



APPLECROSS
SENIOR HIGH SCHOOL



LOWER SCHOOL SUBJECT SELECTION HANDBOOK

YEARS 7-10
2025 EDITION

ACHIEVE
NOW AND FOR THE FUTURE
MUTUAL RESPECT — PERSONAL BEST

CONTENTS

Introduction	1
List of Acronyms	1
Curriculum Overview For Years 7-10	2
Learning Area Courses and Pathways	3-6
English Learning Area	7-8
Health and Physical Education Learning Area	9-12
Humanities and Social Sciences Learning Area	13-15
Languages Learning Area	16-18
Mathematics Learning Area	19-21
Science Learning Area	22-23
Technologies Learning Area	24-31
The Arts Learning Area	33-39
Student Services	40
Course Costs	
Year 7	41
Year 8	42
Year 9	43-44
Year 10	45-47

LIST OF ACRONYMS

AA	Academic Acceleration
AE	Academic Extension
D&T	Design & Technologies
GAT	Gifted and Talented
HASS	Humanities and Social Sciences
HOLA	Head of Learning Area
HPE	Health and Physical Education
NAPLAN	National Assessment Program - Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
S1	Semester 1
S2	Semester 2
TiC	Teacher in Charge
WACE	Western Australia Certificate of Education

INTRODUCTION

This booklet identifies the subject choices available to you at Applecross Senior High School in Years 7, 8, 9 and 10 for 2025. The advantage of having the information for the four lower secondary years together is to make it easier for you to plan ahead. You can make choices for study in 2025 while considering what lies ahead for you in the future.

As you journey from Year 7 to Year 10, the range of choice within and between the learning areas increases. Note: All students must study a language other than English in Years 7 and 8, however, the study of Languages is optional in Years 9 and 10.

If you are entering Year 10, your choice of subjects becomes more important in relation to the course you might want to follow in Year 11, and you are urged to make full use of our course advisory system.

As you make subject choices for study each year, you should make sure that you list these in your priority order. Once the timetable is complete, it is not always possible to make subject changes during the semester.

The school has a strong tradition of academic excellence. We encourage you to use this handbook to help select a course that best meets your needs and supports your future aspirations.

Good luck in your studies throughout 2025.

CURRICULUM OVERVIEW IN YEARS 7-10

The Western Australian Curriculum

The School Curriculum and Standards Authority requires all schools to implement the Western Australian Curriculum and Assessment Outline to meet the learning needs of all students. The outline is informed by Belonging, Being and Becoming: The Early Years Learning Framework and the Australian Curriculum.

The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the eight learning areas.

Learning Areas

Learning outcomes are grouped into eight broad learning areas. These are:

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

As students progress through their schooling, they will achieve the outcomes at increasing levels of complexity and in different learning contexts.

What happens at Applecross Senior High School

In Year 7 and 8, students at Applecross Senior High School study subjects from each of the eight learning areas. The amount of time a student spends studying each subject depends upon the requirements of the particular program of study. In Years 9 and 10, students have the option of continuing with Languages, The Arts and Technologies Learning Areas or pursue other areas of interest.

Academic Extension and Academic Acceleration Programs

The Academic Extension and Academic Acceleration Programs provide lower school students with the opportunity to deepen their understanding of Mathematics, English, Science and Humanities and Social Sciences (MESH) topics from Years 7 to 10. Through these programs, students engage with these subjects through a comprehensive, project-based learning model. Students are initially chosen for these programs via testing held in Year 6. Students can be moved in and out of the programs based on academic performance throughout Years 7 to 10.

Gifted and Talented Education (GATE) and Specialist Tennis Programs

All students who have been accepted into a GATE or the Specialist Tennis program are expected to continue in their program from Year 7 to Year 12 to maintain their enrolment at the School.

Reporting to Parents / Carers

Applecross Senior High School teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year, each student will receive an Education Department's formal report, which will detail a student's progress and achievement, reported as A, B, C, D, and E. Parents also have access to these reports through our comprehensive Central Management System (SEQTA).

In addition to the formal reports, Year 7 and 9 students will receive a copy of their NAPLAN results.

eLearning

eLearning is an essential component of teaching and learning experiences in the 21st-century classroom. Digital platforms are used as a means of teaching, learning and assessment across subject areas. Curriculum-aligned lessons enable a personalised learning experience with immediate feedback catering to each student's needs.

In Lower School, English, Science and Languages, online assessment contributes to ways in which we report to parents on student learning. The use of digital platforms as a means of developing Literacy skills is critical to NAPLAN Online and OLNA readiness.

List of Proposed Additional Costs/Excursions

A list will be available for all subjects from 1 December the year preceding studies. This can be found under the "Enrolment" tab sub heading [Contributions and Charges](#) on the school website.

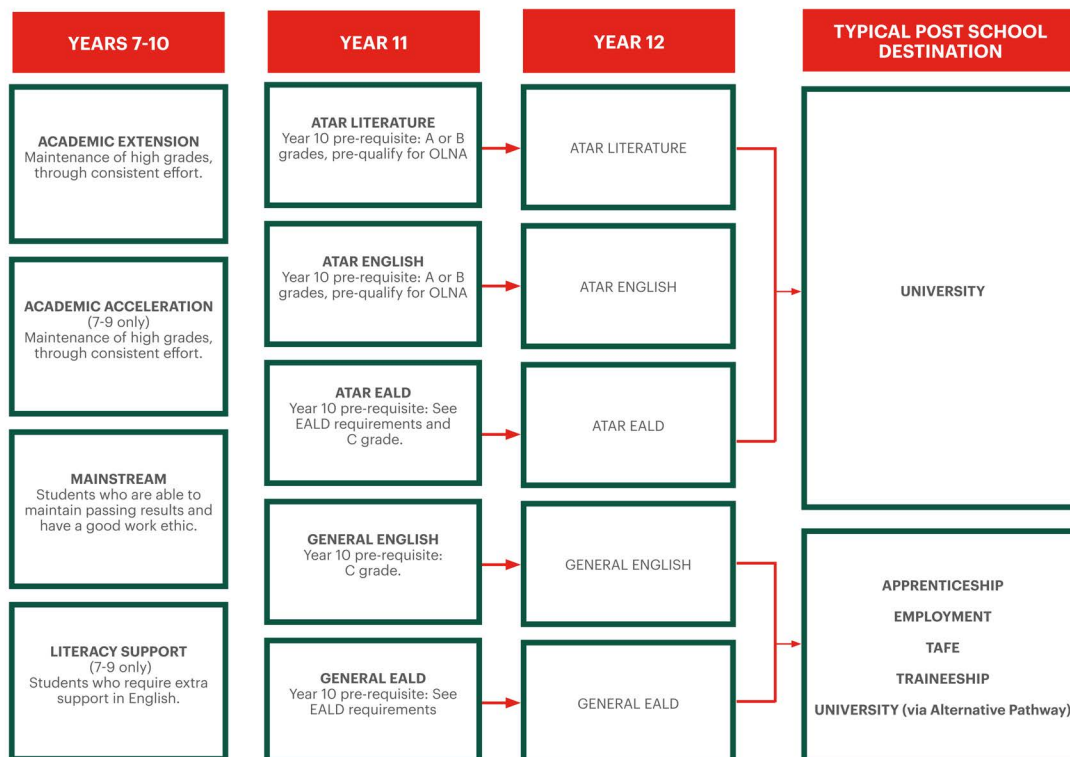
Where you can find further information

<http://www.scsa.wa.edu.au> or explore the school website at <https://applecross.wa.edu.au>

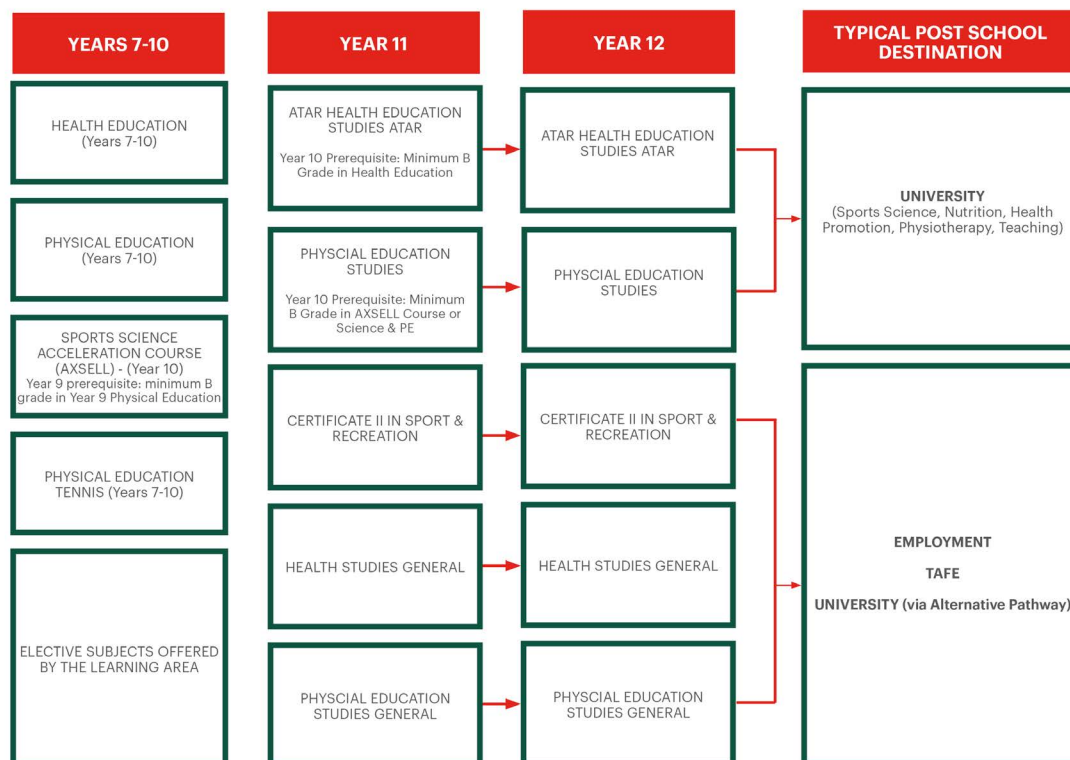
**** All course costs are given as a guide only. These are based on the 2024 pricing structures and are subject to change in 2025.**

LEARNING AREA COURSES AND PATHWAYS

ENGLISH COURSES AND PATHWAYS

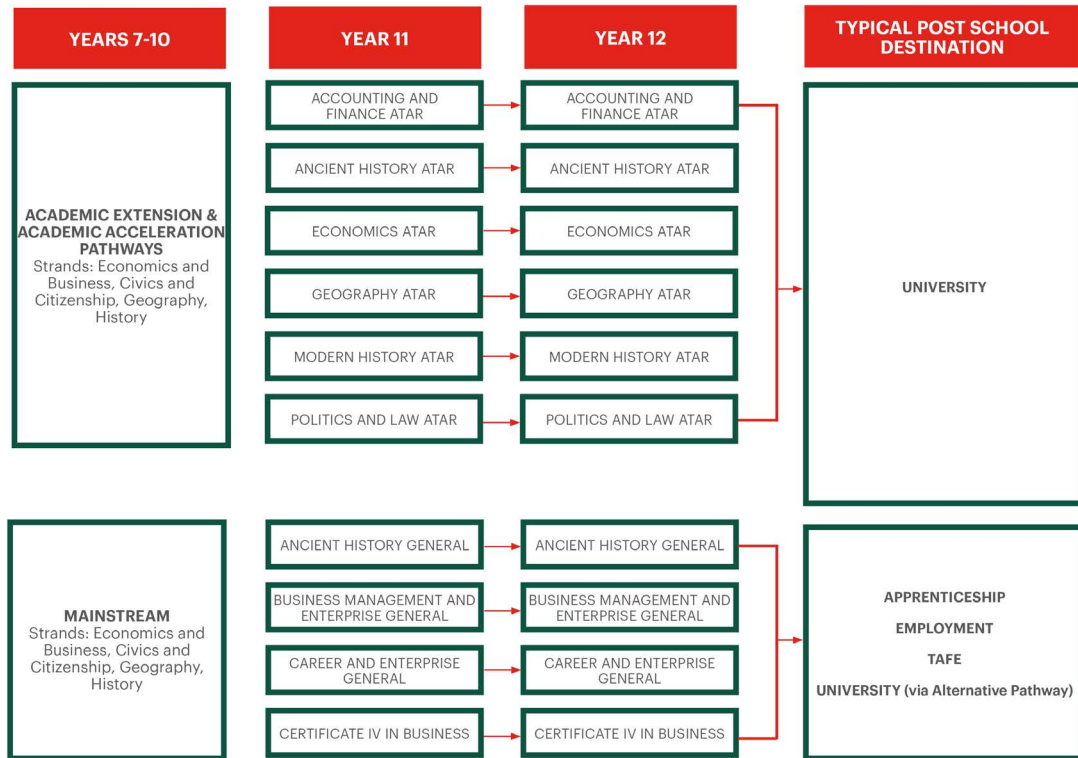


HEALTH AND PHYSICAL EDUCATION COURSES AND PATHWAYS

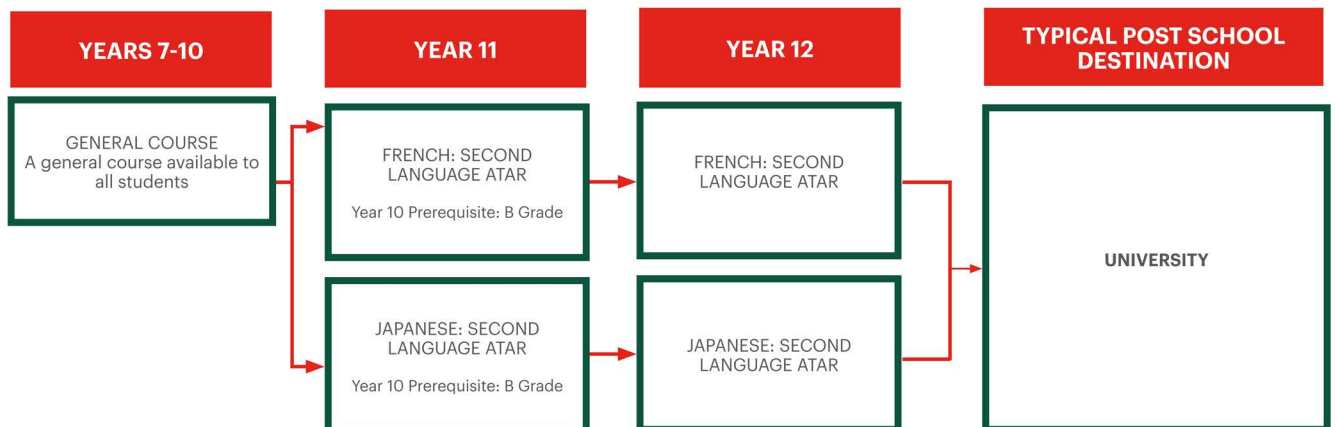


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

HUMANITIES AND SOCIAL SCIENCES COURSES AND PATHWAYS

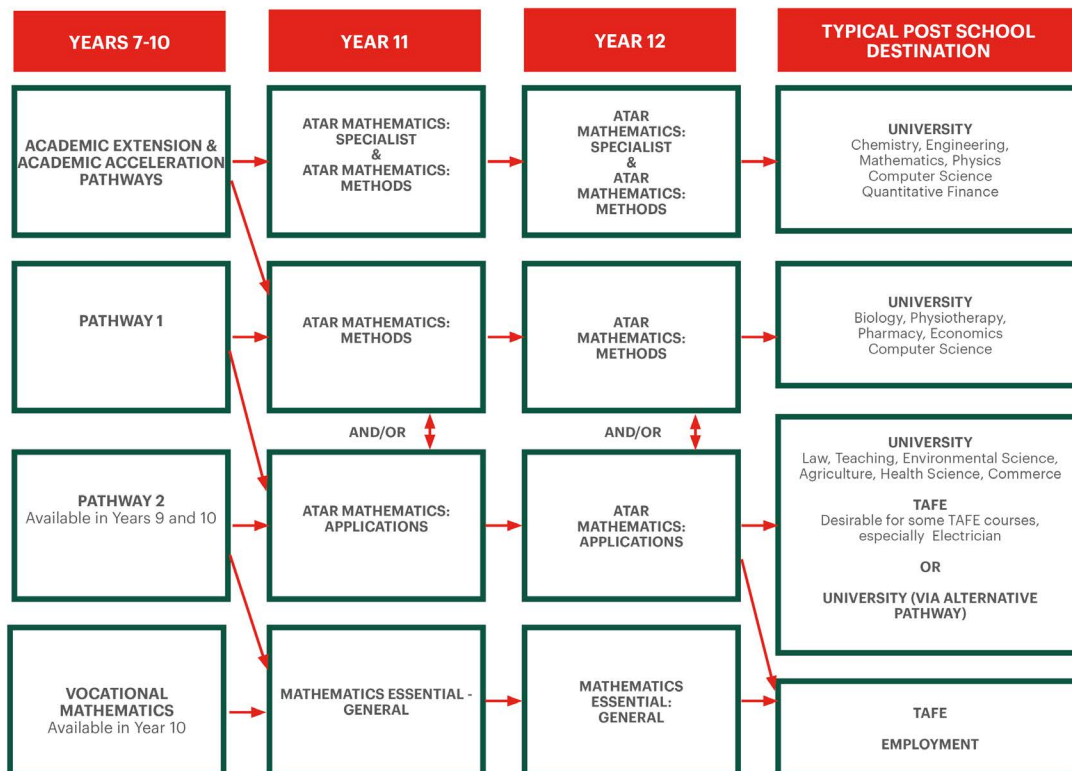


LANGUAGES COURSES AND PATHWAYS

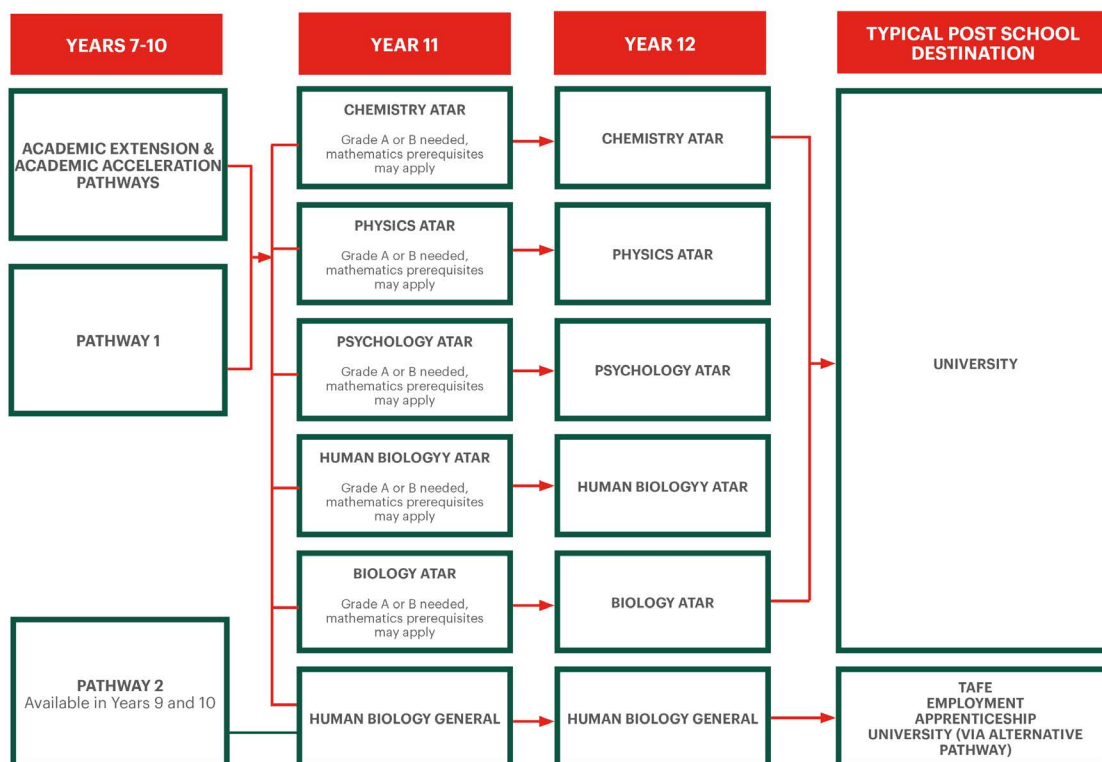


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

MATHEMATICS COURSES AND PATHWAYS

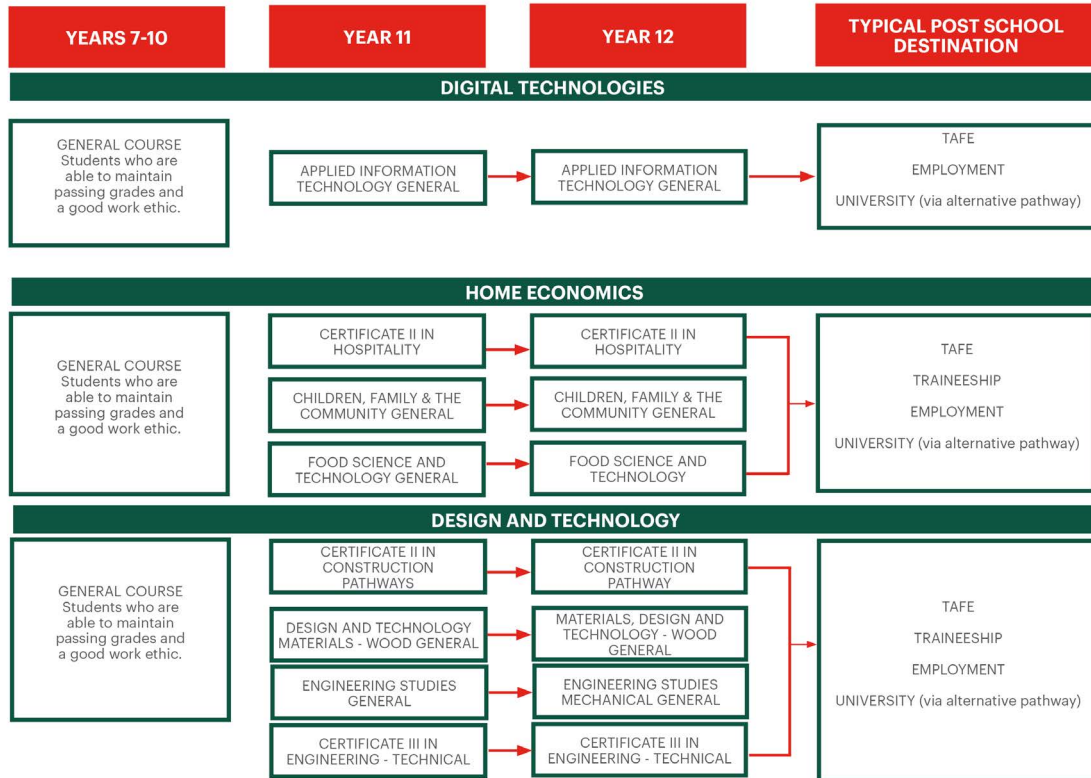


SCIENCE COURSES AND PATHWAYS

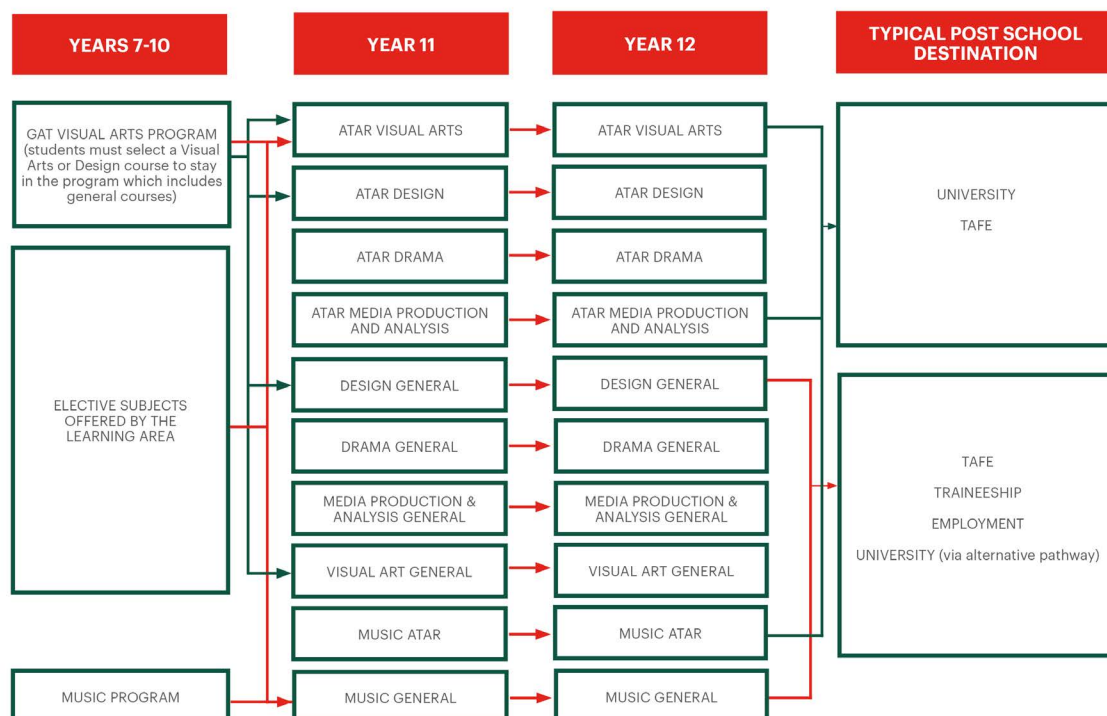


LEARNING AREA COURSES AND PATHWAYS (CONTINUED)

TECHNOLOGIES COURSES AND PATHWAYS



THE ARTS COURSES AND PATHWAYS



[Return to main Content page](#)

HOLA:

Peter Count and
Justine Pereira

CONTENT STRANDS:

Literature
Literacy
Language

LOWER SCHOOL OVERVIEW

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Through the study of English, individuals learn to analyse, understand, communicate with and build relationships with others and the world around them. Studying English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the Western Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The Western Australian Curriculum: English contributes both to nation-building and to internationalisation. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

The Western Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society, its contemporary literature, and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Western Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

The Western Australian Curriculum: English Pre-primary to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

The Western Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

APPROPRIATE CLASSES

The majority of students will be placed into mainstream English classes. Students meeting the selection criteria will be offered extension activities in English in a dedicated **Academic Extension** class focusing on higher order thinking skills and the opportunity to explore their talents in extended written and analytical tasks. While studying the mainstream curriculum, students in the **Academic Acceleration** class demonstrate that they are capable, engaged in the content and determined to achieve. The class is designed to allow students to develop higher-order thinking skills and improve extended written responses in preparation for the Academic Extension class and success in upper school subjects. Some students who struggle with aspects of literacy will be offered the option to forego studying French or Japanese and instead receive an intensive remedial program designed to help them succeed in mainstream English.

YEAR 7 ENGLISH

Year 7 students are placed into appropriate classes in the English Learning Area based on primary school reports, NAPLAN data and tests conducted at Applecross Senior High School.

YEAR 8 AND 9 ENGLISH

Years 8 and 9 students are placed in appropriate classes. Students are given further opportunities to develop skills and knowledge in the outcomes of viewing, speaking and listening, plus reading and writing.

YEAR 10 ENGLISH

In Year 10, students are placed in appropriate classes. Early in Term 3, Year 10 students face the upper school course selection process and the recommendations made by their teachers are largely based on the grades achieved by students by the end of Semester 1, including the Semester 1 exam. In Semester 2, Year 10 students begin to undertake the type of tasks they can expect in upper school.

A final word! Students who read widely experience the most success in this subject.

[Return to Content page](#)

HEALTH AND PHYSICAL EDUCATION (HPE) LEARNING AREA

HOLA:

Jadon Gielingh

CONTENT STRANDS:

Moving our Body
Understanding Movement
Learning through Movement

LOWER SCHOOL OVERVIEW

The subject of Health Education focuses on prevention and covers areas of prime importance to adolescents living in a rapidly changing world. The underlying principle of this subject is to produce well-informed young people who can make considered decisions to ensure their good health both now in the future.

The Physical Education curriculum has been developed for all students and not just students who like sport, as physical activity is crucial to developing a healthy lifestyle. The activities offered focus on Moving Your Body, Learning Through Movement and Understanding Movement. Whilst success in the subject is assessed, what is more important is what each individual gains from participation and what is learned for the longer term.

Students are required to change into the school's physical education uniform before each class. These items of clothing can be purchased at the uniform shop.

SPECIALIST TENNIS

Subject Code: TEN (S1)/TENB (S2)

The Specialist Tennis program is an Approved Specialist Sports Program conducted in Years 7 to 12 at Applecross Senior High School. The program is technically-based, and sessions focus on individual and small group skills, increasing complexity from Years 7 to 12.

Students will focus on maintaining and improving correct training techniques, as well as developing technical and tactical aspects of their tennis game. Students will also further develop their movement and mental skills. Advanced doubles tactics will be developed during this course.

These aims will be achieved through on-court drills, match play, fitness and off-court sessions.

NOTE: Entry into this program will occur via a strict application process. Please see the [website](#) for more details.

ALL YEAR 7 STUDENTS STUDY THE FOLLOWING SUBJECTS YEAR 7 HEALTH EDUCATION

Subject Code: 7HED/B

In this course, Year 7 students will identify strategies to promote their own and others' health, safety and wellbeing in different situations and environments. They will identify the health and social benefits of physical activity and recognise the importance of physical activity as a preventative health strategy. Students will also cover the topics of puberty, respecting diversity, relationships, nutrition and sun safety. Students will apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships to health and wellbeing.

HEALTH AND PHYSICAL EDUCATION (CONTINUED)

YEAR 7 PHYSICAL EDUCATION

Subject Code: 7PES/B

Over the course of Years 7-10 students will cover a broad range of sports, developing fundamental movement skills in land and water-based activities. Students will focus on developing fundamental movement skills in selected sports and physical activity contexts with improving accuracy and efficiency. They will also implement simple tactics in competitive contexts and develop an understanding of the components of fitness. Students will demonstrate ethical behaviour and develop communication skills to assist team cohesion.

ALL YEAR 8 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 8 HEALTH EDUCATION

Subject Code: 8HED/B

In this course, Year 8 students will identify skills and strategies to manage change and promote all aspects of their own and others' health, including making informed decisions, using assertive responses and making contingency plans to avoid and prevent risks to health. Students will identify the impact of negative behaviours on relationships and describe a range of factors that impact on a person's emotional response and behaviour. Topics covered include Cyberbullying, Drug Education, Nutrition, and looking at the impact of the media on health.

YEAR 8 PHYSICAL EDUCATION

Subject Code: 8PES/B

Over the course of Years 7-10 students will cover a broad range of sports developing fundamental movement skills, both on land and in water. Students will perform a variety of individual movement skills and sequences, demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts they will implement a variety of tactics to achieve an intended outcome. Students will also be provided with the opportunity to develop their leadership skills and their understanding of the effects of physical activity on the human body.

ALL YEAR 9 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 9 HEALTH EDUCATION

Subject Code: 9HED (S1) / 9HEDB (S2)

In this course, Year 9 students will identify and apply relevant criteria to determine the reliability of online health information. They will evaluate a range of characteristics of respectful relationships, such as showing respect for self and others, personal differences and opinions. They will describe and apply appropriate skills and strategies to resolve and manage conflict within different environments. Other topics covered include Sexual Health, Alcohol Education, First Aid, Mental Health and Lifestyle Diseases.

YEAR 9 PHYSICAL EDUCATION

Subject Code: 9PES (S1) / 9PESB (S2)

Students will select and use individual movement skills and sequences that increase complexity and perform them with increased speed, control and improved accuracy. They will implement tactics and adapt them in response to the performance. Students will also develop an understanding of projectile motion and force summation. In competitive contexts students will learn to participate ethically, further develop their leadership skills and demonstrate ways to build motivation and encourage teamwork.

Over the course of Years 7-10 students will cover a broad range of sports developing fundamental movement skills, both land and water-based.

HEALTH AND PHYSICAL EDUCATION (CONTINUED)

HEALTH AND PHYSICAL EDUCATION ELECTIVES

YEAR 9 HPE: MARINE EDUCATION

Subject Code: 9MRED (S1) OR (S2)

This is a semester-long unit and is an independent unit from the Year 9 Outdoor Recreation Unit also offered in Semester 1 and Semester 2.

In this course, students will participate in both land and marine environments. They will develop both skills (interpersonal and leadership), and a sense of responsibility and confidence through the pursuit of a range of activities that include the following:

- Sailing
- Stand Up Paddle
- Orienteering/navigation
- Camp Cooking
- Bouldering/Climbing Gym

Special Conditions: Students must be strong, confident swimmers, and must pass the compulsory Swim Test (350m in under 13 minutes) to be eligible for Marine Education.

NOTE: Students may NOT select both Marine Education and Outdoor Education in Year 9.

YEAR 9 HPE: OUTDOOR EDUCATION

Subject Code: 9OOED (S1) OR (S2)

This is a semester-long unit and is an independent unit from the Year 9 Outdoor Education Unit also offered in Semester 1 and Semester 2.

In this course, students will participate in both land and marine environments. Students must have a confident swimming ability in aquatic settings. They will develop both skills (interpersonal and leadership), and a sense of responsibility and confidence through the pursuit of a range of activities that include the following:

- Survival Swimming
- Snorkelling
- Cycling

Special Conditions: Students must be a competent swimmer and must pass the compulsory Swim Test (swim continuously 200m). If they are unable to do so, modifications may be required to enable them to participate in the course. Students should have access to a roadworthy bicycle for the duration of the unit.

NOTE: Students may NOT select both Marine Education and Outdoor Education in Year 9.

YEAR 9 HPE: PHYSICAL RECREATION / FITNESS

Subject Code: 9FIT (S1) / 9FITB (S2)

By participating in fitness improvement activities on the school site, this course will provide students with the opportunity to develop a deeper understanding of the following fitness components in a challenging and enjoyable environment:

- Cardio-respiratory endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Co-ordination
- Speed

Students will learn how to develop fitness and implement dietary programs. Course instruction will include some in-school fitness sessions that will be run by Guest Fitness Instructors

NOTE: The content for this course will be unique and different in Semester One and Semester Two.

ALL YEAR 10 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 10 HEALTH EDUCATION

Subject Code: 10HED (S1) / 10HEDB (S2)

In this course, Year 10 students will explore the impact of social and cultural influences on personal identity, health, safety and wellbeing, including stereotypes and gender, diversity and cultural differences. They will analyse media messages about health and propose and evaluate interventions to improve individual and community health and wellbeing. Students will evaluate the impact of emotional responses on relationships and apply skills and strategies to promote respectful relationships. Students will also complete the Keys for Life Driver Education Program in Semester 1.

NOTE: The content for this course will be unique and different to Semester One and Semester 2.

HEALTH AND PHYSICAL EDUCATION (CONTINUED)

YEAR 10 PHYSICAL EDUCATION

Subject Code: 10PES (S1) / 10PESB (S2)

Over the course of Years 7-10 students will cover a broad range of sports developing fundamental movement skills, both land and water-based. Students will select, use and evaluate individual movement skills and sequences and implement tactics in a variety of the physical activity contexts. They will apply appropriate technique while performing skills that increase in complexity. Students will also develop ethical behaviour in competitive contexts and apply skills and strategies to improve team performance.

NOTE: The content for this course will be unique and different in Semester One and Semester Two.

HEALTH AND PHYSICAL EDUCATION ELECTIVES

YEAR 10 HPE: MARINE EDUCATION

Subject Code: 10MRED (S1) or (S2)

This is a semester-long unit and is an independent unit from the Year 10 Outdoor Recreation Unit also offered in Semester 1 and Semester 2.

In this course, students will participate in both land and marine environments. They will develop both skills (interpersonal and leadership), and a sense of responsibility and confidence through the pursuit of a range of activities that include the following:

- Recreational Skipper's Ticket (Power boating licence)
- Marine Navigation
- Canoeing

Special Conditions: Students must be strong, confident swimmers, and must pass the compulsory Swim Test (350m in under 13 minutes) to be eligible for Outdoor Education. Students must also achieve often and/or consistently in their previous years Physical Education Attributes according to their Semester One report to be considered for this unit.

NOTE: Students may NOT select both Marine Education and Outdoor Education in Year 10.

Outdoor Education is not available in Years 11 and 12.

YEAR 10 HPE: OUTDOOR EDUCATION

Subject Code: 10OED (S1) or (S2)

This is a semester-long unit and is an independent unit from the Year 10 Outdoor Education Unit also offered in Semester 1 and Semester 2.

In this course, students will participate in both land and marine environments. Students must have a confident swimming ability in aquatic settings. They will develop both skills (interpersonal and leadership), and a sense of responsibility and confidence through the pursuit of a range of activities that include the following:

- Campcraft Skills
- Bushwalking Skills
- Canoeing

Special Conditions: Students must be a competent swimmer and must pass the compulsory Swim Test (swim continuously 200m). If they are unable to do so, modifications may be required to enable them to participate in the course.

NOTE: Students may NOT select both Marine Education and Outdoor Education in Year 10.

Outdoor Education is not available in Years 11 and 12.

YEAR 10 HPE: PHYSICAL RECREATION

Subject Code: 10PHR (S1) or 10PHR (S2)

Physical Recreation in Year 10 encourages students to self-assess their own and others' leadership styles and apply problem-solving approaches to increase motivation and participation and contribute to effective team relationships. Students also implement tactics appropriate to the physical activity context, including; Beach Volleyball, Squash, Ten Pin Bowling and a range of school-based activities. The program offers opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Special Conditions: Students must be competent swimmers.

Please note – Students should only select this subject for one Semester as the contexts are repeated.

Students may NOT select Physical Recreation and Outdoor Education or Marine Education in Year 10 in the same semester.

[Return to Content page](#)

HEALTH AND PHYSICAL EDUCATION (CONTINUED)

YEAR 10 HPE: SPECIALIST TENNIS

Subject Code: 10TEN (S1)/10TENB (S2)

Students will study the Year 10 **Sports Science Acceleration** (AXSELL) course. This course is part of the Specialist Tennis Program and will be delivered in a Tennis context. It will involve three practical tennis periods and one period of theory per week. This is a year-long course.

This course will focus on developing an understanding of theoretical sports science concepts through both practical and theoretical applications of exercise physiology, motor learning, coaching, and biomechanics.

Students will continue to develop tennis skills through on-court drills, match play, technique analysis, mental skills training, and strength and conditioning. This course will provide an excellent grounding for students continuing with ATAR Physical Education Studies in Year 11.

NOTE: The course is only available for students selected into the Specialist Tennis program.

YEAR 10 HPE: SPORTS SCIENCE ACCELERATION COURSE

Subject Code: AXSELL (S1) / AXSELLB (S2)

This is a year-long course. Students with an aptitude for hard work, personal development and preparation for success in ATAR Physical Education Studies in Senior School are strongly encouraged to select this course. The course will focus on developing an understanding of theoretical sports science concepts through both practical and theoretical applications of exercise physiology, motor learning and coaching, and biomechanical concepts.

Students will be assessed in four sporting contexts over the duration of the year in order to improve their physical literacy and prepare them for Senior School Practical examinations. The theoretical assessment weighting will be 50% and the practical assessment weighting will be 50%. The sports studied in 2021 were Soccer, Touch, Volleyball and Netball.

The AXSELL Program is a year-long course operating for four periods per week. It will involve three practical periods and one period of theory per week, with a number of labs incorporated within the curriculum. Visits to Sports Science facilities and elite sporting precincts throughout Perth will be a feature of this course.

This course will provide an excellent grounding for those students continuing with ATAR Physical Education Studies in Year 11.

Students will be encouraged by their PE teacher in consultation with the Head of Learning Area to participate in this course. If your student plans to study Year 11 ATAR PE Studies, we highly recommend this course.

Students in the AXSELL program will not be placed in General Physical Education. If desired, they may only choose either Outdoor Education or Physical Recreation, but not both.

[Return to Content page](#)

HUMANITIES AND SOCIAL SCIENCES (HASS) LEARNING AREA

HOLA:

Chris Kelley

CONTENT STRANDS:

Economics
Geography
History
Law
Politics

LOWER SCHOOL OVERVIEW

The Humanities and Social Sciences in Years 7 to 10 follow the Western Australian Curriculum in a broad range of subjects: Ancient History, Economics, Geography, Modern History, Law and Politics.

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students have the opportunity to develop the ability to question; think critically; solve problems; communicate effectively; make decisions and adapt the change. Thinking about and responding to issues requires understanding the key historical, geographical, political, economic and societal factors involved and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world we live in and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Students meeting the selection criteria will be offered extension activities in Humanities and Social Sciences in a dedicated **Academic Extension** class with a focus on higher-order thinking skills and the innovative use of information and communications technology. Students will be required to participate in a range of national competitions throughout the year.

Students in the **Academic Acceleration** class demonstrate that they are capable, engaged in the content and determined to achieve. The class is designed to offer students an opportunity to develop higher-order thinking skills and improve extended written responses in preparation for success in senior school subjects. The students will also have the opportunity to participate in National Competitions.

HUMANITIES AND SOCIAL SCIENCES (CONTINUED)

The pre-requisite for ATAR courses is a B Grade in Year 10 Humanities.

The Humanities Course – An Overview:

YEAR 7 HASS – 7HASS

In Year 7, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

- Economics of consumption and production
- The Ancient World
- Ancient Rome – depth study
- The Australian Constitution
- Water in the World
- Liveability

YEAR 8 HASS – 8HASS

In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

- Landforms & Landscapes
- Urbanisation/Settlement patterns & migration
- The Middle Ages & the Black Death
- Law & Democracy
- Economics – Supply and Demand

YEAR 9 HASS – 9HASS

In Year 9, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

- Australian political parties
- The industrial revolution
- WWI depth study
- Global interconnections – Globalisation
- Economics
- Biomes and food security
- The Australian legal system

YEAR 10 HASS – 10HASS

In Year 10, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History.

- Environmental Change – Urban Challenges
- World War II – Shaping the modern world
- Shaping the modern world
- Measuring Australia's economic performance
- Global Wellbeing
- Australia's international obligations
- US & Australia Civil Rights

HASS ELECTIVES:

YEAR 9 HASS: PERSONAL MONEY MANAGEMENT

Subject Code: 9PMM (S1 or S2)

Knowing how to manage money and make confident and informed financial decisions are core life skills. This course recognises and supports students to develop good money habits.

Financial literacy is the joining together of financial, credit and debt management and the knowledge necessary to make financially responsible decisions – integral to our everyday lives. Financial literacy includes understanding how a bank account works, what using a credit card means, and avoiding debt.

Personal Money Management allows you to control your financial situation and provides the feeling of security and less stress.

In this course, students will develop understanding and skills in calculating costs for travel, buying a car and acquiring mobile phones. They will also look into budgeting, tax and security and privacy issues relevant to using e-commerce products and the costs/benefits of loyalty programs.

YEAR 10 HASS: BUSINESS MANAGEMENT AND ACCOUNTING

Subject Code: 10BMA (S1 or S2)

Have you ever thought about running your own business?

This course provides students with the basic accounting skills needed to manage a small business. It looks at the different types of business enterprises currently operating in Australia and the financial information they are required to present. The knowledge and skills gained in this course provide a good foundation for further studies in Accounting and Finance in Upper School.

NOTE: The content for this course will be the same in each semester. Please enrol in only one semester.

HUMANITIES AND SOCIAL SCIENCES (CONTINUED)

YEAR 10 HASS: CAREER EDUCATION

Subject Code: 10CAE (S1 or S2)

The focus of this course is building skills in students to be used in the job search process, career resilience and knowing how to recognise and access appropriate employment opportunities. This coursework provides the latest skills, knowledge and best practice advice to give each student a thorough understanding of employer decision-making practices and job search processes.

NOTE: The content for this course will be the same in each semester. Please enrol in only one semester.

Please note that students taking this course will be required to have their own device/laptop which has MS Office installed. The Assessment Tasks require using a laptop or notebook, as does much of the course work. iPads are not suitable.

YEAR 10 HASS: LEGAL STUDIES

Subject Code: 10LEG (S1 or S2)

Do you like to argue? Have an opinion? Want to know your rights and how to protect them? Want to be part of a mock trial competition? Are you concerned with fairness, equality, justice? If you answered yes to any of these, Legal Studies may be your course.

This course is highly relevant to students considering a future career in law or commerce, those thinking about studying humanities in Upper School or at university and those wanting to participate in the Mock Trial competition or debating. Students are also introduced to the Year 11 Politics and Law course content.

The initial focus of this course is on Australian law. Australia's current issues are examined, including cannabis and drug laws, terrorism/state surveillance, and lowering the voting age. Content includes teenagers and their rights and the interaction between law and science/technology.

International law and commerce are examined in the second part of this course. Topics include the use of force in war, prisoner rights, climate change, trade and human rights. Students look at case studies of significant human rights violations.

NOTE: The content for this course will be the same in each semester. Please enrol in only one semester.

[Return to Content page](#)

HOLA:

Melinda Kennington

TiC - FRENCH:

Charisma Valerie

TiC - JAPANESE:

Sumika Nishikawa

CONTENT STRANDS:

Communicating
Understanding

LOWER SCHOOL OVERVIEW

Applecross Senior High School offers a choice of two languages;

- French
- Japanese

French or Japanese is compulsory for Year 7 and Year 8, and it is an option thereafter.

Students learn to communicate effectively in languages and further develop skills and understandings in English and literacy. They gain an understanding of other societies, the ability to interact with people and cultures other than their own, and practical skills which they can use in future social, cultural and vocational areas.

We have exchange programs in France and Japan. Students from Years 9 to 11 may participate. It is recommended that students continue to study the language (French or Japanese) that they studied at primary school. If a different language was studied at primary school, students may choose French or Japanese.

Students must continue the language they studied in Year 7 through to Year 8. Background speakers of French and Japanese are unable to select the language beyond Year 10 and will be required to enrol in the other language provided. If in doubt, please contact the Teacher in Charge of the Languages Learning Area.

YEAR 9 AND 10 LANGUAGES – FRENCH/JAPANESE**Content Structure**

The Year 9 and Year 10 French and Japanese Second Language curriculum is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

Communicating:

The Communicating strand focuses on students learning to use the target language to interpret, create and exchange meaning and to use the language to communicate in different contexts. It involves learning to use the target language for a variety of purposes.

Understanding:

The Understanding strand focuses on students analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange. Therefore, students will develop their language skills through listening and responding, viewing, reading, speaking and writing in French and Japanese.

LANGUAGES (CONTINUED)

Note: Year 10 students must complete Semester One and Semester Two if they wish to continue with their language studies in Year 11 and Year 12.

YEAR 7 LANGUAGES: FRENCH

Subject Code: 7FRE (S1) / 7FREB (S2)

This course is designed for second language learners. The Year 7 French: Second Language curriculum is organised into two interrelated strands – Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication; analysing various aspects of language and culture involved in communication; and, understanding oneself as a communicator. Students will learn about describing and introducing themselves and someone else, describing their family and their pets. Students will learn about French food and will study some of the cultural factors that helped shape and create the French culture today. Students will participate in group work, cultural activities and ICT activities.

YEAR 7 LANGUAGES: JAPANESE

Subject Code: 7JP (S1) / 7JPB (S2)

This course is designed for second language learners. Students will learn to introduce themselves, their family, friends and neighbourhood. They will talk about pets and animals. They will talk about teenage culture in Australia and Japan and Japanese food. Students will learn hiragana script and some kanji (Chinese characters). Students will participate in group work and cultural activities and will develop language skills through listening and responding, speaking, viewing, reading and writing in Japanese.

YEAR 8 LANGUAGES: FRENCH

Subject Code: 8FRE (S1) / 8FREB (S2)

Students will talk about the school systems in France and Australia, leisure activities and daily routines. They will also learn how to ask for and give directions and describe the house they live in. They will learn to use regular and irregular verbs. Students will use a range of adjectives and learn about the relationship between nouns and adjectives. Students will participate in group work, cultural activities and ICT tasks. Students will develop their language skills through listening and responding, speaking, viewing and reading and writing in French. This course is designed for second language learners.

YEAR 8 LANGUAGES: JAPANESE

Subject Code: 8JP (S1) / 8JPB (S2)

Students will develop their language skills through listening and responding, speaking, viewing and reading and writing in Japanese. Students will become skilled at hiragana script and be introduced to katakana and a range of kanji. They will learn to talk about the things they enjoy, such as sport. They will talk about school and school subjects, after school and leisure time activities and transport. Students will participate in group work, cultural activities and ICT activities. This course is designed for second language learners.

YEAR 9 LANGUAGES: FRENCH

Subject Code: 9FRE (S1) / 9FREB (S2)

Students will learn about outdoor activities, weather, clothing, shopping, food and drink. They will learn about body parts, asking what is wrong with someone, describing symptoms and asking and saying what needs to be done. They will also learn about the different means of transport in France and compare them with Australia. They will learn to use regular and irregular verbs in the present and perfect tense. Students will use semi-auxiliaries to say what they can do or want to do. They will use a range of adjectives and adverbs and learn to use comparatives to say what is more than, less than or as much as when giving an opinion. Students will participate in group work, cultural activities and ICT activities.

YEAR 9 LANGUAGES: JAPANESE

Subject Code: 9JP (S1) / 9JPB (S2)

Students will master katakana and be introduced to a range of new kanji. They will learn to talk about their personal history, including where they grew up, the language they speak at home and milestones. They will compare healthy food and fast foods in Japanese and learn all about shopping in Japan and the useful language associated with that. Students will participate in activities about neighbours and the neighbourhood. They will learn to link sentences, to provide reasons and comparisons. Students will participate in group work, cultural and ICT activities. Students will develop their language skills through listening and responding, speaking, viewing and reading, and writing in Japanese. This course is designed for second language learners.

LANGUAGES (CONTINUED)

YEAR 10 LANGUAGES: FRENCH

Subject Code: 10FRE (S1) / 10FREB (S2)

Students will learn about family life and personal relationships in the modern-day. They will make comparisons between daily routines in France and Australia. Students will learn about Paris, its monuments, and Parisians' way of life. They will be able to talk about environmental issues and their solutions (globally and locally) and talk about their future projects. Year 10 French as a Second Language builds on students' skills, knowledge, and understanding to communicate in the French language developed in Year 9. It focuses on extending their oral and written communication skills and understanding of the French language and culture. Students require continued guidance and mentoring at this stage of their language learning but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They consider future pathways and prospects, including how the French language may feature in these.

This is a year-long course.

YEAR 10 LANGUAGES: JAPANESE

Subject Code: 10JP (S1) / 10JPB (S2)

Year 10 Japanese Second Language builds on students' skills, knowledge, and understanding to communicate in the Japanese language developed in Year 9. It focuses on extending their oral and written communication skills and understanding of the Japanese language and culture. Students require continued guidance and mentoring at this stage of their language learning but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They consider future pathways and prospects, including how the Japanese language may feature in these.

Students will continue to add to their knowledge of kanji. They will talk about making, accepting and declining invitations. They will compare country and city living. They will learn about the custom of school trips in Japan and talk about part-time work and spending money. Students will learn to describe people, talk about their home and neighbourhood, and make arrangements with friends.

This course is designed for students to prepare their knowledge and skill for their further study of ATAR Japanese Second Language course. They will learn two forms of Verbs; Te-form and Plain form of verbs. Background speakers of Japanese will not be able to enrol in this course. If in doubt, please contact the Head of the Languages Learning Area.

This is a year-long course.

[Return to Content page](#)

HOLA:

Rebekah Smith

CONTENT STRANDS:

Number and Algebra
Measurement and Geometry
Statistics and Probability

LOWER SCHOOL OVERVIEW

Creative and innovative thinking, intellectual curiosity and academic rigour underpin mathematics teaching and learning strategies and encourage students to engage in analytical, investigative and problem solving skills.

Students are encouraged to participate in competitions and enrichment tasks and use computer technology.

Emphasis is placed on consolidation of work through practice and applications in the classroom and at home.

The Western Australian Mathematics Curriculum focuses on:

- applying digital technologies and providing access to new tools for continuing mathematical exploration and invention;
- developing increasing sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills; and
- ensuring that the links and relationships between the various components of mathematics and other disciplines are made clear.

Content Structure

Mathematics is organised around the interaction of three context strands and four proficiency strands.

Context Strands

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the context strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Number and Algebra

Students are required to:

- apply a range of strategies for computation and understand connections between operations;
- recognise patterns and understand concepts of variables and function;
- describe relationships and formulate generalisations;
- recognise equivalence and solve equations and inequalities; and
- apply number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Students are required to:

- develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space;
- learn to develop geometric arguments; and
- build an understanding of the connections between units and calculate derived measures such as area, speed and density.

MATHEMATICS (CONTINUED)

Statistics and Probability

Students are required to:

- recognise and analyse data and draw inferences;
- summarise and interpret data and undertake purposeful investigations involving the collection and the interpretation of data;
- assess likelihood and assign probabilities using experimental and theoretical approaches; and
- develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgements and decisions as well as build skills to critically evaluate statistical information and develop intuitions about data.

Proficiency Strands

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how the content is explored or developed.

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts so that;

- they make connections between related concepts and progressively apply the familiar to develop new ideas;
- they build understanding when they connect related ideas, represent concepts in different ways, describe their thinking mathematically and interpret mathematical information.

Fluency

Students are fluent when they calculate answers, efficiently recognise robust ways of answering questions, choose appropriate methods and approximations, recall definition and regularly use facts, and when they can, manipulate expressions and equations to find solutions.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, design investigations and plan their approaches, apply their existing strategies to seek solutions and when they verify that their answers are reasonable.

Reasoning

Students develop an increasing sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown, transfer learning from one context to another, prove that something is true or false and when they compare and contrast related ideas and explain their choices.

LOWER SCHOOL CLASS STRUCTURE

The Mathematics Learning Area regularly monitors individual students' learning and progress to identify their point/s of need and successively determine an appropriate Pathway for study.

All incoming Year 7 students will study a common course. Students are selected to start in the Mathematics Academic Extension (AE) class and Mathematics Academic Acceleration (AA) class from standardised tests which are administered in Year 6.

From Year 8 onwards, students are streamed in pathways depending on their achievements in the previous year.

Mathematics Pathway Explanation

Pathway AE is the **Academic Extension Pathway** and covers the Pathway One coursework as well as incorporating extension activities and problem solving strategies. It is a very demanding but rewarding course.

Pathway AA is the **Academic Acceleration Pathway** and has been created to cater for those students who begin to cope easily with the common coursework and require some introduction to extension work and problem solving strategies.

Pathway One is the course that prepares students for the study of any Mathematics course in upper school.

Pathway Two, if offered, provides a solid grounding in the essentials of Algebra and Number, Measurement and Geometry, Probability and Statistics for students who may wish to study the Applications Mathematics course in upper school.

MATHEMATICS (CONTINUED)

ASSESSMENT

Mathematical learning by students progresses by the achievement of outcomes at increasing levels of difficulty. Various tasks and judgments are used to assess demonstrated performance in this progress. Assessments include a combination of one or more of the following;

- formative and summative assessments;
- projects;
- investigations and extended pieces of work;
- class work, homework and file check;
- group and/or individual work; and
- informal tests.

TECHNOLOGY

Each student must have a calculator. The Mathematics Learning Area will advise, through the booklists, which brands and models are suitable for classroom use for each year group.

Laptops and iPads are also used in classrooms. All classes have interactive white boards and /or data projectors.

Students in Year 7-10 have access to an online interactive textbook. This is mainly used at home to enable them to review their learning and do extra revision. Sometimes teachers will assign an interactive quiz or worksheet as homework through this platform.

HOLA:

Karen Smith

CONTENT STRANDS:

Science Understanding
Science as a Human Endeavour
Science Inquiry Skills

LOWER SCHOOL OVERVIEW

In 2025, Year 7, 8, 9 and 10 students are studying the Western Australian Curriculum.

Students investigate, understand and describe the physical, biological and technological world and value the systems and processes that support life on our planet. Science helps students become critical thinkers who use evidence to construct conclusions.

The Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop science knowledge, science's contribution to our culture and society, and its application to our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they wish, in science related careers..

LOWER SCHOOL CURRICULUM ORGANISATION

The curriculum across Years 7, 8, 9 and 10 comprises units of work that integrate one of the Science Understanding sub-strands with the Science as a Human Endeavour and Science Inquiry Skills strands.

Science Understanding: This strand comprises four sub-strands; Chemical Sciences; Biological Sciences; Physical Sciences; and Earth and Space Sciences. Chemical Sciences: Students will learn about the periodic table, elements, compounds, chemical and physical changes in this topic. Biological Sciences: In this topic, students will study the structure of cells, organs and various systems of organisms. Physical Sciences: Students will study forces and types of energy, temperature, and its measurement and types of fuels in this topic. Earth and Space Sciences: In this topic, students will study the earth, its structure, rock cycle, the atmosphere and our solar system.

A unit of work may vary in length from three weeks to a term. Each sub-strand in each year level has specific mandated content. The needs of academically talented students are catered explicitly for through the Academic Extension Program. Students are offered various learning experiences designed to develop their skills and competencies while providing a challenging and motivating learning experiences, including excursions and competitions.

The Academic Acceleration classes provide students with an environment where they are encouraged to achieve their potential within the scope of the curriculum. They will work with like-minded, motivated students to participate in engagement activities, depending on the special interests of the students and teacher. This enables students to possibly advance into the Academic Extension class during Years 7-10. Year 9 and 10 students study in one of two pathways or Academic Extension. .

All other students are placed in either Pathway 1 or 2 based on their performance in Years 8 and 9. Students placed in the Academic Extension class need to have performed at the highest level in all Science topics and must be prepared to undertake extra enrichment work in addition to the Year 9/Year 10 course work.

Pathway Description:

Pathway 1 is the course that prepares students for the study of Science in Years 11 and 12.

Pathway 2 provides a solid grounding in the essentials of Science and is for students who **will not** be choosing ATAR Science subjects in Years 11 and 12.

YEAR 7

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information.

They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.

They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

YEAR 8

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

YEAR 9

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

YEAR 10

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

SCIENCE (CONTINUED)

YEAR 10 SCIENCE: PSYCHOLOGY

Subject Code: 10PSY (S1 or S2)

Psychology is playing a greater role in our lives than ever before, but some misnomers still exist surrounding what psychology actually involves. In short, psychology is the study of behaviour, thoughts and emotions. First introduced as a Year 10 elective in 2020, the course runs for one semester.

Topics to be covered include:

- Research methodology and reporting of psychological studies.
- The theories of motivation, goal setting and competition performance in the context of Sport Psychology.
- Psychological disorders, treatments, and protective practises within the context of Clinical Psychology.
- Patterns of behaviour and cognition in the context of Forensic Psychology.
- Students will be exposed to academic research articles which some students may find challenging to read and comprehend. Some students enrol with the preconception they will learn how to be a therapist or expect to receive counselling themselves. This is not the case. The classes will run very similarly to a normal Science lesson, teaching theory and its application.

Please note the Year 10 Psychology elective unit is not a prerequisite for upper school ATAR Psychology, however, it may ease the transition for those students who take ATAR Psychology in Year 11.

NOTE: The content for this course will be the same in each semester. Please enrol in only one semester.

TECHNOLOGIES LEARNING AREA

HOLA:

Simon Entwistle

TiC - DIGITAL TECHNOLOGIES:

Jocasta Collier

TiC - HOME ECONOMICS:

Taryn Smith

CONTENT STRANDS:

Knowledge and Understanding
Processes and Production Skills

LOWER SCHOOL OVERVIEW

The Technologies Learning Area encompasses two fields of study.

These are:

- Design and Technologies (D&T)
- Home Economics
- Digital Technologies (DT)

The subjects offered for lower school students in this learning area are grouped by year under each field of study listed above. Included are several subjects from other Learning Areas that students may also select.

YEAR 7 D&T: DESIGN & TECHNOLOGY

Subject Code: 7DT (S1 or S2)

Design and Technology promotes an inclusive environment that is dynamic and fun. It immerses our incoming students in the Design Process and Materials Fabrication. They will experience practical contexts by manipulating materials such as wood and metal, understanding the basic principles of electronics, and interacting with Computer-Aided Design technologies.

There is a strong emphasis on the STEAM Model, incorporating Science, Technology, Engineering, Art, and Mathematics elements. Our students will work individually and collaboratively, communicate, and propose ideas, develop solutions to design problems, and reflect on processes and achievements. These are necessary skill sets to establish a solutions-focused mindset and complement the transition to Design and Technology subject offerings in the future.

YEAR 7 D&T: DIGITAL TECHNOLOGIES

Subject Code: 7DIG (S1 or S2)

This course introduces students to Digital Technologies platforms, programs and processes. It develops problem-solving and critical thinking in students in a fun and engaging learning environment.

Students use digital manipulation software (Photoshop), providing students with some insight into graphic design and illustration. They also learn the basics of coding with JavaScript language and experiment using 'blocky code' in Scratch and code.org. Students will also build Mblock robots and use 'blocky code' to run them through a maze.

The course also addresses Ethics and Digital Citizenship through investigating issues focusing on cyberbullying. In addition, Tynkercad introduces students to the entry-level platform for creating 3D forms in preparation for printing models.

Finally we introduce students to fundamentals of game design.

TECHNOLOGIES (CONTINUED)

YEAR 8 D&T: CREATIVE SOLUTIONS

Subject Code: 8DIGC (S1 or S2)

Year 8 Digital Technologies explores more complex skills in image manipulation in Photoshop, using program tools to cut, blur and seamlessly blend and manipulate digital images.

Coding provides opportunities to develop computational thinking. Students should increasingly learn more complex problems with 'blocky code' activities and JavaScript-based codebase. Scratch is an introductory program used for game design, and the block-based programming language simplifies coding for beginners. Students will also build and race robots using EV3's. In addition, EV3's provide flexibility in creating and using a more complex and adaptable code. Pathways beyond this course include, Website design, Computer Systems Design, Software design and Applied Information Technology.

NOTE: Students have the choice of choosing either Creative Solutions or Engineering Solution in Year 8.

YEAR 8 D&T: ENGINEERING SOLUTIONS

Subject Code: 8DIGE (S1 or S2)

In Year 8, this Digital Technologies pathway is a Design and Technology focus course to allow students to explore engineering solutions to various problems. Students will develop and enhance their Computer Aided Design skills using the Autodesk software of Inventor and Fusion 360. In addition, linking concept design to reality using laser cutter and 3D printing technologies will develop student problem-solving and critical thinking skills. STEM pathways beyond this course include Website design, Computer Systems Design, Software design and Applied Information Technology. As well as From Concept to Reality - 3D Modelling and Prototyping, and All Systems are Go.

NOTE: Students have the choice of choosing either Creative Solutions or Engineering Solution in Year 8.

YEAR 8 HOME ECONOMICS: FOOD AND FABRICS

Subject Code: 8FAF (S1 or S 2)

Requirements: students are required to bring a container to all cooking lessons.

Fabulous Food (One-Term)

This course offers students the opportunity to explore food in an exciting and practical way. Students study food and its relationship with good health, focusing on the role of nutrients and the importance of making appropriate food choices. Students also learn about the importance of safety and hygiene in the kitchen, and they prepare foods to develop their cooking skills. This is a hands-on, practical course that promotes the development of independence, encourages working collaboratively and allows students to build confidence in the kitchen.

Fabulous Fabric (One-Term)

This course introduces students to the world of textiles and sewing. Through the construction of simple items, students develop the skills required to use a sewing machine successfully and understand how various textiles are suited to specific uses.

YEAR 9 D&T: PRECISION – METAL AND MATERIALS DESIGN

Subject Code: 9MMD (S1)

Precision refers to the state of being precise, something that we all aspire to achieve when working and fabricating with metal. Students will interact with selected metalworking tools and equipment and undertake processes and techniques centred around manipulation, shaping, and assembling various metal types and alternative materials. Students will be introduced to selected welding and joining methods and accompanied with skill sets in metals manipulation; they will manufacture workable solutions to problems. There is a design component and focus on this subject to deepen student understanding of how particular elements can influence one's decision making and prototype creativity. With an emphasis on safety, students will interact individually and collaboratively to create and demonstrate safe work systems. Projects for the semester may include selected Horticulture Equipment and Sheet Metal Carry and Storage devices.

YEAR 9 D&T: PRECISION – METAL AND MATERIALS DESIGN

Subject Code: 9MMDB (S2)

Precision refers to the state of being precise, something that we all aspire to achieve when working and fabricating with metal. Students will interact with selected metalworking materials, tools and equipment and undertake processes and techniques centred around manipulation, assembly, and finishing. Students will be introduced to welding and joining methods, and with skill sets in metals fabrication, they will manufacture workable solutions to problems. A design component will deepen students understanding of how particular elements can influence one's decision making and prototype creativity. With an emphasis on safety, students will interact individually and collaboratively to create and demonstrate safe work systems.

TECHNOLOGIES (CONTINUED)

YEAR 9 D&T: WITH THE GRAIN - WOOD AND MATERIALS DESIGN

Subject Code: 9WTG (S1)

'With the Grain' refers to the direction in which you sand to achieve excellence in surface preparation before finishing. This is one of many techniques that Applecross students will experience in this course, along with the fun, engaging, and rewarding curriculum. Students will interact with selected tools, equipment and chosen materials in response to design challenges to develop a deeper understanding of how particular elements can influence one's decision making and prototype creation. Students will be presented with a problem and will be required to meet a client or end user's needs by carefully working through a Technology Design Process to deliver and manufacture a workable solution. With an underpinning emphasis on safety, students will work individually and collaboratively to select materials, apply numeracy-based calculations, shape, assemble and finish products to cater for a need.

YEAR 9 D&T: WITH THE GRAIN - WOOD AND MATERIALS DESIGN

Subject Code: 9WTGB (S2)

'With the Grain' refers to the direction you sand to achieve excellence in surface preparation before finishing. This is one of many techniques that students will experience in this course, along with the fun, engaging, and rewarding curriculum. Students will interact with selected tools, equipment and chosen materials in response to design challenges to develop a deeper understanding of how particular elements can influence one's decision making and prototype creation. Students will be presented with design problems to meet a client or end user's needs by carefully working through a Technology Design Process to deliver and manufacture a workable solution. With an underpinning emphasis on safety, students will work individually and collaboratively to select materials, apply numeracy-based calculations, and shape, assemble and finish products to cater for a need.

YEAR 9 D&T: ALL SYSTEMS GO - BLING

Subject Code: 9ASG (S1)

All Systems are Go explores a world of Science, Technology, Engineering and Mathematics using design and fabrication techniques to respond to a need. Students will examine how particular systems and mechanisms work, and they will engineer their prototypes and creations using selected materials, components, techniques, and equipment. There will be a themed focus per semester, where students can learn transferrable skills by interacting with systems principles, including electronics, mechanical, structural, automotive, and solar.

Bling can be denoted and referred to as a fancy accessory. In this instance, the bling is the light, a supplement to complement any project and potentially catch the eye. Light is the focus and will prominently feature when combining electronics systems with materials to manufacture aesthetically appealing and functional products.

YEAR 9 D&T: ALL SYSTEMS GO – VROOM!

Subject Code: 9ASGB (S2)

All Systems are Go explores a world of Science, Technology, Engineering and Mathematics using design and fabrication techniques to respond to a need. Students will examine how particular systems and mechanisms work, and they will engineer their prototypes and creations using selected materials, components, techniques, and equipment. Critical to learning in Systems is the need to use Computer-Aided Design (CAD) programs to develop 2D shapes and 3D forms. Students can 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 box assembly or with adhesives for bonding.

There will be a themed focus per semester, where students can learn transferrable skills by interacting with systems principles, including electronics, mechanical, structural, automotive, and solar. Vroom is the theme this semester with a direct link to automotive and vehicles. In addition, students will explore the science of motion using stored and electrical energy sources.

YEAR 9 D&T: FROM CONCEPT TO REALITY – 3D MODELLING AND PROTOTYPING

Subject Code: 9CAD (S1) / 9CADB (S2)

From Concept to Reality - 3D Modelling and Prototyping has a unique focus on creativity, discovery, and innovative ideas. The course provides opportunities to develop and design projects in areas of individual interest and investigate the importance of reflection and the role of computer-based technologies in society.

Using Computer-Aided Design (CAD) Autodesk software, students will design, detail, and develop 3D solid models of their choice. The model may include interactive and moving parts such as linkages, gears, levers, wheels, pivots, and axis points. Next, students will develop, refine, and prove their design's functionality before generating 2D and 3D tool paths suitable for rapid prototyping. The final step in the 'Concept to Reality' journey is creating a functional physical prototype utilising Laser Cutting and 3D Printing processes. This dynamic and exciting course is tailored to all levels of experience and is suitable to select for Semesters One and Two in Year 9.

TECHNOLOGIES (CONTINUED)

YEAR 9 DIGITAL TECHNOLOGIES: WEBSITE DESIGN

Subject Code: 9WPD (S1)

In Digital Technologies, Web Design, students use the Technology Process to engineer solutions to develop products or systems. This subject encourages students to be creative, innovative and enterprising in chosen contexts. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Within Website Design, students will focus on more complex and comprehensive image manipulation skills through Photoshop. In addition, they refresh and hone their JavaScript skills with expansion to HTML/CSS. The students engage in international coding competitions using GROK, and on average, above 70% of students achieve a distinction or higher certificate.

Students further analyse influences on a product or system, including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

YEAR 9 DIGITAL TECHNOLOGIES: COMPUTER SYSTEMS DESIGN

Subject Code: 9CSD (S2)

In Digital Technologies, Computer Systems Design, students use the Technology Process to engineer solutions to develop products or systems. This subject encourages students to be creative, innovative and enterprising in chosen contexts. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Between Years 7–12, students develop basic literacy in five commonly used coding languages. As part of Computer Systems Design, they refresh and hone JavaScript skills with expansion to Python and SQL. The students engage in international coding competitions using GROK, and on average, above 70% of students achieve a distinction or higher certificate.

The students also program games, initially following tutorials using three different game engines: Flowlab, Text Adventure, and Taleblazer. Then, they evaluate the engines, selecting one to create their product game design. These games use more complex code than Scratch but are still predominantly 'blocky'.

Using Raspberry Pi's to facilitate the build of a simple computer, the students' program these, creating functionality to work with Autocad software for 3D printing applications. Students further analyse influences on a product or system, including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

YEAR 9 HOME ECONOMICS: FABRIC CREATIONS

Subject Code: 9FC (S1 or S2)

Students will have the opportunity to further develop their skills on the sewing machine to create simple projects and accessories. Students will understand the different types of fibres and textiles, their uses and care instructions. They will also investigate design elements and how they can impact fashion trends and individual styles. Students focus on solutions, taking into account social values and environmental and social sustainability factors.

NOTE: Students may be expected to purchase fabric, craft and sewing supplies.

YEAR 9 HOME ECONOMICS: FOOD FOR THE FUTURE

Subject Code: 9FFF (S1)

This course will allow students to develop their culinary skills and techniques to prepare a variety of delicious dishes. It further allows students to build awareness of diet-related health issues and investigate healthy eating habits. Students will learn about the different food groups and the effect each food has on the body. In addition, students will explore various eating models that encourage Australians to make healthy food choices. The Western Australian Curriculum focuses on the knowledge, understanding and skills necessary for practical sustainability and students are encouraged to explore their values relating to environmental impact. This is a hands-on, practical course that promotes the development of independence, encourages working collaboratively and allows students to develop confidence in the kitchen.

NOTE: Students are required to bring a container to all cooking lessons.

YEAR 9 HOME ECONOMICS: FOOD IN THE FAST LANE

Subject Code: 9FFL (S2)

This course allows students to build on and develop their cooking skills taught in previous years. Students will prepare foods for enjoyment and good health. The course focuses on homemade versus commercially prepared foods in terms of cost, nutritional value, time, taste and appearance. In addition, students will learn to analyse personal food intake, interpret food labels and understand the health effects of fast food and convenience foods. This is a hands-on, practical course that promotes the development of independence, encourages working cooperatively and allows students to develop confidence in the kitchen.

NOTE: Students are required to bring a container to all cooking lessons.

TECHNOLOGIES (CONTINUED)

YEAR 10 D&T: PRECISION – METAL AND MATERIALS DESIGN

Subject Code: 10MMD (S1)

Precision refers to the state of being precise, something that we all aspire to achieve when working and fabricating with metal. Students will interact with selected metalworking tools and equipment and undertake processes and techniques centred around manipulation, shaping, and assembling various metal types and alternative materials. Students will be introduced to selected welding and joining methods and accompanied with skill sets in metals manipulation; they will manufacture workable solutions to problems. There is a design component and focus on this subject to deepen student understanding of how particular elements can influence one's decision making and prototype creativity. With an emphasis on safety, students will interact individually and collaboratively to create and demonstrate safe work systems.

YEAR 10 D&T: PRECISION – METAL AND MATERIALS DESIGN

Subject Code: 10MMD (S2)

Precision refers to the state of being precise, something that we all aspire to achieve when working and fabricating with metal. Students will apply design thinking, creativity, and enterprise skills in this course. They will further develop hand and machine tool processes and understand design elements and constraints that can influence a product's outcome. By incorporating welding, selected fabrication techniques and with an underpinning emphasis on safety, students will work individually and collaboratively in the workshop to produce solutions and prototypes in response to a design need. Students will create solutions by exploring the characteristics and properties of metal types, including tensile strength, weight, durability, malleability, etc. The Technology Design Process will challenge and shape their decision-making methods, including reflecting on how one can improve.

YEAR 10 D&T: WITH THE GRAIN – WOOD AND MATERIALS DESIGN

Subject Code: 10WTG (S1)

'With the Grain' refers to the direction in which you sand to achieve excellence in surface preparation before finishing. This is one of many techniques that Applecross students will experience in this course, along with the fun, engaging, and rewarding curriculum. Students will interact with selected tools, equipment and chosen materials in response to design challenges to develop a deeper understanding of how particular elements can influence one's decision making and prototype creation. Students will be presented with a problem and will be required to meet a client or end user's needs by carefully working through a technology process to deliver and manufacture a workable solution. Critical to learning when manufacturing prototypes is the need to use Computer-Aided Design (CAD) programs to develop 2D shapes and 3D forms. Students can 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 box assembly or via selected adhesives for bonding. With an underpinning emphasis on safety, students will work individually and collaboratively to choose materials, apply numeracy-based calculations, shape, assemble and finish products to cater for a need.

YEAR 10 D&T: WITH THE GRAIN – WOOD AND MATERIALS DESIGN

Subject Code: 10WTGB (S2)

'With the Grain' refers to the direction you sand to achieve excellence in surface preparation before finishing. This is one of many techniques that students will experience in this course, along with the fun, engaging, and rewarding curriculum. Students who select Wood and Materials Design in Year 10 will be engaged in design challenges to encourage and develop a brainstorming and solutions-focused mindset. All tasks request that students respond to a client or end user's needs and that they will consider factors such as aesthetics, function, durability, sustainability, cost, and materials. More complex fabrication techniques will allow students to develop further and broaden their understanding of manufacturing processes, and they will focus on why the properties of materials can influence design. Students will be immersed in a vibrant, challenging, and rewarding environment with a strong emphasis on joining techniques, surface preparation, and materials finishing.

TECHNOLOGIES (CONTINUED)

YEAR 10 D&T: ALL SYSTEMS GO – HOIST

Subject Code: 10ASG (S1)

All Systems are Go explores a world of Science, Technology, Engineering and Mathematics using design and fabrication techniques to respond to a need. Students will research and examine how particular systems and mechanisms work, and they will engineer their prototypes and creations using selected materials, components, techniques, and equipment. Critical to learning in Systems is the need to use Computer-Aided Design (CAD) programs to develop 2D shapes and 3D forms. Students can 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 box assembly or with adhesives for bonding.

There will be a themed focus per semester, where students can learn transferrable skills by interacting with systems principles, including electronics, mechanical, structural, automotive, and solar. For example, Hoist refers to lifting above the ground utilising ropes and pulleys. Students will research and examine ways to support a load and integrate rope, spool, and boom adjustment mechanisms.

YEAR 10 D&T: ALL SYSTEMS GO – HOVER

Subject Code: 10ASGB (S2)

All Systems are Go explores a world of Science, Technology, Engineering and Mathematics using design and fabrication techniques to respond to a need. Students will research and examine how particular systems and mechanisms work, and they will engineer their prototypes and creations using selected materials, components, techniques, and equipment. Critical to learning in Systems is the need to use Computer-Aided Design (CAD) programs to develop 2D shapes and 3D forms. Students can select dimensional shapes for laser cutting solid timber, manufactured board, and plastic with this information.

There will be a themed focus per semester, where students can learn transferrable skills by interacting with systems principles, including electronics, mechanical, structural, automotive, and solar. For example, hover means to rise and flutter above the ground. Pressurised air gives a hovercraft lift, and students will explore the science behind the system using electronics, programmable motors, and selected workshop and household materials. The fun is in the testing, so how fast can these things genuinely move.

YEAR 10 D&T: BUILDING AND CONSTRUCTION

Subject Code: 10BC (S1) / 10BCB (S2)

Year 10 Building and Construction is a foundation course for students interested in or considering a career pathway plan into the Construction Industry. With a strong emphasis on practical engagement, this course introduces bricklaying and carpentry skills, techniques and underpinning knowledge. Students will work individually and collaboratively on selected activities and assessment tasks and be guided by stringent Work Health and Safety protocols to emulate industry standards. In addition, this course should further develop skills in communication, teamwork and contextual mathematics.

YEAR 10 D&T: FROM CONCEPT TO REALITY – 3D MODELLING AND PROTOTYPING

Subject Code: 10CAD (S1) / 10CADB (S2)

From Concept to Reality - 3D Modelling and Prototyping has a unique focus on creativity, discovery, and innovative ideas. The course provides opportunities to develop and design projects in areas of individual interest and investigate the importance of reflection and the role of computer-based technologies in society.

Using Computer-Aided Design (CAD) Autodesk software, students will design, detail, and develop 3D solid models of their choice. The model may include interactive and moving parts such as linkages, gears, levers, wheels, pivots, and axis points. Next, students will develop, refine, and prove their design's functionality before generating 2D and 3D tool paths suitable for rapid prototyping. The final step in the 'Concept to Reality' journey is creating a functional physical prototype utilising Laser Cutting and 3D Printing processes. This dynamic and exciting course is tailored to all levels of experience and is suitable to select for Semesters One and Two in Year Ten.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

TECHNOLOGIES (CONTINUED)

YEAR 10 HOME ECONOMICS

NOTE: There will be a limit of two food-related courses that can be selected per year. (10CAFE, 10FFE, 10ASC and 10IFB).

Requirements: Students are required to bring a container to all cooking classes.

YEAR 10 HOME ECONOMICS: CAFÉ CULTURE

Subject Code: 10CAFE (S2)

Food plays an integral part in most people's social life and is seen as a symbol of hospitality. In Semester Two, students will have the opportunity to prepare café-style foods and beverages, including barista services, as well as learn the fundamentals of working in the hospitality industry.

YEAR 10 HOME ECONOMICS: FOOD FOR ENTERTAINING

Subject Code: 10FFE (S1)

Students will learn the principles of meal planning, focusing on the modern menu and the types of dishes that they would see when dining in restaurants. This includes preparing various dishes suitable for menus, including hors d'oeuvres, entrées, main course, desserts and food for special occasions.

YEAR 10 HOME ECONOMICS: FOOD AND CULTURE – ASIAN COOKING

Subject Code: 10ASC (S1)

Students will investigate the cooking and food preparation techniques from Asian countries such as China, Japan, Thailand and India. For each cuisine, students will prepare different dishes such as entrée, main course, and dessert and explore the use of herbs and spices in Asian Cookery. This course helps the students appreciate and respect other cultures through preparing, cooking and serving a variety of foods from other countries. In the Western Australian Curriculum, the priority of Asia and Australia's engagement with Asia provides diverse and authentic contexts to develop knowledge and understanding of processes and production and related cultural, social and ethical issues.

YEAR 10 HOME ECONOMICS: FOOD AND CULTURE – INTERNATIONAL FOODS

Subject Code: 10IFB (S2)

Students will go on an international food journey as they investigate the cooking and preparation techniques from countries such as England, France, Italy, USA and Mexico. For each cuisine, students will prepare dishes such as entrée, main course, and dessert and explore how these cultures have influenced Australian food habits. This course helps the students appreciate and respect other cultures through preparing, cooking and serving a variety of foods from other countries. As part of the Western Australian Curriculum, students investigate Aboriginal and Torres Strait Islander culture, including native ingredients and recipes.

YEAR 10 HOME ECONOMICS: FASHION AND FABRICS

Subject Code: 10FAF (S1) OR 10FAFB (S2)

This course offers students the opportunity to develop a wide range of practical skills in sewing, using processes and production skills to construct simple garments and accessories. There will be a focus on developing an understanding and appreciation of society and the environment, including the impact of technology and social and environmental consequences within the Textiles Industry. In addition, students will explore the creative use of textiles by designing their own upcycled articles.

Requirement: Students may be expected to purchase fabric, patterns, craft and sewing supplies.

TECHNOLOGIES (CONTINUED)

YEAR 10 HOME ECONOMICS: CHILDREN AND FAMILY

Subject Code: 10CFC (S1) / 10CFCB (S2)

This practical course is suitable for students who enjoy being around or are interested in working with infants and young children. A range of practical and interactive activities will assist students in investigating family structures, birth, caring for a newborn and the physical, social, emotional and cognitive development of a child over the first five years of life. Students will also be presented the opportunity to take home the Virtual Baby to experience parenting a newborn baby, and participate in cooking and sewing activities.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 DIGITAL TECHNOLOGIES

YEAR 10 DIGITAL TECHNOLOGIES: SOFTWARE DEVELOPMENT

Subject Code: 10SDV (S1) / 10SDVB (S2)

In Digital Technologies, Computer Systems Design, students use the Technology Process to engineer solutions to develop products or systems. This subject encourages students to be creative, innovative and enterprising in chosen contexts. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Each semester's course is significantly different, and students are encouraged to enrol in both to maximise skill development in Digital Technologies.

Between Years 7 – 12, students develop basic literacy in five commonly used coding languages. As part of Software Design, they will consolidate the coding languages learned in previous years, including JavaScript, Python, HTML, CSS, and SQL, and expand their knowledge of these languages from basic to intermediate. In addition, they learn to combine these languages to ensure they provide animation and functionality on webpages and by utilising databases within games and websites.

The students also program games, initially following tutorials using three different game engines: FGame Maker, RPG Maker and Unity. Then, they evaluate the engines, selecting one to create their product game design. These engines use actual code for scripting. To further develop skills in robotics, students' program EV3's to a high degree of challenge. The brief is for robots to navigate a maze, engage in a sumo battle, and use Vector robots to create a performance.

Proving extremely popular with students, there are also two videography projects which they storyboard, produce and edit. One is a stop motion animation, and the other is a short film utilising green screen special effects. Integral to the course and working in Digital Technologies, students further analyse influences on a product or system, including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

[Return to Content page](#)

THE ARTS LEARNING AREA

HOLA:

Stephen Amitstead

TiC - DANCE AND DRAMA:

Taneeka Grant

TiC - MUSIC:

Tim Stapleton

TiC - VISUAL ARTS (GAT):

Fleur Cason

CONTENT STRANDS:

Making
Responding

GIFTED AND TALENTED EDUCATION (GAT) VISUAL ARTS PROGRAM

Entry application is through the Department of Education Gifted and Talented Secondary Selective Entrance Team and can be found on the [Department of Education](#) website.

After undertaking the GAT testing process, successful Year 7, 8, 9 and 10 students participate in their selected GAT Arts program.

Information about each program and enrichment classes is detailed in the Gifted and Talented Visual Arts Information Booklet.

Please note: It is understood that students who accept a position in a Gifted and Talented program at the school will continue in this program for the remainder of their secondary schooling.

- Gifted and Talented Special Art students will not be placed in Visual Art or Drama in Years 7 and 8.
- Gifted and Talented Special Art students can choose Music but will be unable to do Visual Art and Drama in Years 7 and 8.

NOTE: The SPA and SPAB courses are available only to selected Gifted and Talented Visual Art students. Please note that an additional Special Art charge applies for Saturday morning costs. This costing in 2024 was \$380.00

GENERAL ARTS COURSES

At Applecross Senior High School, a range of Arts courses is offered across all lower school years that do not require prerequisites. These courses are described in this handbook and are available to all students.

MUSIC

The Music program is a three-part package, which consists of three compulsory elements:

- Class Music elective
- Instrumental lessons
- Ensemble membership

An important definition: Instrumental Music School Services (IMSS) is the Department of Education's instrumental lesson program available in most government schools throughout Western Australia. You may know it as 'SIM' or 'SIMS'.

Eligibility For The Music Program

There are three ways to be eligible for Music at Applecross Senior High School:

1. Continue your IMSS instrument
2. Continue a privately taught instrument – please see Ensembles list for each year.
3. Participate in the IMSS Beginner Instrument Program (see below)

THE ARTS (CONTINUED)

IMSS Beginner Instrument Program

The following instruments offered as part of this program are low brass (trombone and euphonium), percussion, saxophone and voice. The Musical Aptitude Indicator (MAI) testing for 2025 will commence in Term 3.

Please note these aspects of Instrumental Music School Services policy:

1. IMSS does not normally allow students to change instruments.
2. Privately taught students are generally not permitted to enter the IMSS Program.

How To Enrol In The Music Program

The Subject Request Form found in the Enrolment Pack has a Music section that must be completed to ensure your child is allocated the Class Music elective on their timetable.

Class, Instrumental and Ensemble Music - MUS (S1) and MUSB (S2)

Class Music is designed to enable instrumental students to take the next step in their musical studies. In this course, students will develop skills in listening awareness (aural perception) and basic music knowledge (theory). They will also express themselves through composition and arrangement activities and gain an understanding of what makes us listen to and enjoy music of different eras, cultures, and styles (Music in Society). Practical music-making activities are a small but regular component of this course.

Additional costs:

1. IMSS students who are eligible to hire an instrument will have to pay an annual fee. In 2024 this was \$170.00.
2. More advanced students in senior ensembles participate in the Term One Senior Ensembles Rehearsal Camp and Primary Schools Concert Tour. The cost of this excursion in 2024 was \$250.00.

YEAR 7 MUSIC: CLASS, INSTRUMENTAL AND ENSEMBLE MUSIC

Subject Code: 7MUS (S1) / 7MUSB (S2)

Ensembles

- There are four ensembles in which Year 7 students typically participate:
- Concert Band 2 (flute, clarinet, saxophone, trumpet, trombone, euphonium and percussion)
- Cygnet String Orchestra (violin, viola, cello and double bass)
- Junior Guitar Ensemble (for classical guitar only)
- Chamber Choir (for vocal students...other keen Music students are also welcome)

Performances

Typically, Year 7 students perform in these events throughout the year:

- Term Two Autumn Concerts (junior ensembles)
- Term Three WA Schools' Festivals
- Term Four 'Under the Stars' Picnic Concert (all ensembles)

Special Conditions: Completion of course 7MUS is a prerequisite for enrolment in course 7MUSB. If course 7MUS has not been completed, an interview with the TiC of Music is required. Students must learn a musical instrument at school or privately.

Music Students will not complete Visual Art or Drama courses in Year 7.

YEAR 7 DRAMA

Subject Code: 7DRA (S1 or S2)

Drama provides many students with a base for presenting themselves in adult life. It is a context in which they can learn to plan their thoughts, ready to present them and to speak publicly. Students practice working individually and as part of a team on group projects. They experience the personal growth that comes from developing skills, knowledge and understanding that can be transferred to a range of careers and situations. In the Year 7 Drama course, students explore a range of skills that may include: circus, mime, improvisation and group devised performances. This course builds confidence, a sense of identity and belonging, and other invaluable skills for success.

YEAR 7 VISUAL ARTS: ART AND CRAFT

Subject Code: 7ART (S1 or S2)

Students will develop their creative ideas and explore art making through experimenting with various techniques and processes to present a finished 2D/3D artwork. (This may include drawing, printmaking, painting, sculpture graphics, photography or multimedia). Students will develop an understanding of their Visual Language through both practical and written tasks.

YEAR 7 SPECIAL ART - FOUNDATION DRAWING

Subject Code: 7SPA (S1)

This course is designed to improve students' basic drawing skills and develop a sophisticated approach to mark-making. Students will explore the drawing 'Elements' in-depth using classic and contemporary drawing media as a vehicle. They will develop an understanding of Arts Language, an appreciation for visual inquiry and drawn investigation, and an awareness of the importance of drawing in the history of human development. Students will create observed drawings that are detailed, accurate and expressive and produce at least one major work for display.

THE ARTS (CONTINUED)

YEAR 7 SPECIAL ART: FOUNDATION PAINTING

Subject Code: 7SPAB (S2)

This course will explore basic colour theory and controlled paint application techniques. Students will develop an understanding of compositional devices and appreciate the role of visual inquiry in developing valid painting investigations. They will develop an understanding of Art Language and other conventions specific to painting and an appreciation for the role of painting in the history of human development. Students will produce at least one major work for display.

YEAR 8 DANCE

Subject Code: 8DAN (S1 or S2)

As an introduction to the subject, students in Year 8 Dance will use improvisation skills to build on their movement vocabulary. They will begin to explore choreography using the elements of dance with creativity and purpose. Through the application of a peripatetic expert, students will be exposed to a different focus each term; focuses could include cultural dance, street dance and contemporary. Students are given opportunities to develop their dance skills through exploring the technical aspects of different styles and to present to an audience in an evening showcase.

NOTE: Students have the choice of choosing either Drama or Dance in Year 8.

YEAR 8 DRAMA

Subject Code: 8DRA (S1 or S2)

Building on the context explored in Year 7 Drama, the Year 8 course will challenge students with more complex themes and concepts in theatre. Students will develop their confidence and creativity through a variety of experiences in Year 8 Drama. Students will gain important Drama skills that are integral to the performing arts through Process Drama, Playback Theatre and an exploration of Realism. There will be the opportunity to work on improvisation, scripted and theme-based Drama with selected groups performing in an evening showcase.

NOTE: Students have the choice of choosing either Drama or Dance in Year 8.

YEAR 8 MUSIC: CLASS, INSTRUMENTAL AND ENSEMBLE MUSIC

Subject Code: 8MUS (S1) / 8MUSB (S2)

Ensembles

- Year 8 students participate in one of the following ensembles, depending on their level of advancement:
- Concert Band 2 (flute, clarinet, saxophone, trumpet, trombone, euphonium and percussion)
- Cygnet String Orchestra (violin, viola, cello and double bass)
- Junior Guitar Ensemble (for classical guitar only)
- Choir (for all voice students...other keen Music students are also welcome)

Each year, auditions are held so that more advanced students can progress to the senior ensembles (Concert Band 1, Scimitar String Orchestra and Senior Guitar Ensemble). The auditions assess the student's capacity to play at the appropriate technical level for these ensembles. Information about auditions is made available by email and newsletters.

Performances

- Typically, Year 8 students perform in these events each year:
- Term Two Autumn Concerts (junior ensembles)
- Term Three WA Schools' Festivals
- More advanced students (senior ensembles will be involved in the Term One Senior Concerts and the Term Three Spring Concerts)
- Term Four 'Under the Stars' Picnic Concert (all ensembles)

Special Conditions: Completing courses 8MUS and 8MUSB. If these courses have not been completed, an interview with the TiC of Music is required. Students must learn a musical instrument at school or privately.

Music Students will not complete Visual Art or Drama courses in Year 8.

YEAR 8 VISUAL ARTS: VISUAL ART

Subject Code: 8ART (S1 or S2)

Students will develop their creative ideas and explore art making through an experiment with a selection of techniques and processes to present a finished 2D/3D artwork following the principles of Art & Design. (Focus areas may include drawing, printmaking, painting, sculpture graphics, photography or multimedia). Students will develop an understanding of their Visual Language and Design Principles through practical and written tasks.

THE ARTS (CONTINUED)

YEAR 8 SPECIAL ART: ADVANCED DRAWING

Subject Code: 8SPA (S1)

This course is designed to extend the skills developed in the Foundation Drawing course in Year 7. Students will explore the drawing "Principles" in-depth using classic and contemporary drawing media as a vehicle. They will develop an understanding of Art Language and the importance of Drawing in art practice. Students will create complex drawings that reflect a mixed-media approach and produce at least one major work for display.

YEAR 8 SPECIAL ART – CERAMICS/SCULPTURE

Subject Code: 8SPAB (S2)

In this course, students explore basic three-dimensional techniques. They will also develop an understanding of compositional devices and appreciate the role of the Elements and Principles of Art and how they relate to 3D Form. Students study a contemporary Australian Artist in a case study format and make work in the medium of ceramics and/or sculpture. Students will produce at least one major work for display.

YEAR 9 MUSIC: CLASS, INSTRUMENTAL AND ENSEMBLE MUSIC

Subject Code: 9MUS (S1) / 9MUSB (S2)

Ensembles

Year 9 students participate in one of the following ensembles, depending on their level of advancement:

- Either Concert Band 2 or Concert Band 1 (flute, clarinet, saxophone, trumpet, trombone, euphonium and percussion)
- Either Cygnet String Orchestra or Scimitar String Orchestra (violin, viola, cello and double bass)
- Either Junior Guitar Ensemble or Senior Guitar Ensemble (for classical guitar only)
- Chamber Choir (for all vocal students from Year 7-12...other keen Music students are also welcome)

Each year, auditions are held so that more advanced students are able to progress to the senior ensembles (Concert Band 1, Scimitar String Orchestra and Senior Guitar Ensemble). The auditions assess the student's capacity to play at the appropriate technical level for these ensembles. Information about auditions is made available by email and newsletters.

Performances

- Typically, Year 9 students perform in these events each year:
- Term Two Autumn Concerts (junior ensembles)
- Term Three WA Schools' Festivals

- More advanced students (senior ensembles will be involved in the Term One Senior Concerts and the Term Three Spring Concerts
- Term Four 'Under the Stars' Picnic Concert (all ensembles)

Special Conditions: Completing courses 8MUS and 8MUSB is a prerequisite for studying these Year 9 music courses. If these courses have not been completed, an interview with the Teacher in Charge of Music is required. Students must learn a musical instrument at school or privately.

YEAR 9 DANCE: HIP HOP AND CONTEMPORARY

Subject Code: 9DAN (S1)

This course provides the student with a background in dance's fundamental skills and techniques. It forms the basis of study for courses in this area with specific emphasis on Hip Hop and Contemporary styles. All levels of dance experience will be catered for, and no previous dance experience is necessary. It is possible that students may attend dance performances and have a specialist tutor to provide specific skill instruction during this subject. An evening showcase will provide an opportunity for students to perform for a live audience.

YEAR 9 DANCE: JAZZ AND LYRICAL

Subject Code: 9DANB (S2)

This course provides opportunities for students to extend the skills learned previously using multi-cultural styles as a medium of expression. Classes will include technique, small group work and the opportunity to create movement sequences in various styles. Students will investigate dance trends through the decades to create their own choreographed works. It is possible that students may attend a dance performance and have a specialist tutor to provide specific skill instruction during this subject. No dance experience is necessary, as all levels of dance experience will be catered. An evening showcase will provide an opportunity for students to perform for a live audience.

THE ARTS (CONTINUED)

YEAR 9 DRAMA

Subject Code: 9DRA (S1)

They experience the pleasure that comes from developing personal skills, knowledge and understanding that can be transferred to a range of careers and situations. In the Year 9 Semester 1 Drama course, students learn and extend their voice, movement, and improvisation skills. Students also participate in professional workshops and use their skills to devise a whole class performance and present to a live audience. This devised performance includes the development of design skills for costume, sound and staging. Throughout the semester, there will be opportunities to view live theatre productions. Importantly the course is excellent in extending personal expression and enhancing creativity, confidence and self-esteem.

YEAR 9 DRAMA

Subject Code: 9DRAB (S2)

In the Year 9 Semester 2 Drama course, students learn and extend their skills in voice and movement and devised theatre practices. Students also participate in professional theatre workshops and use their skills to stage a whole class performance to a live audience. This performance includes the development of design skills for costume, sound and staging. There will also be opportunities to view live theatre productions throughout this semester. Importantly the course is excellent in extending personal expression and enhancing creativity, confidence and self-esteem.

YEAR 9: MAKE IT FOR MARKET

Subject Code: 9MIM (S1) / 9MIMB (S2)

This is a practical course where students learn art-making techniques in ceramics, sculpture and some decorative arts. Students make items that commonly could be found in art markets and online. Students learn about artists & designers from an entrepreneurial & commercial perspective.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 9 SPECIAL ART: PRINTMAKING

Subject Code: 9SPA (S1)

This course will explore the techniques associated with relief-printing and intaglio. Students will develop Art Language specific to Printmaking, an understanding of the conventions of Printmaking and an appreciation for the role of Printmaking in the history of human development. They will discover the importance of careful drawing and design preparation to produce controlled Printmaking investigations. Students will produce at least one major work for display.

YEAR 9 SPECIAL ART: FIBRE TEXTILES

Subject Code: 9SPAB (S2)

Students will explore a range of fabric-printing techniques and/or dyeing, stitch, embroidery and applique to produce a finished functional or non-functional textiles piece. Students will develop Art Language specific to Textiles and an understanding of the conventions of Textiles, and an appreciation for the role of Textiles in the history of human development. They will produce at least one major work for display.

Special Art students are required to select both Special Art Units and one other Art Course in Semester 1 or 2.

YEAR 9 DESIGN

Subject Code: 9DES (S1) / 9DESB (S2)

In 9DES, students will learn to develop artistic (traditional and digital) skills using industry-standard design software such as Adobe Photoshop, Illustrator and InDesign. Students will be introduced to the processes of design, creativity and problem solving, gaining a deeper understanding of how design works and how beliefs, values, attitudes, messages and information are effectively communicated. Students will be given the opportunity to develop images (both photographic and illustrated) into computer-generated designs. Areas explored may include Graphic Design, Photography, Digital Art, Image Manipulation and 2 Dimensional and Mixed media.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 9 HISTORY OF ART

Subject Code: 9HART (S1) / 9HARTB (S2)

Students will study the History of art from caveman to the modern-day. We will look at the reason why we make art and the purpose of artefacts back to the stone age. We will explore how and why art changes with time.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

THE ARTS (CONTINUED)

YEAR 9 MEDIA: VIDEO & ANIMATION

Subject Code: 9MED (S1) / 9MEDB (S2)

Students explore how to make animation and short videos. Students learn skills and processes for problem solving, working as a team, following timelines and strategies to ensure creative and responsible use of media equipment. Media focus can be media fiction or media fact..

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 9 PHOTOGRAPHY

Subject Code: 9PHO (S1) / 9PHOB (S2)

In Photography, students learn how to use digital cameras in manual settings and explore Adobe software creatively. They develop their ideas and techniques to make artworks for either a Design or Fine Art outcome. Students explore the use of light, elements, and principles of design and composition through the use and study of new and traditional photographic media.

YEAR 9 VISUAL ART

Subject Code: 9ART (S1) / 9ARTB (S2)

In Visual Art, students make artworks in either 2D and 3D mediums like painting and drawing, printmaking, sculpture and digital art-making techniques. Students explore ideas that reflect on class themes and their personal ideas. Artists and Art styles we learn about include Australian Art & Designers and Contemporary Art.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 MUSIC: CLASS, INSTRUMENTAL AND ENSEMBLE MUSIC

Subject Code: 10MUS (S1) / 10MUSB (S2)

Ensembles

- Year 10 students mostly participate in the following ensembles:
- Concert Band 1 (flute, clarinet, saxophone, trumpet, trombone, euphonium & percussion)
- Scimitar String Orchestra (violin, viola, cello & double bass)
- Senior Guitar Ensemble (for classical guitar only)
- Chamber Choir (for all vocal students from Year 7-12...other keen Music students are also welcome)

Each year, auditions are held so that students are able to progress to the senior ensembles (Concert Band 1, Scimitar String Orchestra and Senior Guitar Ensemble).

The auditions assess the student's capacity to play at the appropriate technical level for these ensembles. Information about auditions is made available by email and newsletters.

Performances

Typically, Year 10 students perform in four events each year:

- Term One Senior Concerts
- Term Three WA Schools' Festivals
- Term Three Spring Concerts
- Term Four 'Under the Stars' Picnic Concert (all ensembles)

Special Conditions: Completion of courses 9MUS and 9MUSB is a prerequisite for studying this Year 10 music course. If these courses have not been completed, an interview with the Head of Music is required. Students must learn a musical instrument at school or privately.

Music Students must select the Class Music course.

YEAR 10 DANCE: CONTEMPORARY AND SWING

Subject Code: 10DAN (S1)

Dance embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. The Dance course at Applecross SHS develops and presents ideas through various genres, styles, and forms, as it provides a unique way to express our cultural views and understanding of the world. Students will gain an understanding of the physical competencies specific to dance, reflect on, respond to, and evaluate how dance styles and forms are historically derived and culturally valued. 10DAN extends the student's repertoire of skills and techniques in Contemporary and Swing styles.

YEAR 10 DANCE: HIP HOP AND CULTURAL FUSION

Subject Code: 10DANB (S2)

10DANB continues to develop the student's repertoire of skills and techniques in Hip Hop and Cultural styles. Through participation in the DANB course, students develop transferable skills including communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, and the ability to organise, analyse, and evaluate. Students are given the opportunity to investigate the role of the choreographer from various dance companies across the world to incorporate these skills into their own work. This subject may lead to opportunities for future study in dance or related arts fields. All levels will be catered for, emphasising the skills and processes of composition and choreography.

NOTE: The content for this course will be unique and different to Semester 1.

THE ARTS (CONTINUED)

YEAR 10 DESIGN

Subject Code: 10DES (S1) / 10DESB (S2)

In 10DES, students will learn how to develop artistic (traditional and digital) skills using industry-standard design software such as Adobe Photoshop, Illustrator and InDesign. Students will be introduced to the processes of design, creativity, and problem-solving and understand how design works and how beliefs, values, attitudes, messages, and information are effectively communicated. Students will be given the opportunity to develop images (both photographic and illustrated) into computer-generated designs.

If you plan to study Design in Year 11, we highly recommend this course.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 DRAMA

Subject Code: 10DRA (S1)

Students who participate in drama develop important skills used when called upon to present or perform in many contexts. In 10DRA, students are given the opportunity to develop their knowledge and skills in contemporary drama forms and styles. Students focus on performance and production roles as the class works on a group devised or scripted theatre production to be performed for a live audience. Students are offered opportunities to view a theatre production. A background in drama and production is an asset in school and in further study as oral or group assessments, which require skills that can be learned in this subject, are used in many programs. Students also gain significant enjoyment and self-development from drama and production.

If you plan to study Drama in Year 11, we highly recommend this course.

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.

YEAR 10 DRAMA

Subject Code: 10DRAB (S2)

The 10DRAB course is an introduction to the upper school Drama concepts. Students develop an awareness of drama forms and styles, spaces of performance and design and technologies to communicate dramatic meaning and impact an audience. They are given the opportunity to develop their knowledge and skills in contemporary drama forms and styles. Students focus on performance and production roles as the class works on a group devised or scripted theatre production to be performed for a live audience. Students are offered opportunities to view a theatre production.

If you plan to study Drama in Year 11, we highly recommend this course.

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.

YEAR 10 ELECTRONIC ART

Subject Code: 10EAR (S1) / 10EARB (S2)

This is a creative and technical course where students learn art-making techniques in digital and interactive arts. Students make video content that can be interactive, animated, or projected. Students learn about artists from a digital & STEM perspective. Students who choose this course should be interested in using computers and software in very creative and innovative ways.

YEAR 10 MAKE IT FOR MARKET

Subject Code: 10MIM (S1) / 10MIMB (S2)

This is a practical course where students learn art-making techniques in ceramics, sculpture and some decorative arts. Students make items that commonly could be found in art markets and online. Students learn about artists and designers from an entrepreneurial & commercial perspective..

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 DESIGN: HISTORY OF DESIGN

Subject Code: 10HART (S1) / 10HARTB (S2)

Students will study the History of Design beginning in 1850 with the building of the great Crystal Palace in Hyde Park Exhibition Hall by Prince Albert. It was said to have housed some of the ugliest artefacts ever created. Thank goodness for William Morris.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

THE ARTS (CONTINUED)

YEAR 10 MEDIA: FICTIONAL FILM MAKING

Subject Code: 10MED (S1) / 10MEDB (S2)

This course encourages students to explore film-making as a creative and communication medium. Students are provided with opportunities to explore in more depth the way media work is constructed in different contexts and how it can be used to challenge an audience's values. They continue to make and respond to their own media productions and professional media work within the selected media type, genre or style of Horror, Zombie Apocalypse or Science Fiction. Students solve problems, work as a team, or independently; setting and following personal and group timelines; whilst using media equipment creatively and responsibly.

If you plan to study Media in Year 11, we highly recommend this course.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 PHOTOGRAPHY

Subject Code: 10PHO (S1) / 10PHOB (S2)

Students are introduced to creative digital techniques, special creative filtering, and design techniques that will enable them to experiment and explore these to put together an exciting portfolio of work. Students study the work of contemporary photographers, B&W format and begin studio lighting techniques. Students will use Photoshop software, which will prepare them for Design-Photography in Years 11 and 12.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

YEAR 10 SPECIAL ART: INNOVATIVE ARTWORKS

Subject Code: 10SPA (S1)

Students explore how classical art skills & techniques (drawing, painting etc.) can be combined with digital technology. Students will investigate the scope of digital media as a tool to develop artwork for a new era, using the computer, camera, and smart devices to produce innovative artwork. They will develop Arts Language and an appreciation of contemporary art practice. Students will produce at least one major work for display.

YEAR 10 SPECIAL ART: CONTEMPORARY AUSTRALIAN ART STUDIES

Subject Code: 10SPAB (S2)

Semester Two studies will follow on directly from Innovative Artworks. This course will examine a selection of contemporary artwork produced by Australian artists in the previous thirty to forty years. Students will develop research techniques, Art Language, discover the methods used to analyse artworks, and discuss the way artwork is informed by social, cultural, historical and political contexts. The course will provide students with an informal but comprehensive background in Australian Art History studies as a prelude to further study in the Visual Arts. Students will also explore the style, subject matter, and techniques employed by a variety of artists as they will be required to reference this in their art-making. Students will produce at least one work for display.

YEAR 10 VISUAL ART

Subject Code: 10ART (S1) / 10ARTB (S2)

In Visual Art, students make artworks in our studios. They explore painting and drawing, printmaking, sculpture and digital art-making techniques. As their skills develop, students explore ideas that reflect on culture, time, and personal perspectives. Artists and Art styles we learn about include: Early Modernism, Contemporary Australian Art and International Art.

If you plan to study Visual Art in Year 11, we highly recommend this course.

NOTE: The content for this course will be unique and different in each semester, so you are able to enrol in either or both semesters.

[Return to Content page](#)

STUDENT SERVICES

PROGRAM COORDINATORS:

YEAR 7 AND 8

Jenny Casserly

YEARS 9 AND 10

Brad Snell

YEARS 11 AND 12

Ebony Morrison

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 all students' intellectual, emotional and social development 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 and EAL/D

Student Services Staff

The Student Services team comprises 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, one Years 7-8, one Years 9-10 and one Years 11-12, oversee and coordinate the team's activities and work closely with the Principal and Associate Principals.

Year Coordinators

Six coordinators (Years 7 – 12) support the Program Coordinators in providing students pastoral and social care.

Student Services Administration Officers

These officers carry out Student Services' daily attendance and administrative tasks.

School Nurses

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

School Psychologists

This person 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 problems.

Chaplain

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

[Return to Content page](#)

YEAR 7 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2024 pricing structure. Charges will show on your Contribution and Charges statement as one charge under Key Learning Areas.

Subject Code	Subject	Semester (S) Year (Y)	Cost
7DRA	Drama (Semester 1 or 2)	S	\$12.00
7MUS	Music - Class, Instrumental and Ensemble (Semester 1)	S	\$45.00
7MUSB	Music - Class, Instrumental and Ensemble (Semester 2)	S	\$45.00
7ART	Visual Arts - Art and Craft (Semester 1 or 2)	S	\$20.00
7SPA	Visual Arts - Special Art Foundation Drawing (Semester 1)	S	\$43.00
7777	Special Art Charge	Y	\$380.00
7SPAB	Visual Arts - Special Art Foundation Painting (Semester 2)	S	\$43.00
7ENG	English	Y	\$30.00
7ENGE	English - Academic Extension	Y	\$30.00
7ENGA	English - Acceleration	Y	\$30.00
7HED	Health Education	S	\$3.75
7HEDB	Health Education	S	\$3.75
7PES	Physical Education	S	\$8.75
7PESB	Physical Education	S	\$8.75
7TEN 7TENB	Specialist Tennis (Semester 1) Specialist Tennis (Semester 2)	Y	\$150.00
7HASS	HASS (Humanities and Social Sciences)	Y	\$30.00
7HASSE	HASS - Academic Extension	Y	\$30.00
7HASSA	HASS - Acceleration	Y	\$30.00
7FRE	French (Semester 1)	S	\$8.50
7FREB	French (Semester 2)	S	\$8.50
7JP	Japanese (Semester 1)	S	\$8.50
7JPB	Japanese (Semester 2)	S	\$8.50
7MAT	Mathematics	Y	\$30.00
7MATE	Mathematics - Academic Extension	Y	\$30.00
7MATA	Mathematics - Accelerated	Y	\$30.00
7SCI	Science	Y	\$33.00
7SCIE	Science - Academic Extension	Y	\$33.00
7SCIA	Science - Acceleration	Y	\$33.00
7DT	Design & Technology - Engineering & Materials (Semester 1 or 2)	S	\$36.00
7DIG	Digital Technologies (Semester 1 or 2)	S	\$30.00

[Return to Content page](#)

YEAR 8 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2024 pricing structure. Charges will show on your Contribution and Charges statement as one charge under Key Learning Areas.

Subject Code	Subject	Semester (S) Year (Y)	Cost
8ART	Visual Arts (Semester 1 or 2)	S	\$15.00
8DIGC	Digital Technologies - Creative Solutions (Semester 1 or 2)	S	\$30.00
8DIGE	Digital Technologies - Engineering Solutions (Semester 1 or 2)	S	\$30.00
8DAN	Dance (Semester 1 or 2)	S	\$10.00
8DRA	Drama (Semester 1 or 2)	S	\$10.00
8ENG	English	Y	\$30.00
8ENGA	English - Acceleration	Y	\$30.00
8ENGE	English - Academic Extension	Y	\$30.00
8FAF	Home Economics - Food and Fabrics (Semester 1 or 2)	S	\$50.00
8FRE	French (Semester 1)	S	\$8.00
8FREB	French (Semester 2)	S	\$8.00
8HASS	HASS (Humanities and Social Sciences)	Y	\$30.00
8HASSA	HASS- Acceleration	Y	\$30.00
8HASSE	HASS - Academic Extension	Y	\$30.00
8HED	Health Education (Semester 1)	S	\$3.00
8HEDB	Health Education (Semester 2)	S	\$3.00
8JP	Japanese (Semester 1)	S	\$8.00
8JPB	Japanese (Semester 2)	S	\$8.00
8MAT	Mathematics (Pathways)	Y	\$30.00
8MATA	Mathematics - Accelerated	Y	\$30.00
8MATE	Mathematics - Academic Extension	Y	\$30.00
8MUS	Music - Class, Instrumental and Ensemble (Semester 1)	S	\$45.00
8MUSB	Music - Class, Instrumental and Ensemble (Semester 2)	S	\$45.00
8PES	Physical Education (Semester 1)	S	\$9.00
8PESB	Physical Education (Semester 1)	S	\$9.00
8SCI	Science	Y	\$30.00
8SCIA	Science - Acceleration	Y	\$30.00
8SCIE	Science - Academic Extension	Y	\$30.00
8SPA	Visual Arts - Special Art Advanced Drawing (Semester 1)	S	\$47.00
8SPAB	Visual Arts - Special Art Ceramics/Sculpture (Semester 2)	S	\$47.00
7777	Special Art Charge	y	\$380.00
8TEN 8TENB	Specialist Tennis (Semester 1) Specialist Tennis (Semester 2)	Y	\$150.00

[Return to Content page](#)

YEAR 9 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2024 pricing structures and are subject to change in 2025.

Subject Code	Subject	Semester (S) Year (Y)	Cost
9ART	Visual Arts (Semester 1)	S	\$65.00
9ARTB	Visual Arts (Semester 2)	S	\$65.00
9ASG	All Systems are GO - Bling (Semester 1)	S	\$39.00
9ASGB	All Systems are GO - Vroom! (Semester 2)	S	\$38.00
9CAD	From Concept to Reality-3D Modelling and Protoyping (Semester 1)	S	\$24.00
9CADB	From Concept to Reality-3D Modelling and Protoyping (Semester 2)	S	\$24.00
9CSD	Computer Systems Design (Semester 2)	S	\$45.00
9DAN	Dance — Hip Hop and Contemporary (Semester 1)	S	\$70.00
9DANB	Dance — Jazz and Lyrical (Semester 2)	S	\$70.00
9DES	Design (Semester 1)	S	\$65.00
9DESB	Design (Semester 2)	S	\$65.00
9DRA	Drama (Semester 1)	S	\$65.00
9DRAB	Drama (Semester 2)	S	\$65.00
9ENG	English	Y	\$30.00
9ENGE	English - Academic Extension	Y	\$30.00
9ENGA	English - Academic Acceleration	Y	\$30.00
9FC	Fabric Creations (Semester 1 or Semester 2)	S	\$55.00
9FFF	Food for the Future (Semester 1)	S	\$112.00
9FFL	Food in the Fast Lane (Semester 2)	S	\$112.00
9FIT	Physical Recreation/Fitness (Semester 1)	S	\$120.00
9FITB	Physical Recreation/Fitness (Semester 2)	S	\$120.00
9FRE	French (Semester 1)	S	\$16.00
9FREB	French (Semester 2)	S	\$16.00
9HART	History of Art (Semester 1)	S	\$1.50
9HARTB	History of Art (Semester 2)	S	\$1.50
9HASS	HASS (Humanities and Social Sciences)	Y	\$33.00
9HASSA	HASS - Academic Acceleration	Y	\$33.00
9HASSE	HASS - Academic Extension	Y	\$33.00

YEAR 9 SUBJECT CHARGES (CONTINUED)

Subject Code	Subject	Semester (S) Year (Y)	Cost
9HED	Health Education (Semester 1)	S	\$4.25
9HEDB	Health Education (Semester 2)	S	\$4.25
9JP	Japanese (Semester 1)	S	\$16.00
9JPB	Japanese (Semester 2)	S	\$16.00
9MAT	Mathematics	Y	\$33.00
9MATE	Mathematics - Academic Extension	Y	\$33.00
9MED	Media: Zines & Influencers (Semester 1)	S	\$65.00
9MEDB	Media: Zines & Influencers (Semester 2)	S	\$65.00
9MIM	Make it for Market (Semester 1)	S	\$65.00
9MIMB	Make it for Market (Semester 2)	S	\$65.00
9MMD	Precision - Metal and Materials Design (Semester 1)	S	\$50.00
9MMDB	Precision - Metal and Materials Design (Semester 2)	S	\$50.00
9MRED	Marine Education (Semester 1 or Semester 2)	S	\$320.00
9MUS	Music - Class, Instrumental and Ensemble (Semester 1)	S	\$45.00
9MUSB	Music - Class, Instrumental and Ensemble (Semester 2)	S	\$45.00
9OED	Outdoor Education (Semester 1 or Semester 2)	S	\$320.00
9PES	General Physical Education (Semester 1)	S	\$9.75
9PESB	General Physical Education (Semester 2)	S	\$9.75
9PHO	Photography (Semester 1)	S	\$65.00
9PHOB	Photography (Semester 2)	S	\$65.00
9PMM	Personal Money Management (Semester 1 or 2)	S	\$10.00
9SCI	Science	Y	\$40.00
9SCIA	Science - Academic Acceleration	Y	\$40.00
9SCIE	Science - Academic Extension	Y	\$40.00
9SPA	Special Art Printmaking (Semester 1)	S	\$65.00
9SPAB	Special Art Fibre Textiles (Semester 2)	S	\$65.00
9TEN 9TENB	Specialist Tennis (Semester 1) Specialist Tennis (Semester 2)	Y	\$140.00
7777	Special Art Charge	y	\$380.00
9WPD	Web Page Design (Semester 1)	S	\$45.00
9WTG	With the Grain (Woodwork) (Semester 1)	S	\$69.00
9WTGB	With the Grain (Woodwork) (Semester 2)	S	\$70.00

[Return to Content page](#)

YEAR 10 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2024 pricing structures and are subject to change in 2025.

Subject Code	Subject	Semester (S) Year (Y)	Cost
AXSELL	Sports Science Acceleration Course (Semester 1)	S	\$50.00
AXSELLB	Sports Science Acceleration Course (Semester 2)	S	\$50.00
10ART	Visual Arts (Semester 1)	S	\$65.00
10ARTB	Visual Arts (Semester 2)	S	\$65.00
10ASC	Food and Culture - Asian Cooking (Semester 1)	S	\$114.00
10ASG	All Systems are Go - Hoist (Semester 1)	S	\$36.00
10ASGB	All Systems are Go - Hover (Semester 2)	S	\$33.00
10BC	Building and Construction (Semester 1)	S	\$75.00
10BCB	Building and Construction (Semester 2)	S	\$75.00
10BMA	Business Management & Accounting (Semester 1) or (Semester 2)	S	\$10.00
10CAD	From Concept to Reality-3D Modelling and Protoyping (Semester 1)	S	\$30.00
10CADB	From Concept to Reality-3D Modelling and Protoyping (Semester 2)	S	\$30.00
10CAE	Career Education (Semester 1) or (Semester 2)	S	\$16.25
10CAFE	Café Culture (Semester 2)	S	\$114.00
10CFC	Child Development (Semester 1)	S	\$50.00
10CFCB	Child Development (Semester 2)	S	\$50.00
10DAN	Dance - Contemporary and Swing (Semester 1)	S	\$75.00
10DANB	Dance - Hip Hop and Cultural Fusion (Semester 2)	S	\$75.00
10DES	Design (Semester 1)	S	\$65.00
10DESB	Design (Semester 2)	S	\$65.00
10DRA	Drama (Semester 1)	S	\$75.00
10DRAB	Drama (Semester 2)	S	\$75.00
10EAR	Electronic Art (Semester 1)	S	\$65.00
10EARB	Electronic Art (Semester 2)	S	\$65.00
10ENG	English	Y	\$30.00
10ENGE	English - Academic Extension	Y	\$30.00
10FAF	Fashion and Fabrics (Semester 1)	S	\$59.00
10FAFB	Fashion and Fabrics (Semester 2)	S	\$59.00
10FFE	Food for Entertaining (Semester 1)	S	\$114.00
10FRE	French (Semester 1)	S	\$20.00
10FREB	French (Semester 2)	S	\$20.00

YEAR 10 SUBJECT CHARGES (CONTINUED)

Subject Code	Subject	Semester (S) Year (Y)	Cost
10HART	History of Design (Semester 1)	S	\$4.00
10HARTB	History of Design (Semester 2)	S	\$4.00
10HASS	HASS (Humanities and Social Sciences)	Y	\$33.00
10HASSE	HASS Academic Extension	Y	\$33.00
10HED	Health Education (Semester 1)	S	\$3.75
10HEDB	Health Education (Semester 2)	S	\$3.75
10IFB	Food and Culture - International Foods (Semester 2)	S	\$114.00
10JP	Japanese (Semester 1)	S	\$16.00
10JPB	Japanese (Semester 2)	S	\$16.00
10LEG	Legal Studies (Semester 1) or (Semester 2)	S	\$15.00
10MAT	Mathematics	Y	\$33.00
10MATE	Mathematics - Academic Extension	Y	\$33.00
10MED	Media: Fictional Film Making (Semester 1)	S	\$65.00
10MEDB	Media: Fictional Film Making (Semester 2)	S	\$65.00
10MMD	Precision - Metal and Materials Design (Semester 1)	S	\$62.00
10MMDB	Precision - Metal and Materials Design (Semester 2)	S	\$62.00
10MIM	Make it for Market	S	\$65.00
10MIMB	Make it for Market	S	\$65.00
10MRED	Marine Education (Semester 1 or Semester 2)	S	\$330.00
10MUS	Music - Class, Instrumental and Ensemble (Semester 1)	S	\$45.00
10MUSB	Music - Class, Instrumental and Ensemble (Semester 2)	S	\$45.00
10OED	Outdoor Education (Semester 1 or Semester 2)	S	\$330.00
10PES	General Physical Education (Semester 1)	S	\$9.25
10PESB	General Physical Education (Semester 2)	S	\$9.25
10PHO	Photography (Semester 1)	S	\$65.00
10PHOB	Photography (Semester 2)	S	\$65.00
10PHR	Physical Recreation (Semester 1) or (Semester 2)	S	\$200.00
10PSY	Psychology (Semester 1) or (Semester 2)	S	\$22.00
10SCI	Science	Y	\$45.00
10SCIE	Science - Academic Extension	Y	\$45.00
10SDV	Digital Technologies - Software Development (Semester 1)	S	\$45.00
10SDVB	Digital Technologies - Software Development (Semester 2)	S	\$45.00

YEAR 10 SUBJECT CHARGES (CONTINUED)

Subject Code	Subject	Semester (S) Year (Y)	Cost
10SPA	Special Art - Innovative Artworks (Semester 1)	S	\$65.00
10SPAB	Special Art - Contemporary Australian Art Studies (Semester 2)	S	\$65.00
7777	Special Art Charge	y	\$380.00
10STE	Global Citizenship and Sustainability (Semester 1) or (Semester 2)	S	\$15.00
10TEN 10TENB	Specialist Tennis (Semester 1) Specialist Tennis (Semester 2)	Y	\$140.00
10WTG	With the Grain - Wood and Materials Design (Semester 1)	S	\$70.00
10WTGB	With the Grain - Wood and Materials Design (Semester 2)	S	\$75.00

[Return to Content page](#)





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