (MEM30505)	\$38.00
SIS2215	Certificate II in Sport and Recreation (SIS20115)	\$75.00
SIT2326	Certificate II in Hospitality (SIT20316) <i>includes RSA and Uniform Levy</i>	\$315.00
UNIRE	UniReady	\$165.00

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