



APPLECROSS
SENIOR HIGH SCHOOL

SUBJECT SELECTION HANDBOOK

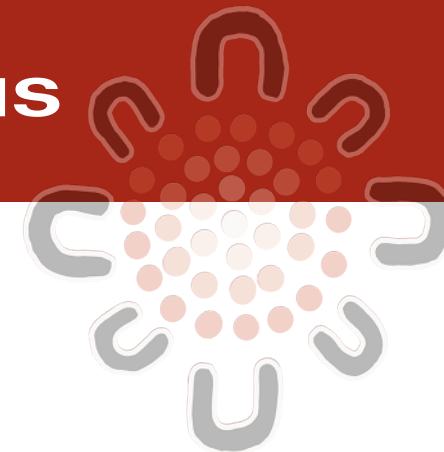
YEARS 7–10

2026 EDITION



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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 2026. 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 2026 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 2026.



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 Enrichment Programs

The Academic Extension and Academic Enrichment 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 2025 pricing structures and are subject to change in 2026.**

ENGLISH LEARNING AREA

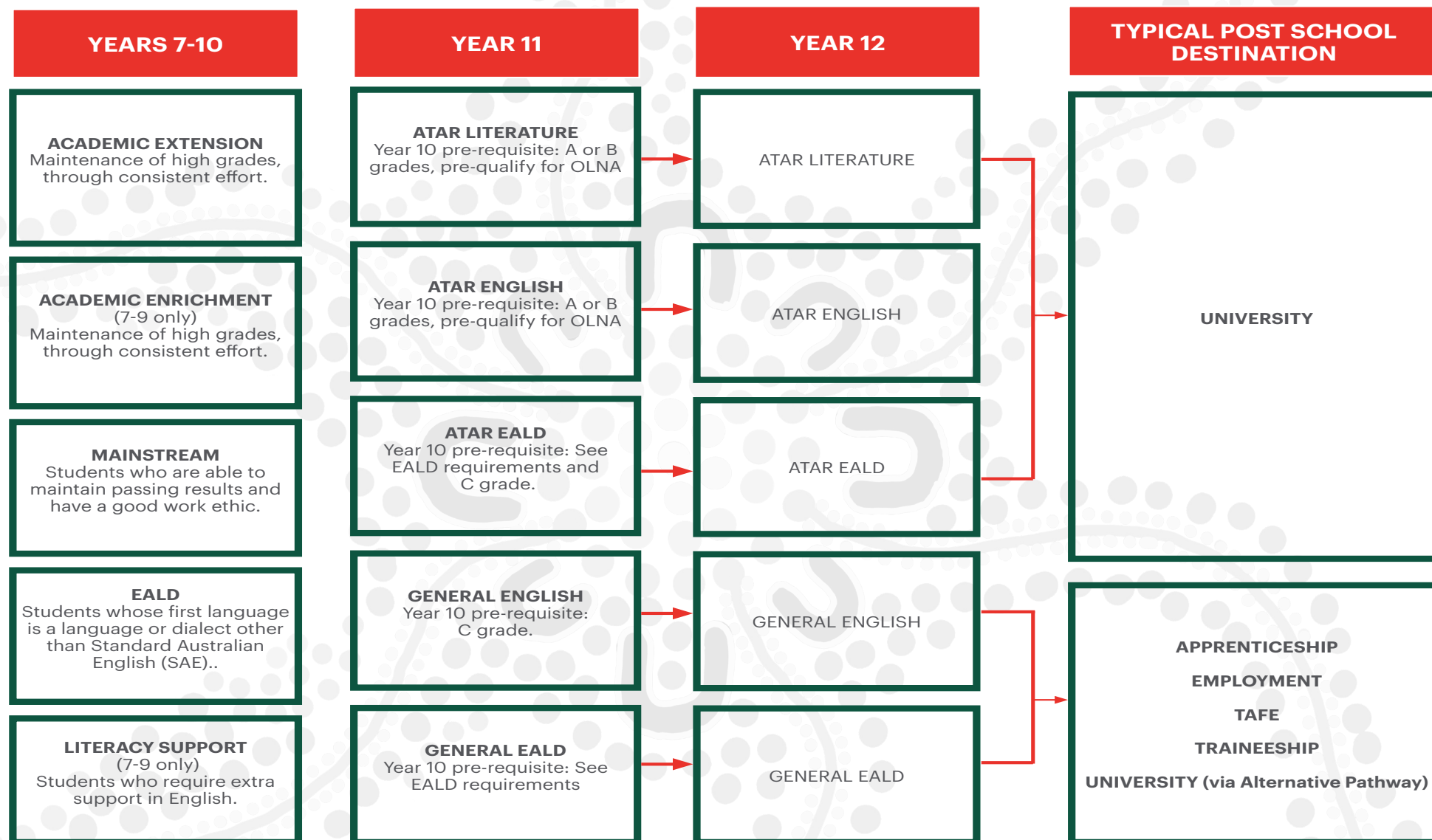
HEAD OF LEARNING AREA: JUSTINA PEREIRA

CONTENT STRANDS:

- LITERATURE
- LITERACY
- LANGUAGE



ENGLISH LEARNING AREA COURSES AND PATHWAYS



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 Enrichment** 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 senior school subjects. **EALD** (English as an Additional Language or Dialect) is for students whose first language is a language or dialect other than Standard Australian English (SAE). This course provides students specific support to build the English language skills required for General and ATAR EALD offered in Years 11 and 12. **Literacy Support** is available for students who struggle with aspects of literacy. These students are offered the option to forgo studying French or Japanese and instead participate in 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.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

HEAD OF LEARNING AREA: JADON GIELINGH

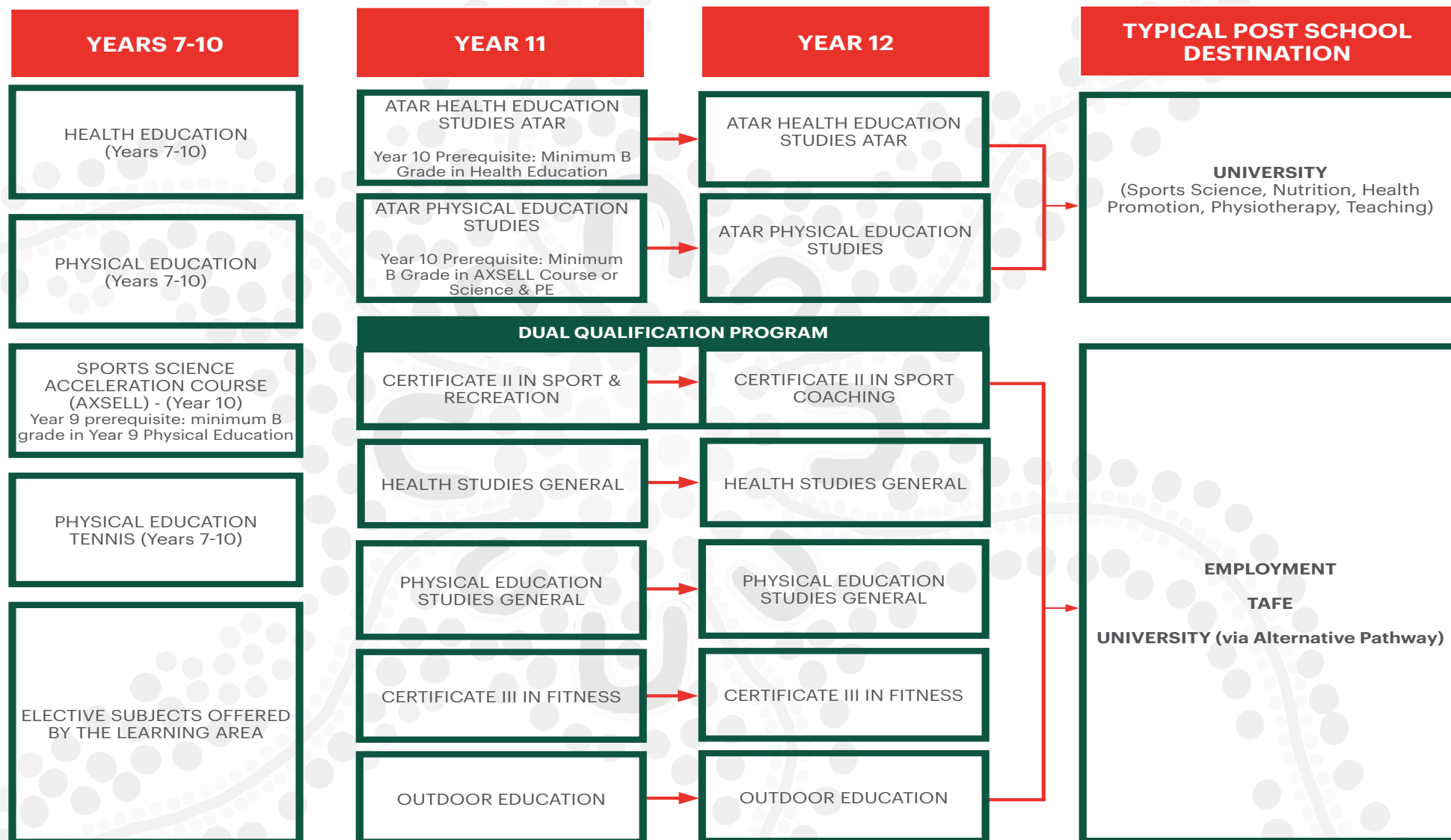
CONTENT STRANDS:

PERSONAL, SOCIAL AND
COMMUNITY HEALTH

MOVEMENT AND PHYSICAL
ACTIVITY



HEALTH AND PHYSICAL EDUCATION LEARNING AREA COURSES AND PATHWAYS



HEALTH AND PHYSICAL EDUCATION

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

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.

YEAR 7 PHYSICAL EDUCATION

Subject Code: 7PES (S1) / 7PESB (S2)

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

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.

HEALTH AND PHYSICAL EDUCATION

YEAR 8 PHYSICAL EDUCATION

Subject Code: 8PES (S1) / 8PESB (S2)

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

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 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
- Orienteering/navigation
- 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: 9OED (S1) OR (S2)

This is a semester-long unit and is an independent unit from the Year 9 Marine 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.

HEALTH AND PHYSICAL EDUCATION

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

ALL YEAR 10 STUDENTS STUDY THE FOLLOWING SUBJECTS:

YEAR 10 HEALTH EDUCATION

Subject Code: 10HED

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 1 and Semester 2.

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 1 and Semester 2.



HEALTH AND PHYSICAL EDUCATION

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/Paddle-boarding

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.



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 Recreation 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/Paddle-boarding
- Navigation

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.

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.

HEALTH AND PHYSICAL EDUCATION

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: STRENGTH AND CONDITIONING

Subject Code: 10SAC (S1) OR 10SACB (S2)

Unlock your athletic potential with the Year 10 Strength and Conditioning elective! This dynamic course is designed for students looking to improve their strength, power, speed, and overall fitness through structured training programs. Whether you're an aspiring athlete, a fitness enthusiast, or simply looking to enhance your health and wellbeing, this elective will provide you with the knowledge and practical skills to develop physical performance safely and effectively.

Throughout the course, you will learn fundamental movement patterns, resistance training techniques, injury prevention strategies, and principles of athletic conditioning. Sessions will incorporate weight training, plyometrics, agility drills, and recovery techniques to help build a well-rounded foundation for lifelong fitness.

This elective is an excellent stepping stone for students interested in further study in fitness and sports science, including the **Certificate III in Fitness** available in Years 11 and 12.

Take charge of your fitness journey and develop the skills to train with confidence!

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 2026 will be Volleyball, Netball, AFL and Touch.

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.



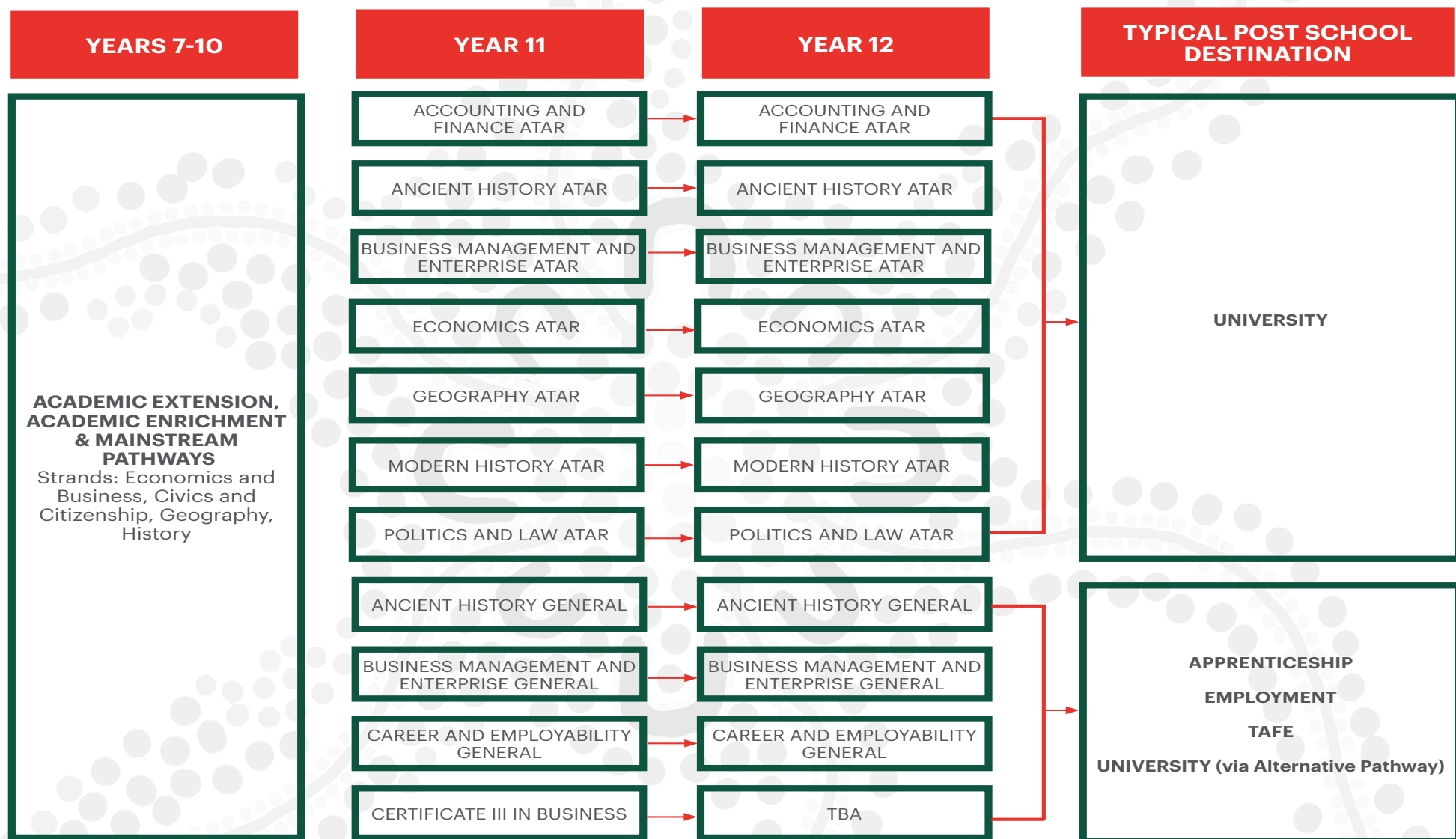
HUMANITIES AND SOCIAL SCIENCES (HASS) LEARNING AREA

HEAD OF LEARNING AREA: ALEX ROSEVEARE

CONTENT STRANDS: CIVICS AND CITIZENSHIP
ECONOMICS AND BUSINESS
GEOGRAPHY
HISTORY



HUMANITIES AND SOCIAL SCIENCES LEARNING AREA COURSES AND PATHWAYS



HUMANITIES AND SOCIAL SCIENCES



LOWER SCHOOL OVERVIEW

Humanities and Social Sciences in Years 7 to 10 follow the Western Australian Curriculum in a broad range of subjects: Civics and Citizenship, Economics and Business, Geography and History. HASS also offers a range of Lower School elective subjects including Business Management and Accounting, Career Education, Legal Studies and Personal Money Management.

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 Enrichment** 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.

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

HUMANITIES AND SOCIAL SCIENCES

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. This course will help develop knowledge and skills in our commerce-related Upper School courses of Accounting and Finance, Business Management and Enterprise and Economics.

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

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. This course will help develop knowledge and skills in our commerce-related Senior School courses of Accounting and Finance, Business Management and Enterprise and Economics.

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

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.

LANGUAGES LEARNING AREA

HEAD OF LEARNING AREA: MELINDA KENNINGTON

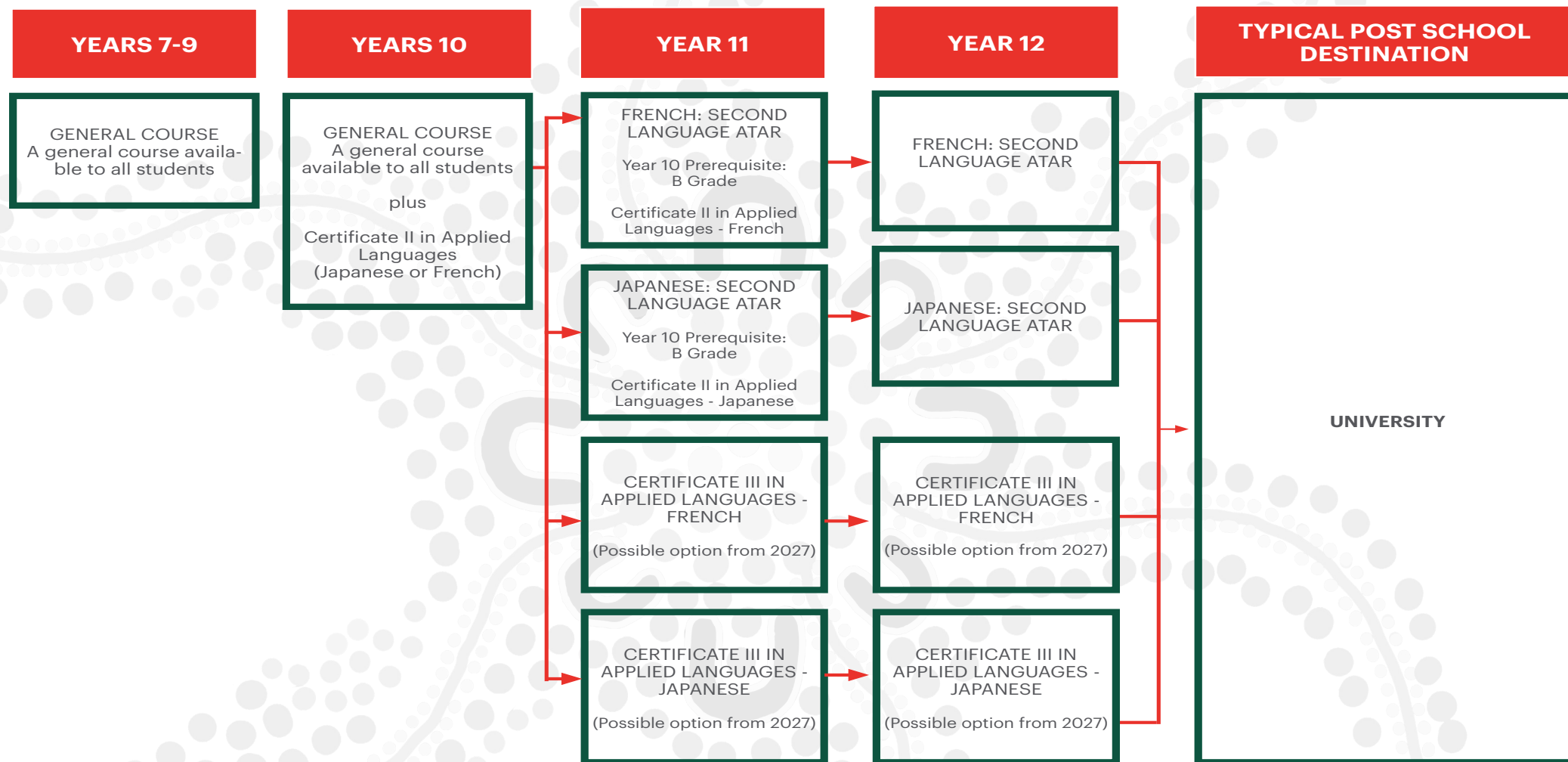
TiC - FRENCH: MAEL CORET

TiC - JAPANESE: CRAIG MURRAY

CONTENT STRANDS: COMMUNICATING (SPEAKING & WRITING)
UNDERSTANDING (READING & LISTENING)



LANGUAGES LEARNING AREA COURSES AND PATHWAYS



LOWER SCHOOL OVERVIEW

Applecross Senior High School offers a choice of two languages – French or Japanese.

The study of a language in Year 7 and 8 is compulsory and students are required to continue with the same language, as the content builds on previous knowledge. Language study is optional in Years 9 and 10. However, if students plan to study a language in Senior School, they will be required to keep the language they started in Year 7 and continue through to Year 10. Students who are native speakers of French or Japanese can choose to study their native language from Year 7 to Year 9. However, they will not be able to continue studying that language beyond Year 10. If in doubt, please contact the Teacher in Charge of the Languages Learning Area.

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 as well as practical skills which they can use in future social, cultural and vocational areas.

We have exchange programs in France and Japan and students from Years 10 to 11 are encouraged to 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 in Year 7.

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 (Speaking and Writing) 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 (Reading and Listening) 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.

YEAR 10 FRENCH PROGRAM – YEAR 10 CURRICULUM AND CERTIFICATE II IN APPLIED LANGUAGE (10949NAT) – FRENCH OR JAPANESE

The Year 10 French program at Applecross SHS is an embedded course that includes content based on the Western Australian Curriculum: Languages Year 7 to 10 and the Certificate II in Applied Language. Assessments are designed to address both courses. Graduates of this combined course will receive two reports outlining their achievement in each course. Students are able to bank the qualification/credit gained in this course towards WACE in Year 12. Students who wish to achieve Certificate II in Applied Language must select the same language in both semesters and understand it is a year-long course. This industry-approved course prepares students for a number of career pathways both nationally and internationally. Numerous industries across the world value the knowledge of another language, including, but not limited to, hospitality, business, tourism, engineering, law, journalism, fashion and medicine.

This embedded course is designed for students who want to learn French for real-world contexts and/or to prepare them to continue their language study in Senior School. Students strengthen their communication and comprehension skills in the language and will be able to communicate in tasks requiring a simple and direct exchange of information and opinions on familiar matters.

In Semester 1, students learn to interact about making choice for today and the future, including health and physical activity, and will complete the units of competency listed below.

In Semester 2, students learn to initiate and participate in sustained interactions about making choices for today and in the future, including having a part-time job, learning a language, my future, as well as the units of competency listed below.

Units of Competency

Unit Code	Unit Name	Nominal Hours
Semester 1		
NAT10949001	Conduct basic oral communication for social purposes in a language other than English	70
NAT10949003	Read and write basic documents for social purposes in a language other than English	70
Semester 2		
NAT10949002	Conduct basic workplace oral communication in a language other than English	70
NAT10949004	Read and write basic workplace documents in a language other than English	70

LANGUAGES

Recommended Pathway – Preparation for Senior School Language Study

Year 9 Compulsory for Senior School		Year 10 Compulsory for Senior School		Senior School
Semester 1	Semester 2	Semester 1	Semester 2	Year 11/12
French or Japanese		French or Japanese	French or Japanese	French or Japanese ATAR
		10949NAT Certificate II in Applied Language French or Japanese		If ATAR classes do not run due to low numbers, students can continue their language journey with the Certificate III in Applied Language.

To maximise the benefits of studying this program, students will be encouraged to actively participate in any exchange programs on offer.

Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information and opinions on familiar and basic matters.



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.

LANGUAGES

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.



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.



LANGUAGES

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.



YEAR 10 LANGUAGES: CERTIFICATE II IN APPLIED LANGUAGE – FRENCH OR JAPANESE

Subject Code: 10949NAT

This course is designed to provide individuals with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in a language other than English, both in Australia and overseas. The course applies to all languages - the specific language to be acquired will depend on student demand at the time of provision. Graduates of the Certificate II in Applied Language will be able to communicate in simple and basic tasks requiring a simple and direct exchange of information and opinions on familiar and basic matters.

NOTE: The 10949NAT Certificate II in Applied Language is a proposed offering for the 2026 Academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in 10949NAT Certificate II in Applied Language, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

This is a one-year course.



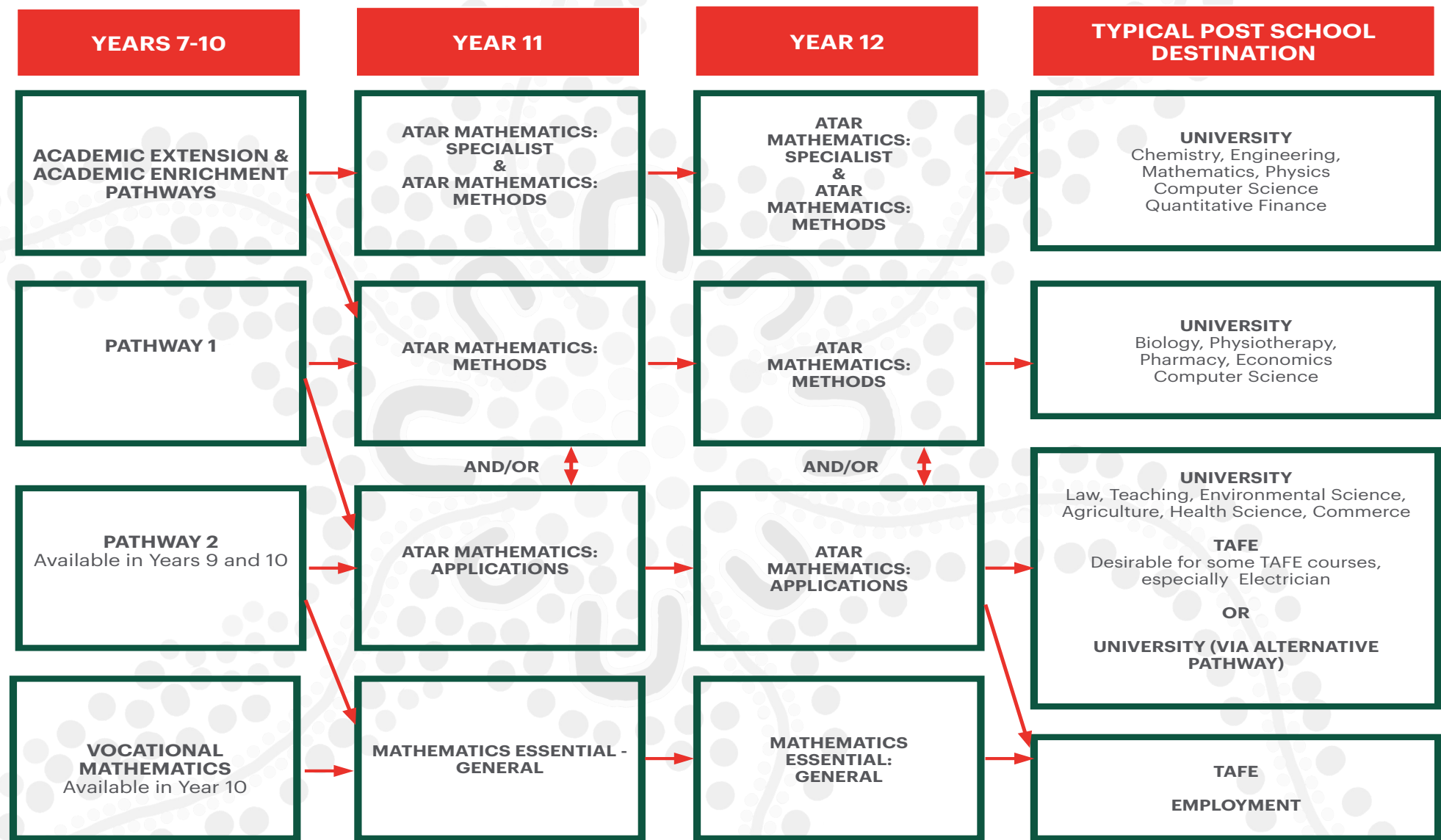
MATHEMATICS LEARNING AREA

HEAD OF LEARNING AREA: REBEKAH SMITH

CONTENT STRANDS:
NUMBER AND ALGEBRA
MEASUREMENT AND GEOMETRY
STATISTICS AND PROBABILITY



MATHEMATICS LEARNING AREA COURSES AND PATHWAYS



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.

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:

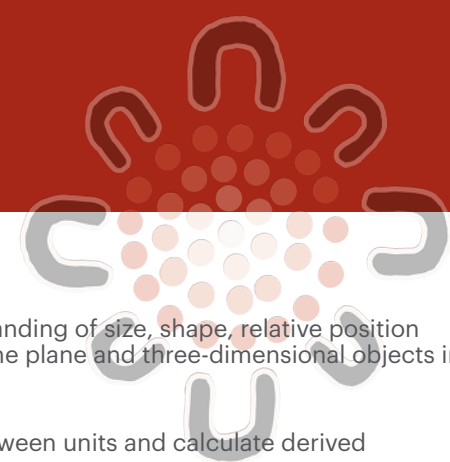
- they make connections between related concepts and progressively apply the familiar to develop new ideas;
- they build understanding when they connect related ideas, represent concepts in different ways, describe their thinking mathematically and interpret mathematical information.

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.



MATHEMATICS

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 Enrichment (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 Enrichment 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.

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;

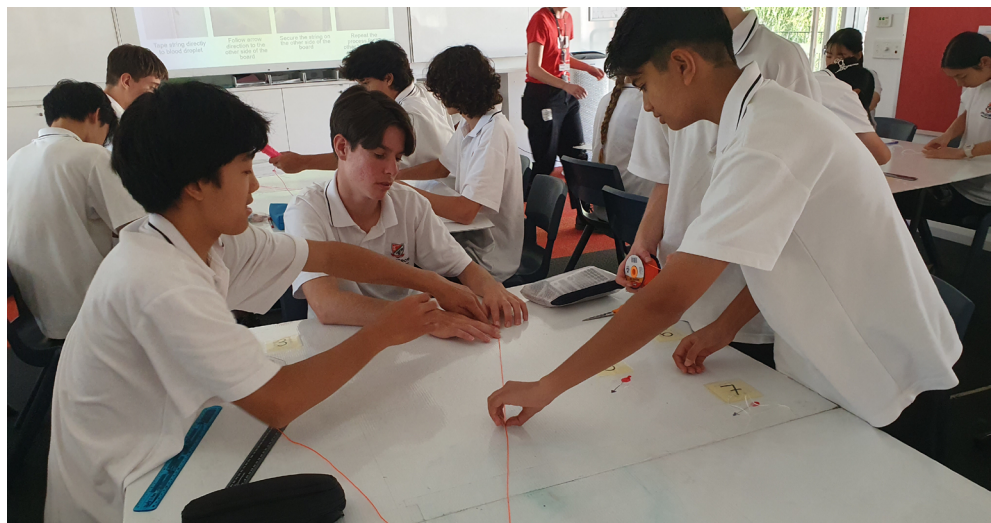
- formative and summative assessments;
- projects;
- investigations and extended pieces of work;
- class work, homework and file check;
- group and/or individual work; and
- informal tests.

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.



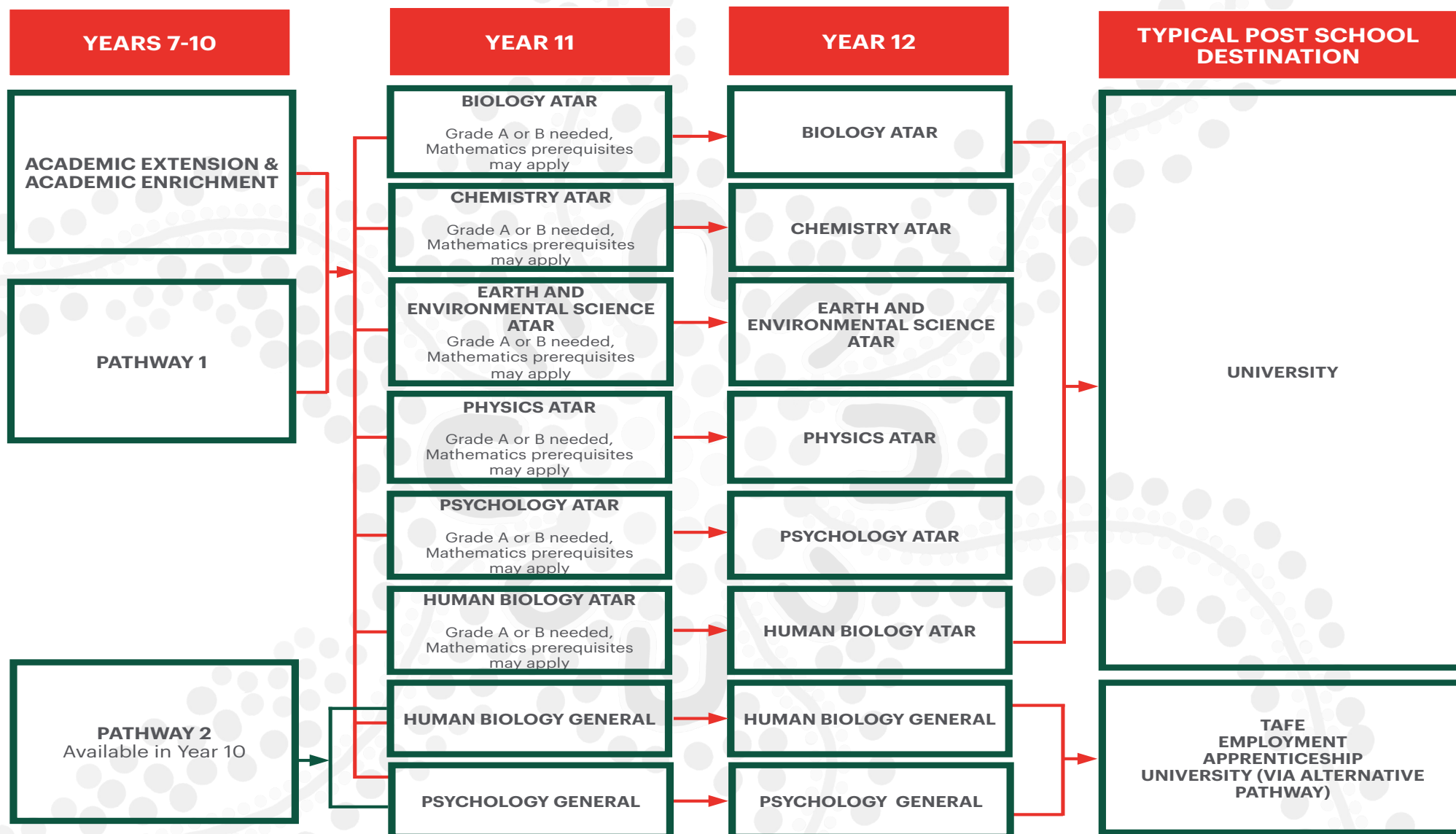
SCIENCE LEARNING AREA

HEAD OF LEARNING AREA: KAREN SMITH

CONTENT STRANDS: SCIENCE INQUIRY SKILLS
SCIENCE UNDERSTANDING



SCIENCE LEARNING AREA COURSES AND PATHWAYS



LOWER SCHOOL OVERVIEW

In 2026, 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 Extension and Enrichment 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.

Year 10 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 work in addition to the 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 an atomic level, use a periodic table, explore metals and non-metals and their properties and distinguish between chemical and physical changes. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat, electricity and kinetic energy. Students reconnoitre the theory of plate tectonics, volcanoes and earthquakes, the rock cycle and the properties of rock influencing their formation and use. 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 different levels. They explore ways in which plants and animals as systems adapt to their external environment, population size and species diversity can affect the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atomic and mass numbers, isotopes, the relationship of atomic properties to the periodic table, and they learn that matter can be rearranged through chemical change, including chemical bonding, chemical reactions and balancing these equations. They are introduced to the concept of global systems, including carbon and water cycles, interactions with the different layers of the atmosphere, and changes to global systems that can explain global climate change patterns. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer where sound and light energies are explored.

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

Students develop their understanding of genetic cellular division, genetic diversity and inheritance. They advance their understanding of motion and its relation to forces by applying physical laws. They learn about the relationships between the formation of stars, galaxies, solar systems and space exploration, to aspects of our knowledge of the living, physical and chemical world that are applied to systems on a local and global scale. This enables them to predict how changes will affect equilibrium within these systems.



YEAR 10 SCIENCE: PSYCHOLOGY

Subject Code: 10PSY (S1 or S2)

Psychology, the multifaceted exploration of behaviours, thoughts, and emotions, forms the cornerstone of the Year 10 elective curriculum. Students will embark on a comprehensive journey, delving into various domains including:

- The intricate workings of the Nervous System, encompassing brain regions, influential factors, and insightful case studies elucidating brain injuries.
- Cognition, navigating through the realms of perception, sensation, intelligence, and attention.
- Communication dynamics, encompassing the nuances of non-verbal cues and strategies for effective interaction.
- Social Psychology's intricate tapestry, unravelling the essence of groups, their purposes, and the behavioural dynamics therein.
- The fascinating realm of Forensic Science, unveiling the typologies of offenders and the intricate science behind lie detection.

Throughout the course, students will grapple with academic research, fostering the ability to navigate through complex scholarly works. Classes mirror the structure of science lessons, balancing theoretical understanding with practical application.

It's imperative to note that while the study of Psychology offers profound insights, it does not entail therapeutic training or provide counselling services to enrolled students.

Please note the Year 10 Psychology elective unit is not a prerequisite for upper school ATAR Psychology, however, it can notably facilitate a smoother transition into Year 11.

NOTE: The course content remains consistent across both semesters, and students are to enrol in only one semester.

TECHNOLOGIES LEARNING AREA

HEAD OF LEARNING AREA: SIMON ENTWISTLE

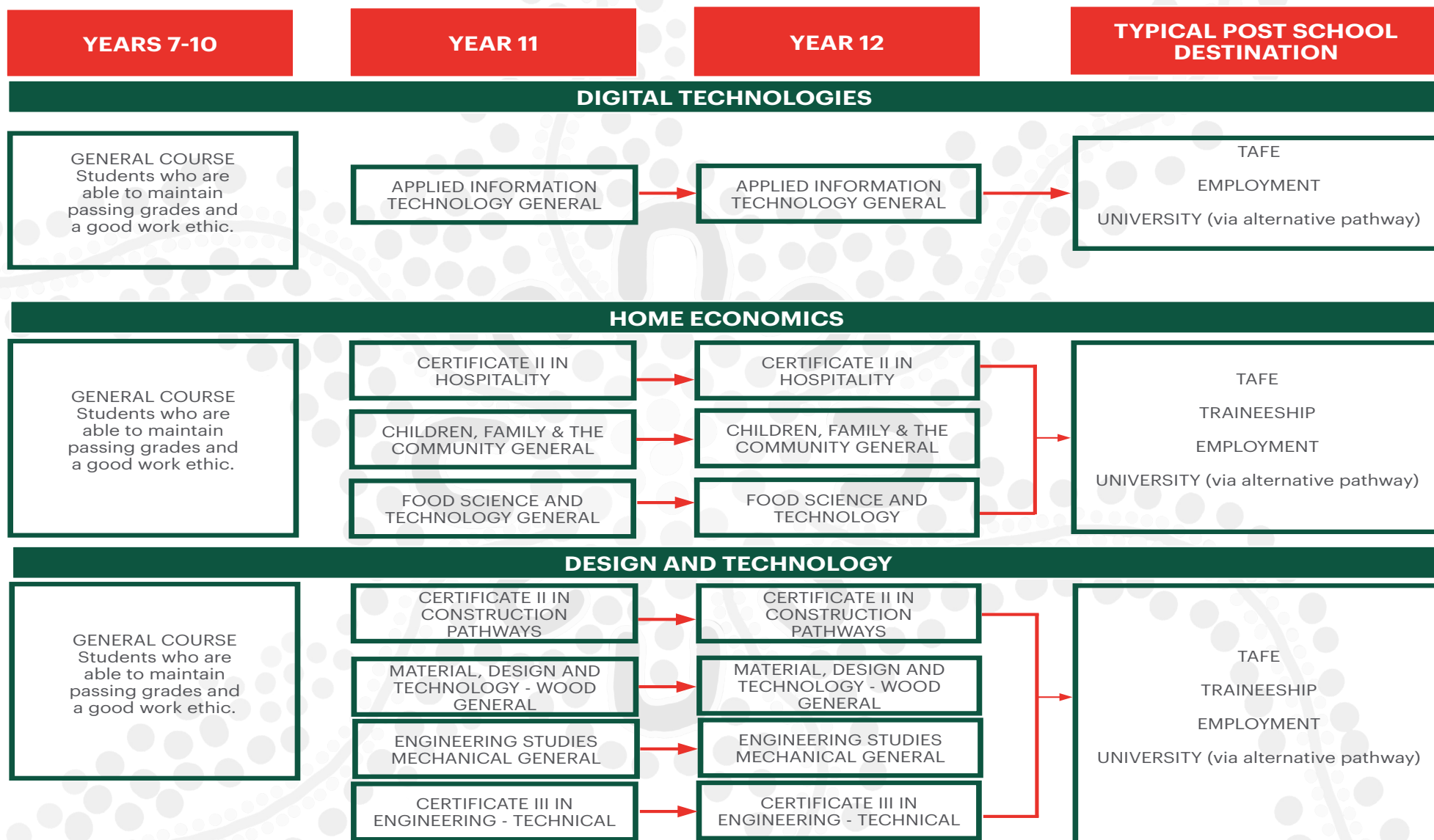
**TiC - DIGITAL
TECHNOLOGIES:** JOCASTA COLLIER

TiC - HOME ECONOMICS: TARYN SMITH

CONTENT STRANDS: KNOWLEDGE AND UNDERSTANDING
PROCESSES AND PRODUCTION
SKILLS



TECHNOLOGIES LEARNING AREA COURSES AND PATHWAYS



TECHNOLOGIES

LOWER SCHOOL OVERVIEW

The Technologies Learning Area encompasses three 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 fosters an inclusive, dynamic, and engaging learning environment where students explore the Design Process and Materials Fabrication. Through hands-on experiences, they will work with materials such as wood and metal, gain an understanding of basic electronics, and interact with Computer-Aided Design (CAD) technologies.

The course strongly emphasises the STEAM Model, integrating Science, Technology, Engineering, Art, and Mathematics to develop creative and critical thinking skills. Students will work individually and collaboratively to communicate ideas, solve design challenges, and reflect on their processes and achievements. These essential skills encourage a solutions-focused mindset and provide a strong foundation for future Design and Technology pathways.

YEAR 7 D&T: DIGITAL TECHNOLOGIES

Subject Code: 7DIG (S1 or S2)

This course introduces students to Digital Technologies, equipping them with essential coding, digital design, and problem-solving skills within a fun and engaging learning environment.

Students will explore digital manipulation software such as Photoshop, gaining insight into graphic design and illustration. They will also develop foundational coding skills using JavaScript, experiment with block-based coding in Scratch and Code.org, and apply their learning by programming mBot robots to navigate mazes.

A strong emphasis is placed on Ethics and Digital Citizenship, with students investigating key topics such as cyberbullying and responsible online behaviour. Additionally, students will use Computer Aided Design and 3D printing applications, and the course concludes with an introduction to the fundamentals of game design, allowing students to combine creativity with technical skills engagingly and interactively.

Finally we introduce students to fundamentals of game design.

YEAR 8 DIGITAL TECHNOLOGIES: CREATIVE SOLUTIONS

Subject Code: 8DIGC (S1 or S2)

Year 8 Digital Technologies: Creative Solutions builds advanced skills in image manipulation using Photoshop, where students learn to cut, blur, blend, and edit images seamlessly. The coding component develops computational thinking, progressing from block-based coding (Scratch) to JavaScript for more complex problem-solving. Students also build and race EV3 robots, applying adaptable coding techniques to enhance their understanding of automation and engineering concepts. This course provides a strong foundation for pathways in Website Design, Computer Systems Design, Software Design, and Applied Information Technology.

YEAR 8 DIGITAL TECHNOLOGIES: ENGINEERING SOLUTIONS

Subject Code: 8DIGE (S1 or S2)

This Year 8 Digital Technologies subject focuses on engineering solutions within Design and Technology, allowing students to develop computer-aided design (CAD) skills using Autodesk Inventor and Fusion 360. By transforming conceptual designs into real-world applications through laser cutting and 3D printing, students enhance their problem-solving and critical thinking abilities. This course provides a foundation for STEM pathways, including Applied Information Technology, as well as specialised courses like 'All Systems Go: Future Engineers', 'Concept to Reality: Prototyping with CAD Technologies' and Engineering Studies: Mechanical.

YEAR 8 HOME ECONOMICS: FOOD AND FABRICS

Subject Code: 8FAF (S1 or S2)

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 quality of being exact and accurate, a key goal when working and fabricating with metal. In this course, students will engage with various metalworking tools and equipment, exploring techniques for manipulating, shaping, and assembling different metals and alternative materials.

Students will be introduced to various welding and joining methods, gaining valuable skills in metal manipulation. They will apply these techniques to develop practical solutions to design challenges. The course includes a strong design element, helping students understand how specific materials and processes influence decision-making and the creative aspects of prototype development.

Emphasising safety, students will work individually and collaboratively to create and demonstrate safe work systems. Projects during the semester may include the fabrication of horticulture equipment and sheet metal carrying and storage devices.

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

Subject Code: 9MMDB (S2)

Precision is the goal of achieving accuracy and exactness in all aspects of metalworking. In this course, students will work with a variety of metalworking materials, tools, and equipment to explore processes and techniques for manipulation, assembly, and finishing.

Students will be introduced to welding and joining methods, gaining valuable skills in metal fabrication. They will apply these techniques to create practical solutions to design problems. A key design component will help students understand how different materials and processes influence decision-making and creativity in prototype development.

With a strong focus on safety, students will work both individually and collaboratively to create and demonstrate safe work systems throughout the course.

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

Subject Code: 9WTG (S1)

‘With the Grain’ refers to the technique of sanding in the direction of the wood’s natural fibres to achieve a smooth, professional finish. This course introduces students to a range of practical skills and techniques, focusing on wood and materials design. Students will engage with various tools, equipment, and materials to tackle design challenges, deepening their understanding of how different elements influence design decisions and prototype creation.

Throughout the course, students will be tasked with solving design problems to meet the needs of a client or end user, following a structured Technology Design Process. This process involves careful planning, material selection, and manufacturing techniques. Emphasising safety, students will work both individually and collaboratively, applying numeracy-based calculations to shape, cut, and finish their projects. The course fosters creativity, problem-solving, and practical skills for real-world design and fabrication.

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

Subject Code: 9WTGB (S2)

‘With the Grain’ refers to the technique of sanding in the direction of the wood’s natural fibres to achieve a smooth, high-quality finish. This is just one of the many techniques that Applecross students will explore in this engaging and rewarding course.

Students will interact with a variety of tools, equipment, and materials to address design challenges, gaining a deeper understanding of how each element influences decision-making and prototype creation. They will be given a problem to solve and tasked with meeting the needs of a client or end user by carefully working through the Technology Design Process.

With a strong focus on safety, students will work both individually and collaboratively to select appropriate materials, apply numeracy-based calculations, and shape, assemble, and finish their projects to create a functional, high-quality product.

TECHNOLOGIES

YEAR 9 D&T: ALL SYSTEMS GO: FUTURE ENGINEERS – VROOM!

Subject Code: 9ASG (S1)

All Systems are Go explores a world of Science, All Systems Go: Future Engineers is a hands-on course where students explore the science and technology behind movement, mechanics, and energy. Through engaging themes like Bling! Hover, Hoist and Vroom! students will investigate engineering principles and apply them to create innovative solutions.

Students will dive into STEM concepts, using design and fabrication techniques to address real-world needs. They'll create prototypes using various materials, components, and tools, while gaining transferable skills in electronics, mechanical, structural, automotive, and solar systems.

'Vroom!' focuses on automotive engineering, linking students directly to vehicle systems and the science of motion. Students will explore energy sources, including stored and electrical energy, to power vehicles and motion systems. The semester will culminate in hands-on projects where students apply their knowledge to design and fabricate functional automotive models, gaining transferable skills in mechanical, structural, and energy systems.

YEAR 9 D&T: ALL SYSTEMS GO: FUTURE ENGINEERS – BLING

Subject Code: 9ASGB (S2)

All Systems Go: Future Engineers is a hands-on course where students explore the science and technology behind movement, mechanics, and energy. Through engaging themes like Bling, Hover, Hoist and Vroom! students will investigate engineering principles and apply them to create innovative solutions.

Students will dive into STEM concepts, using design and fabrication techniques to address real-world needs. They'll create prototypes using various materials, components, and tools, while gaining transferable skills in electronics, mechanical, structural, automotive, and solar systems.

'Bling' dives into electronics and circuitry, fusing engineering with creative design. It focuses on integrating light with electronics, allowing students to design aesthetically appealing and functional products.

YEAR 9 D&T: CONCEPT TO REALITY: COMPUTER-AIDED DESIGN

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

This course offers a creative and innovative platform for students to develop and design their own projects. Emphasising creativity and discovery, it encourages exploration of individual interests, the importance of reflection, and the impact of computer-based technologies on society.

Using Autodesk's Computer-Aided Design (CAD) software, students will create, detail, and develop 3D solid models that incorporate interactive and moving parts, such as linkages, gears, levers, wheels, pivots, and axles. They will refine their models, test their functionality, and generate 2D and 3D tool paths for rapid prototyping.

The final step in the design process involves creating a functional prototype using laser cutting and 3D printing technologies. This exciting course is suitable for all levels of experience and is offered during both Semester 1 and Semester 2 for Year 9 students, providing a comprehensive hands-on experience in bringing designs to life.

YEAR 9 DIGITAL TECHNOLOGIES: WEBSITE DESIGN

Subject Code: 9WPD (S1)

In Digital Technologies: Web Design, students apply the Technology Process to engineer creative and functional solutions for developing digital products and systems. This course encourages students to think critically, solve complex problems, and integrate various technologies to address design challenges. Through this process, they develop creativity, innovation, and entrepreneurship skills within multiple contexts.

Within the Web Design component, students focus on advanced image manipulation techniques using Photoshop, enhancing their ability to create professional-quality visual content. They will also refine and expand their programming skills by building upon JavaScript, HTML, and CSS, improving their ability to develop dynamic and interactive websites.

As part of their studies, students will examine the broader influences that impact the development of products or systems, including ethical, legal, economic, and sustainability considerations. They will assess how these factors influence society and the design process, encouraging a thoughtful and responsible approach to digital creation.

TECHNOLOGIES

YEAR 9 DIGITAL TECHNOLOGIES: COMPUTER SYSTEMS DESIGN

Subject Code: 9CSD (S2)

In Computer Systems Design, students will use the Technology Process to develop solutions for creating products or systems, focusing on creativity, critical thinking, and problem-solving skills to tackle real-world challenges.

Students will program games using engines like Flowlab, Text Adventure, and TaleBlazer, applying advanced coding techniques beyond Scratch. They will also enhance their coding skills in JavaScript, Python, and SQL, while participating in international coding competitions through GROK.

The course includes building simple computers with Raspberry Pi and using them alongside AutoCAD software for 3D printing applications. Students will also examine ethical, legal, economic, and sustainability issues, exploring how these factors affect design and technology.

YEAR 9 HOME ECONOMICS: FABRIC CREATIONS

Subject Code: 9FC (S1 or S2)

Students will have the opportunity to develop their sewing machine skills further to create simple projects and accessories. Students will develop an understanding of the different types of fibres and textiles, as well as their uses and care instructions. They will also investigate the elements of design and how they can impact fashion trends and individual style, considering social values and 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 the cooking skills that were taught in previous years. Students will prepare foods for enjoyment and good health. The course focuses on home-made versus commercially prepared foods in terms of cost, nutritional value, time, taste and appearance. In addition, students will learn to consider 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.

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: 10MMDB (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.

TECHNOLOGIES

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

Subject Code: 10WTG (S1)

With the Grain refers to the technique of sanding in the direction of the wood's natural fibres to achieve a smooth, high-quality finish. This is just one of the many techniques that Applecross students will explore in this engaging and rewarding course. Students will work with various tools, equipment, and materials to tackle design challenges, developing a deeper understanding of how material properties influence decision-making and prototype creation. They will follow a structured technology process to design and manufacture solutions that meet client, or user needs while focusing on precision and creativity.

A component of the course is using Computer-Aided Design (CAD) to develop 2D and 3D designs. Students may prepare dimensional shapes for laser cutting in solid timber, manufactured board, and plastic, then assemble their projects using precise techniques and bonding methods. With a strong emphasis on safety, students will work both independently and collaboratively to select materials, apply accurate measurements, shape, assemble, and finish their products to meet a functional need

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

Subject Code: 10WTGB (S2)

With the Grain refers to the technique of sanding in the direction of the wood's natural fibres to achieve a smooth, high-quality finish. This is just one of the many techniques that Applecross students will explore in this engaging and rewarding course. Students who choose Wood and Materials Design in Year 10 will engage in design challenges that foster a solutions-focused mindset and creative problem-solving. Each project requires students to consider a client or end user's needs while evaluating key factors such as aesthetics, function, durability, sustainability, cost, and material selection. Through more advanced fabrication techniques, students will deepen their understanding of manufacturing processes and explore how material properties influence design decisions.

In this course, students will refine their skills in joining techniques, surface preparation, and finishing methods. They will work both independently and collaboratively to create high-quality products, developing practical skills that enhance their ability to design and manufacture functional, well-crafted solutions.

YEAR 10 D&T: ALL SYSTEMS GO: FUTURE ENGINEERS – HOVER

Subject Code: 10ASG (S1)

All Systems Go: Future Engineers is a hands-on course where students explore the science and technology behind movement, mechanics, and energy. Through engaging themes like Bling, Hover, Hoist and Vroom! students will investigate engineering principles and apply them to create innovative solutions.

Students will dive into STEM concepts, using design and fabrication techniques to address real-world needs. They'll create prototypes using various materials, components, and tools, while gaining transferable skills in electronics, mechanical, structural, automotive, and solar systems.

Hover means to rise and float above the ground. Pressurised air lifts a hovercraft, and students will explore the science behind this system using electronics, programmable motors, and a mix of workshop and household materials. The excitement comes in the testing phase, where students will fine-tune their designs to see how fast and efficiently their hovercrafts can move. They will gain hands-on experience with aerodynamics, propulsion, and control systems through experimentation and iteration.

YEAR 10 D&T: ALL SYSTEMS GO: FUTURE ENGINEERS – HOIST

Subject Code: 10ASGB (S2)

All Systems Go: Future Engineers is a hands-on course where students explore the science and technology behind movement, mechanics, and energy. Through engaging themes like Bling, Hover, Hoist and Vroom! students will investigate engineering principles and apply them to create innovative solutions.

Students will explore how various systems and mechanisms function, applying their knowledge to engineer prototypes using selected materials, components, techniques, and equipment. A key aspect of learning in this course is using Computer-Aided Design (CAD) software to create 2D shapes and 3D forms. Students will develop dimensional designs for laser cutting solid timber, manufactured boards, and plastic. These components will be assembled using box joinery techniques or adhesives to create functional prototypes.

In Hoist, students will investigate lifting mechanisms using ropes, pulleys, and spool adjustments, applying engineering principles to create a working model that supports a load efficiently.

TECHNOLOGIES

YEAR 10 D&T: BUILDING AND CONSTRUCTION

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

Year 10 Building and Construction is a foundational course for students considering a career in the Construction Industry. With a strong focus on practical learning, students will be introduced to bricklaying, levelling and carpentry techniques while developing essential industry knowledge. They will work both independently and collaboratively on various projects, following strict Work Health and Safety (WHS) protocols to align with industry standards.

Beyond hands-on skills, the course fosters communication, teamwork, and contextual mathematics, equipping students with valuable problem-solving abilities. This program provides a solid stepping stone for those pursuing further studies in Certificate II in Construction Pathways or apprenticeships in the building and construction sector.

YEAR 10 D&T: CONCEPT TO REALITY: COMPUTER-AIDED DESIGN

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

This course offers a creative and innovative platform for students to develop and design their own projects. Emphasising creativity and discovery, it encourages exploration of individual interests, the importance of reflection, and the impact of computer-based technologies on society.

Using Autodesk's Computer-Aided Design (CAD) software, students will create, detail, and develop 3D solid models that incorporate interactive and moving parts, such as linkages, gears, levers, wheels, pivots, and axles. They will refine their models, test their functionality, and generate 2D and 3D tool paths for rapid prototyping.

The final step in the design process involves creating a functional prototype using laser cutting and 3D printing technologies. This exciting course is suitable for all levels of experience and is offered during both Semester One and Semester Two for Year Ten students, providing a comprehensive hands-on experience in bringing designs to life.

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 HOME ECONOMICS

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 and use 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 textile industry. The creative use of textiles will be explored, and students will design their own upcycled article.

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

YEAR 10 HOME ECONOMICS: WORLD OF FOOD

Subject Code: 10WOF (S1)

Students will go on an international food journey as they investigate the cooking and preparation techniques from regions worldwide, including Asia, Europe, America, South America and Australia. For each cuisine, students will prepare various dishes and explore how these cultures have influenced Australian food habits. This course helps the student to appreciate and respect other cultures. It makes connections to the Western Australian Curriculum priorities of Aboriginal and Torres Strait Islander culture and Australia's engagement with Asia.

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

YEAR 10 HOME ECONOMICS: FOOD FOR SOCIAL OCCASIONS

Subject Code: 10FFSO (S2)

Food plays an integral part in people's social life and can be seen as a symbol of hospitality. Students will learn the principles of meal planning, focusing on the modern menu and types of dishes they would see when dining in restaurants and cafes. Students will prepare a variety of dishes including entrées, main courses, desserts, special occasion foods and café-style food and beverages.

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

TECHNOLOGIES

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)

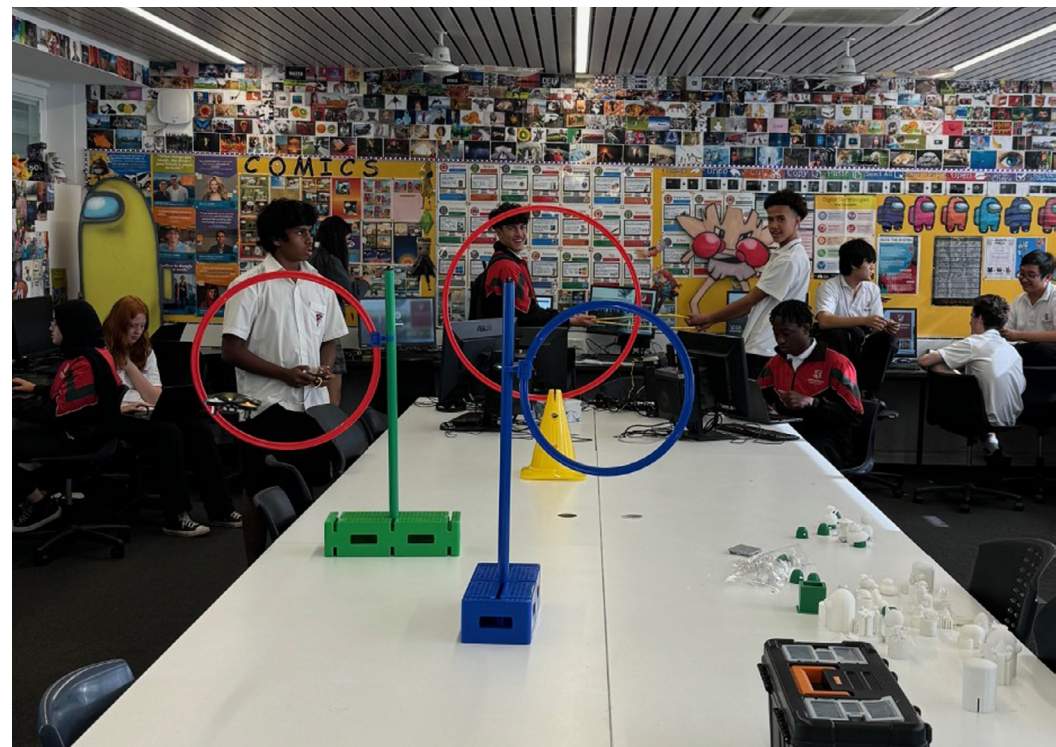
In Digital Technologies, Computer Systems Design, students use the Technology Process to engineer solutions to develop products or systems. This subject encourages students to be creative, innovative and enterprising in chosen contexts. They apply critical thinking and problem-solving skills and incorporate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



THE ARTS LEARNING AREA

HEAD OF LEARNING AREA: STEPHEN AMITSTEAD

TiC - DANCE AND DRAMA: TANEKA GRANT

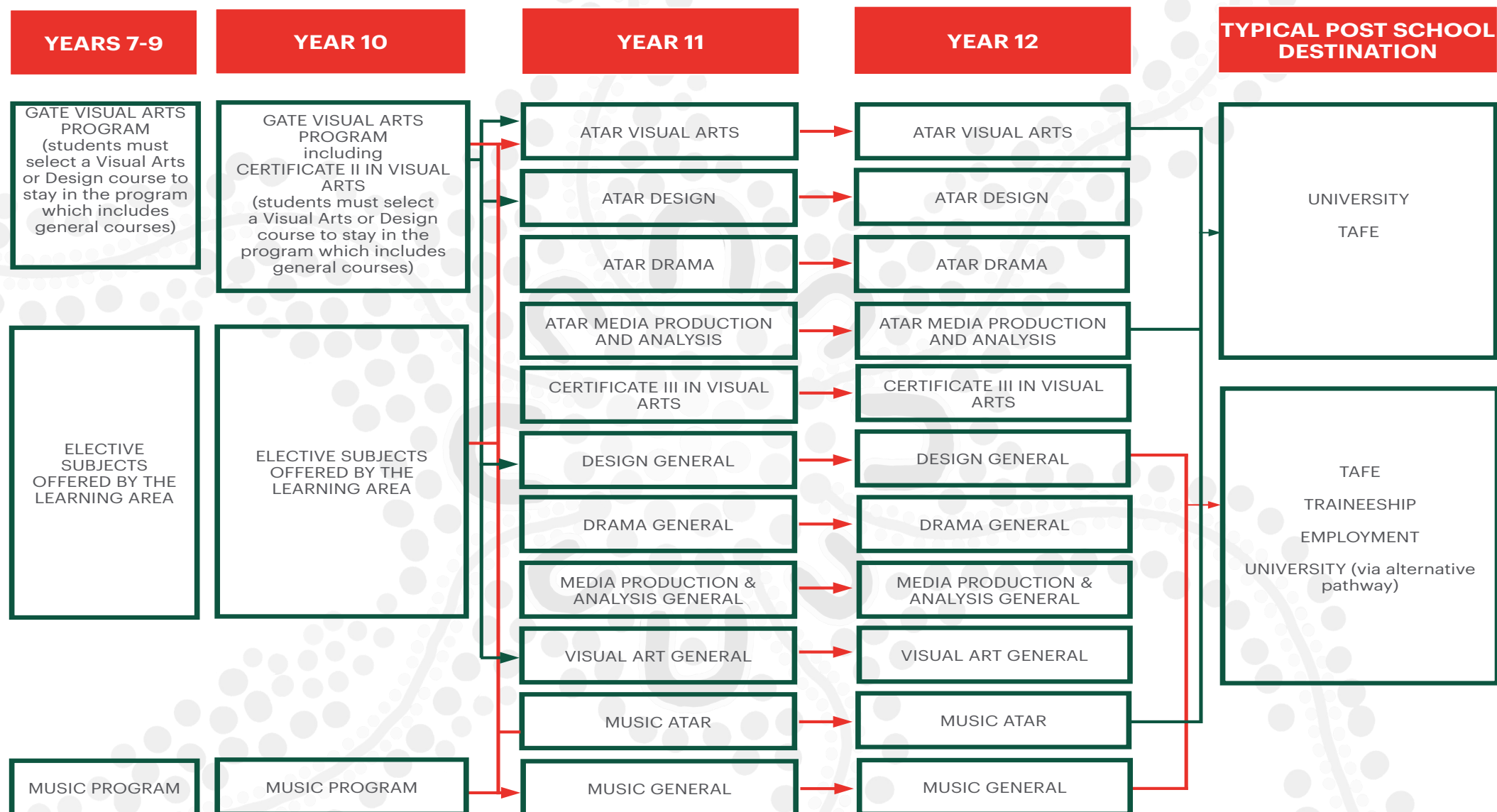
TiC - MUSIC: TIM STAPLETON

TiC - VISUAL ARTS (GATE): FLEUR CASON

CONTENT STRANDS: MAKING
RESPONDING



THE ARTS LEARNING AREA COURSES AND PATHWAYS



THE ARTS

GIFTED AND TALENTED EDUCATION (GATE) 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 GATE testing process, successful Year 7, 8, 9 and 10 students participate in their selected GATE 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 2025 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)

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

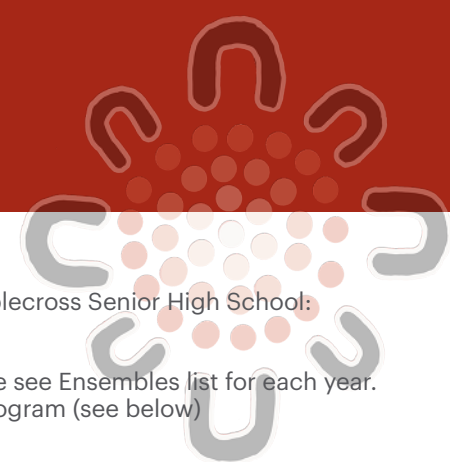
The Subject Request Form found in the Enrolment Pack has a Music section that must be completed to ensure your child is allocated the Class Music elective on their timetable.

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 2025 this was \$170.00.
2. More advanced students in senior ensembles participate in the Term 1 Senior Ensembles Rehearsal Camp and Primary Schools Concert Tour. The cost of this excursion in 2025 was \$250.00.



THE ARTS

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 2 Autumn Concerts (junior ensembles)
- Term 3 WA Schools' Festivals
- Term 4 '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.

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.

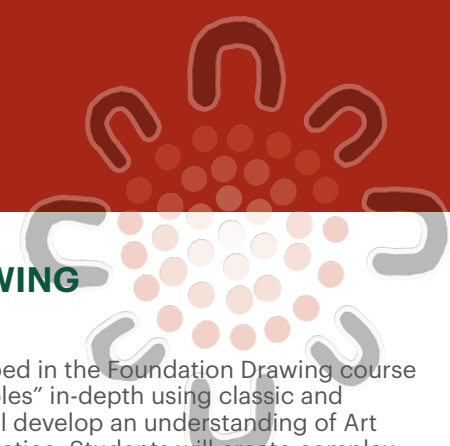
NOTE: Students have the choice of choosing either Drama or Dance in Year 8.

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 2 Autumn Concerts (junior ensembles)
- Term 3 WA Schools' Festivals
- More advanced students (senior ensembles) will be involved in the Term One Senior Concerts and the Term Three Spring Concerts
- Term 4 '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.

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 2 Autumn Concerts (junior ensembles)
- Term 3 WA Schools' Festivals

THE ARTS

- More advanced students (senior ensembles will be involved in the Term One Senior Concerts and the Term Three Spring Concerts)
- Term 4 '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 for. An evening showcase will provide an opportunity for students to perform for a live audience.

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.

THE ARTS



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.

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 1 Senior Concerts
- Term 3 WA Schools' Festivals
- Term 3 Spring Concerts
- Term 4 '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.

THE ARTS

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.

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.

THE ARTS

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.

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 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.



THE ARTS

YEAR 10 SPECIAL ART: INNOVATIVE ARTWORKS

Subject Code: 10SPA (S1)

Students explore how the skills & techniques they have been acquiring and developing through Saturday GATE Workshops and earlier years can be combined with contemporary techniques and technology to create a body of work exploring a theme. Students will develop Arts Language and an appreciation of contemporary art practice. Students will produce at least one major work for display. 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. This unit of study provides a unique opportunity for GATE students to include their Saturday art extension workshops as accreditation towards a Certificate III in Visual Arts through North Metropolitan TAFE (see right of page for more information).

YEAR 10 SPECIAL ART: CONTEMPORARY AUSTRALIAN ART STUDIES

Subject Code: 10SPAB (S2)

Semester 2 studies will follow on directly from Innovative Artworks. Students investigate the scope of technologies as a tool to develop artwork for a new era, as they continue building on strengths identified in semester one in their practice on Saturdays and weekday classes. The course will provide students with an informal but solid background in Australian & international 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. This unit of study provides a unique opportunity for GATE students to include their Saturday art extension workshops as accreditation towards a Certificate III in Visual Arts through North Metropolitan TAFE (see right of page for more information).



Certificate III in Visual Arts for Year 10/11 Gifted & Talented Art Students

This is a two-year embedded course across Year 10 and 11 and incorporates Saturday art classes taking advantage of the additional time, extension and enrichment activities made available to GATE students.

For the duration of the Certificate III in Visual Arts, students will learn creative problem-solving skills relevant to current trends and practices in industry by completing projects with a historical and contemporary arts focus, students will develop specialist skills including techniques in drawing, sculpture, video and digital imaging to confidently equip them with a range of current capabilities ready for the workplace and appealing to any future employer.

Successful completion of this course in Year 11 allows students greater flexibility in their final year of study due to having already completed a Year 12 course one year early. As a Gifted & Talented Visual Arts student, additional credit is attained through attending the Saturday workshops and this can be accessed in the form of late or early finish times, or as study sessions on a student's timetable in Year 11.

NOTE: The 52786 Certificate III in Visual Arts is a proposed offering for the 2026 academic year. At the time of publication, no agreements have been entered into the Registered Training Organisation for the delivery of this qualification. On the basis of interest from students the 52786 Certificate III in Visual Arts, the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.



STUDENT SERVICES

PROGRAM COORDINATORS:

YEARS 7 AND 8

LACHLAN SILBERSTEIN

YEARS 9 AND 10

SHANE BASIOLI

YEARS 11 AND 12

EBONY MORRISON



STUDENT SERVICES

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.



YEAR 7 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2025 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
7ENGX	English - Academic Extension	Y	\$30.00
7ENGX	English - Academic Extension	Y	\$30.00
7ENGN	English - Enrichment	Y	\$30.00
7EALD	English - EALD	Y	\$30.00
7HED	Health Education	Y	\$7.50
7PES	Physical Education	S	\$8.75
7PESB	Physical Education	S	\$8.75
7TEN	Specialist Tennis (Semester 1)	Y	\$150.00
7TENB	Specialist Tennis (Semester 2)	Y	\$150.00
7HASS	HASS (Humanities and Social Sciences)	Y	\$30.00
7HASSX	HASS - Academic Extension	Y	\$30.00
7HASSN	HASS - Enrichment	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

Subject Code	Subject	Semester (S) Year (Y)	Cost
7MATX	Mathematics - Academic Extension	Y	\$30.00
7MATN	Mathematics - Accelerated	Y	\$30.00
7SCI	Science	Y	\$33.00
7SCIX	Science - Academic Extension	Y	\$33.00
7SCIN	Science - Enrichment	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



YEAR 8 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2025 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	\$34.25
8DAN	Dance (Semester 1 or 2)	S	\$10.00
8DRA	Drama (Semester 1 or 2)	S	\$10.00
8ENG	English	Y	\$30.00
8ENGX	English - Academic Extension	Y	\$30.00
8ENGN	English - Enrichment	Y	\$30.00
8EALD	English - EALD	Y	\$30.00
8FAF	Home Economics - Food and Fabrics (Semester 1 or 2)	S	\$62.50
8FRE	French (Semester 1)	S	\$8.00
8FREB	French (Semester 2)	S	\$8.00
8HASS	HASS (Humanities and Social Sciences)	Y	\$30.00
8HASSX	HASS- Enrichment	Y	\$30.00
8HASSN	HASS - Academic Extension	Y	\$30.00
8HED	Health Education	Y	\$6.00
8JP	Japanese (Semester 1)	S	\$8.00
8JPB	Japanese (Semester 2)	S	\$8.00
8MAT	Mathematics (Pathways)	Y	\$30.00
8MATN	Mathematics - Enrichment	Y	\$30.00
8MATX	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

Subject Code	Subject	Semester (S) Year (Y)	Cost
8PESB	Physical Education (Semester 1)	S	\$9.00
8SCI	Science	Y	\$30.00
8SCIN	Science - Enrichment	Y	\$30.00
8SCIX	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



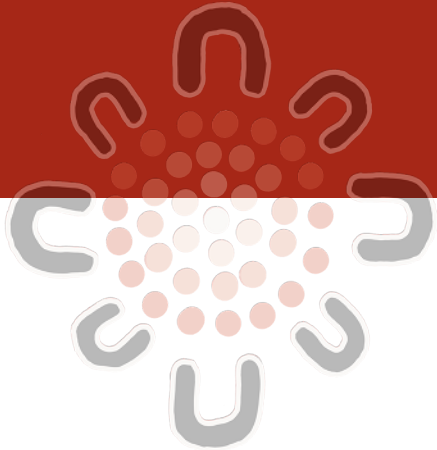
YEAR 9 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2025 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
9ART	Visual Arts (Semester 1)	S	\$65.00
9ARTB	Visual Arts (Semester 2)	S	\$65.00
9ASG	All Systems Go: Future Engineers – Vroom! (Semester 1)	S	\$39.00
9ASGB	All Systems Go: Future Engineers – Bling (Semester 2)	S	\$38.00
9CAD	Concept to Reality: Computer-Aided Design (Semester 1)	S	\$27.50
9CADB	Concept to Reality: Computer-Aided Design (Semester 2)	S	\$27.50
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
9ENGX	English - Academic Extension	Y	\$30.00
9ENGXN	English - Enrichment	Y	\$30.00
9EALD	English - EALD	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

Subject Code	Subject	Semester (S) Year (Y)	Cost
9HASSN	HASS - Academic Enrichment	Y	\$33.00
9HASSX	HASS - Academic Extension	Y	\$33.00
9HED	Health Education	Y	\$8.50
9JP	Japanese (Semester 1)	S	\$16.00
9JPB	Japanese (Semester 2)	S	\$16.00
9MAT	Mathematics	Y	\$33.00
9MATX	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
9SCIN	Science - Academic Enrichment	Y	\$40.00
9SCIX	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

YEAR 9 SUBJECT CHARGES (CONTINUED)



Subject Code	Subject	Semester (S) Year (Y)	Cost
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



YEAR 10 SUBJECT CHARGES

NOTE: All course costs are given as a guide only. These are based on the 2025 pricing structures and are subject to change in 2026.

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
10949NAT	Certificate II in Applied Language – French or Japanese	S	\$60.00
10ART	Visual Arts (Semester 1)	S	\$65.00
10ARTB	Visual Arts (Semester 2)	S	\$65.00
10ASG	All Systems Go: Future Engineers – Hover (Semester 1)	S	\$36.00
10ASGB	All Systems Go: Future Engineers – Hoist (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	Concept to Reality: Computer-Aided Design (Semester 1)	S	\$30.00
10CADB	Concept to Reality: Computer-Aided Design (Semester 2)	S	\$30.00
10CAE	Career Education (Semester 1) or (Semester 2)	S	\$16.25
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
10ENGX	English - Academic Extension	Y	\$30.00
10EALD	English - EALD	Y	\$30.00

Subject Code	Subject	Semester (S) Year (Y)	Cost
10FAF	Fashion and Fabrics (Semester 1)	S	\$59.00
10FAFB	Fashion and Fabrics (Semester 2)	S	\$59.00
10FFSO	Food for Social Occasions (Semester 2)	S	\$114.00
10FRE	French (Semester 1)	S	\$20.00
10FREB	French (Semester 2)	S	\$20.00
10HART	History of Design (Semester 1)	S	\$5.00
10HARB	History of Design (Semester 2)	S	\$5.00
10HASS	HASS (Humanities and Social Sciences)	Y	\$33.00
10HASSX	HASS Academic Extension	Y	\$33.00
10HED	Health Education	Y	\$7.50
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
10MATX	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	\$68.00
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	\$120.00
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

YEAR 10 SUBJECT CHARGES (CONTINUED)

Subject Code	Subject	Semester (S) Year (Y)	Cost
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
10SCIX	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
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
10SAC	Strength and Conditioning (Semester 1) or (Semester 2)	S	\$140.00
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
10WOF	World of Foods (Semester 1)	S	\$114.00

