

2017 EDITION



# APPLECROSS

SENIOR HIGH SCHOOL  
INDEPENDENT PUBLIC SCHOOL

Curriculum Handbook

YEAR | 12

Achieve

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**Flexi Learning Program****Note:**

Due to resource constraints, it may not be possible to timetable courses if they are chosen by a very small number of students.

**All course costs are given as a guide only. These are based on the 2016 pricing structures and are subject to change in 2017.**

## Introducing Applecross Senior High School

Applecross Senior High School was established in 1958. It is located in the pleasant near-riverside suburb of Ardross. The School has established and sustained a reputation for high academic, sporting and cultural achievements, winning many academic exhibitions, awards and competitions, and is often placed among the highest performing public high schools.

About 70 per cent of our students seek with success to enter a university, and others achieve entry to Training WA (formerly known as TAFE) or proceed directly to employment.

The school celebrates its cultural diversity, with approximately 50 per cent of the student population coming from non-European backgrounds.

Well-known alumni include media personalities Deborah Kennedy and Mara Pritchard, Maritime Museum Director Graeme Henderson, AFL and NFL footballer Darren Bennett, and political cartoonist Dean Alston.

Parent involvement is valued and encouraged through the Parents and Citizens Association, canteen, school committees, and the School Board. Active parent groups support the programs in Art, Music, and Tennis.

The School has several unique features:

- a long history of academic excellence
- more than 40 years of the highly successful Gifted and Talented: Visual Arts program
- well qualified, stable staff with a wealth of experience and long-term commitment to the School
- strong relationships with local employers

### Features of the Curriculum

Applecross Senior High School focuses strongly on:

- the individual needs of each student
- students, parents and teachers working together to support the teaching-learning experience
- programs that reflect potential areas for future education, training and employment
- basic skills which are vital to every student's future: literacy, numeracy and information technology skills

A full range of subjects covering the eight Learning Areas is offered:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment
- Technology and Enterprise

## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is awarded to secondary school students who satisfy its requirements. Generally, students will complete two years of senior secondary study, after which they are awarded the WACE.

### WACE Requirements for Year 12 2017

#### General requirements

Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy

Complete a minimum of 20 units or equivalents as described below

Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

#### Breadth and depth

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

A minimum of 10 Year 12 units or the equivalent

Two completed Year 11 English units and one pair of completed Year 12 English units

One pair of Year 12 course units from each of List A (Arts/English/Languages/Social Sciences) and List B (Mathematics/ Science/Technology).

**Achievement standard**

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight unit equivalents through completion of VET programs, **or**
- Up to four unit equivalents through completion of endorsed programs, **or**
- Up to eight unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

VET qualifications

- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed Programs – unit equivalence is identified on the Authority's approved list of Endorsed Programs.

**YEAR 11**

Applecross Senior High School will be offering the following:

- School Curriculum and Standards Authority (SCSA) Courses - both General and ATAR
- Endorsed programs
- Training WA Certificates
- Flexible Learning Program (Training WA qualifications and a mix of school-based and out of school experiences)

All WACE courses consist of units, each with its own syllabus. Students are encouraged to study units appropriate to their level of development.

For example, university bound students would generally study a program of mostly ATAR courses in Year 11 and 12. Students intending to enter Training WA courses or employment will generally study a combination of General courses and certificates. In many instances students interested in entering university will also study a Training WA certificate.

**Flexible Learning Program:**

This is available to students who believe, and have demonstrated through the options they have chosen, that they are practical learners. Students and parents/guardians need to be aware that places in this program are limited and are allocated only after an interview and the signing of a contract. This course will consist of English, Mathematics, Career and Enterprise, Workplace Learning, and a Certificate II course in Sport and Recreation or a Certificate III in Business. For management reasons, these subjects have been chosen because they are related very strongly to the workplace.

The goal of the Flexible Learning Program is to prepare students for a smooth transition into further training and the workplace by gaining industry-specific skills and by networking with employers. In most cases students complete their school studies Monday, Tuesday and Wednesday and attend Training WA campuses or a Registered Training Organisation and a work placement on Thursday and Friday.

Students must have:

- a strong work ethic and a high attendance rate
- a demonstrated commitment to meeting deadlines
- the necessary maturity and commitment to perform in the workplace
- the support of parents who encourage their child to move out of their comfort zone and take responsibility for achieving personal goals
- an understanding and acceptance that their Training WA certificate and work placement that takes place usually on Thursday and Friday may involve travelling to a campus or employer that is not in the local area

## HOW TO USE THIS BOOK

This book presents a summary of the courses available and other vital information necessary to make good choices.

It does not stand alone. Advice and information is available from the Deputy Principal – Years 10, 11 & 12, Head of Student Services Years 10, 11 & 12, the Year 10 Coordinator and nominated Course Counsellors.

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

It may not be possible to timetable some courses if they are chosen by a very small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time.

## HOW MANY SUBJECTS MUST I CHOOSE

Students have 2 pathways to choose from

- A. **Flexible Learning Program** – discrete program which is independent of main timetable. No individual course selection is required as this is a fixed course.

Students are required to complete an application form after discussion with Careers teachers.

- B. **General Studies or University Studies program**

You must choose six Courses or certificates to study from any number of Learning Areas

All students must include a course of English i.e.: one of the following:

- English General
- English ATAR
- Literature ATAR
- EALD – check eligibility with an ESL teacher

**Choose five other courses** – At least one course from List A and B below must be included. It is also **strongly** advised that all students also choose to study WACE Courses in Mathematics

If you are not choosing ATAR courses you must study at least one certificate and we would encourage students to undertake two.

## Courses offered at Applecross Senior High School

List A (Arts/Languages/Social Science)	List B (Mathematics/Science/Technology)	Vocational Education and Training – TAFE Courses
Ancient History *@ Career and Enterprise * Drama @ Economics * English * @ English as an Additional Language *@ French * Geography * Health Studies * Japanese: Second Language * Literature * Modern History * Music @ Politics and Law * Visual Arts *@	Accounting and Finance * Applied Information Technology @ Automotive Engineering & Technology @ Biological Science * Chemistry * Design (Photography) * @ Food Science and Technology @ Human Biology * Materials Design and Technology (Metals) @ Mathematics Specialist * Mathematics Methods * Mathematics Applications * Mathematics Essentials @ Physical Education Studies * Physics * Psychology *	Business – Certificate III and IV Community Services – Certificate II Visual Art – Certificate II (Woodwork) Information Technology – Certificate II Engineering – Technical – Certificate III Laboratory Skills – Certificate III Sport and Recreation – Certificate II

\*denotes ATAR

@denotes General

Subject to student numbers, not all courses will run each year.

## TRAINING WA (formally known as TAFE)

### THIS INFORMATION IS CURRENT AS OF MAY, 2015

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

To gain entry into Training WA courses, applicants need to meet the entrance requirements for the chosen course. Where a course is deemed to be competitive, applicants are required to meet both the entrance requirements and selection criteria. Selection criteria will focus on secondary education achievement, skill development, previous qualifications and workplace learning (paid or unpaid).

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

Students who are interested in applying for Training WA courses are strongly advised to access the latest information. There is a large amount of information available at the:

The Career Development Centre  
166 Murray Street  
Perth City  
(Second floor, above Woolworths)

**Phone:** 132398 or 9224 6500

**Web:** [www.careercentre.dtwd.wa.gov.au](http://www.careercentre.dtwd.wa.gov.au)

The website has links to each of the Training WA providers as well as tools to help you decide what you would like to do when you leave school.

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

### TERTIARY ENTRANCE REQUIREMENTS

#### THIS INFORMATION IS CURRENT AS OF MAY, 2015

#### UP-TO-DATE INFORMATION IS PUBLISHED ON THE TISC WEBSITE IN JUNE EACH YEAR

To be considered for university admission as a school leaver an applicant must -

- meet the requirements for the **Western Australian Certificate of Education (WACE)** as prescribed by the School Curriculum and Standards Authority,
- achieve **competence in English** as prescribed by the individual universities,
- obtain a sufficiently high **Australian Tertiary Admission Rank (ATAR)** for entry to a particular university and/or course, and
- satisfy any **prerequisites** or special requirements for entry to particular courses

All universities also allow entry into some courses for students that have completed a minimum of as Certificate IV from a Training WA provider. Information as to the requirements and courses available through this method vary and students need to investigate options with each university.

#### Competence in English for University Entrance

For Curtin University, Murdoch University and The University of Western Australia:

You must achieve a scaled score of at least 50 in English ATAR, Literature ATAR or EALD ATAR.

For Edith Cowan University:

You must achieve

- a scaled score of at least 50 in English ATAR, Literature ATAR or EALD ATAR or
- a letter grade of A, B or C in units 3 and 4 studied in Year 12

#### Concessions



### Curtin University, Edith Cowan University, Murdoch University

(a) If you have not met the requirement for one of these three universities, that university will concede competence in English to you if you have:

- achieved an ATAR above the minimum specified annually by the university(ies), and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR,

THEN you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university(ies) early in January.

### The University of Western Australia

(a) If you have not met the requirement for The University of Western Australia, The University of Western Australia will concede competence in English to you if you have:

- achieved a standardised moderated numeric school assessment or standardised numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language or Dialect ATAR, a standardised moderated written school assessment or standardised written exam mark of at least 60 is required.

(b) If you have not met requirement (a) above for The University of Western Australia, but you have:

- achieved an ATAR/Selection Rank above the minimum specified annually by the university, and
- achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another University of Western Australia approved test of English early in January

### Portfolio Pathway to Edith Cowan University (ECU)

In addition to the requirements outlined above, Edith Cowan University offers an additional pathway for entry by school leaver students.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or [www.ecu.edu.au](http://www.ecu.edu.au).

### Portfolio Entry to Murdoch University

In addition to the requirements outlined above, Murdoch University offers a portfolio pathway for admission to the Bachelor's degrees in a number of areas including Media, Communications and in Digital Media. For more information see [www.murdoch.edu.au](http://www.murdoch.edu.au).

### University Application Procedures

Information about applying to the universities and admission to undergraduate courses will be sent to Year 12 students, during the year at their schools. Application will be via TISC's website.

The closing date for applications without incurring a late fee is normally the end of September. Offers of admission are made by the universities in the second half of January and in early February.

Further information about application procedures may be obtained from TISC. Enquiries about mid-year entry, external studies and particular course requirements should be directed to the university concerned.

Applications need to be made through TISC when the applicant is:

- an Australian citizen,
- a New Zealand citizen,
- approved/granted Australian permanent resident status

**International students do not fit these categories and will need to apply directly to the International Office at the relevant university.**

**Students interested in attending the University of Notre Dame also apply directly to the university.**

Full details regarding individual university entrance requirements and processes are available from the TISC website: <http://www.tisc.edu.au>

### APPRENTICESHIPS AND TRAINEESHIPS

Students can begin a training qualification in Years 11 and 12 at the same time as completing the Western Australian Certificate of Education (WACE) through one of three programs: School Based Apprenticeship, School Based Traineeship or Pre-Apprenticeship in Schools. Students generally attend school for three days, one day in the workplace and one day at a registered training organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as hospitality, business, manufacturing and health.

### **School Based Apprenticeships (SBA):**

Schools Based Apprenticeships allow students to start an apprenticeship while still at school. Under these arrangements the student is both a full-time student and a part-time employee. After the student leaves school they continue the apprenticeship on a full-time or part-time basis.

Students are an employee so they are paid for the time they are in the workplace. Every week students are usually three days at school, one day in the workplace and one day at training.

### **School Based Traineeships (SBT):**

A school based traineeship allows senior secondary students to start a traineeship while also completing the Western Australian Certificate of Education (WACE). Under these arrangements the student is both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees.

Students are an employee so they are paid for the time they are in the workplace.

### **Pre-Apprenticeships in Schools (PAIS):**

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

Students in Year 11 and 12 attend school, training at a registered training organisation and are linked to an employer for work placement. Students are able to undertake a Certificate II Pre-Apprenticeship while still completing their Western Australian Certificate of Education (WACE).

### **School Aboriginal Based Training:**

Aboriginal School Based Training provides opportunities for Aboriginal students in Years 10, 11 and 12 to start training in school to gain a qualification, sustainable employment or go onto further education or training.

There are three phases:

1. Preparatory programs – preparing students for work
2. Pre-employment assessment – ensuring students are ready for the workplace.
3. Apprenticeship and traineeship options – making the best selection for the student

### **Profile (TAFE)**

The government provides a set amount of money to the Training WA system to offer courses to schools in areas of speciality. These placements are highly competitive and require the student to prepare a portfolio and attend an interview.

Profile courses enable you to complete your school subjects and/or WACE while you complete units of competency or a full qualification.

These programs provide pathways to further qualifications. Profile applications close at the end of August.

Each year the courses range from Certificate I to Certificate III and require one day Training WA attendance. At Applecross Senior High School we offer the students the opportunity to apply for places in courses that are delivered on a Thursday or Friday. Students may attend a range of campuses across the metropolitan area and as a result, must be competent at using public transport. A student undertaking these studies then become a continuing student for further study at Training WA rather than competing with other applicants at the end of Year 12.

Examples of areas of study are:

- Teacher's Assistant
- Laboratory Skills
- Sport Coaching
- Legal Clerical
- Music Production
- Electro Technology
- Automotive Electrical
- Child Care



- Fashion Design
- Animal Studies
- Tourism
- Make-Up Studies
- Information Technology (networking)
- Panel Beating
- Mining
- Civil and Structural Drafting
- Business Finance
- Surveying
- Foundation Health
- Nail Technology
- Spray Painting

At Applecross Senior High School any of the courses described above would be accessed through the Flexible Learning Program.

**It is imperative that students are proactive and early at making applications. Please see the VET Coordinator for application forms.**

### **CAREERS AND EDUCATION SITES**

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

#### **Apprenticeships and Traineeships**

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

#### **Australian Defence Force Academy**

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

#### **Australia wide job search**

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

#### **Career, employment, training information in WA**

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

#### **Career research**

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

#### **Curtin University of Technology**

[www.curtin.edu.au](http://www.curtin.edu.au)

#### **Edith Cowan University**

[www.ecu.edu.au](http://www.ecu.edu.au)

#### **Murdoch University**

[www.murdoch.edu.au](http://www.murdoch.edu.au)

#### **My Future**

[www.myfuture.edu.au](http://www.myfuture.edu.au)

#### **Training WA course information**

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

#### **Tertiary Institutions Services Centre**

[www.tisc.edu.au](http://www.tisc.edu.au)

#### **University of Notre Dame Australia**

[www.nd.edu.au](http://www.nd.edu.au)

#### **University of Western Australia**

[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)

#### **Vacancies Australia wide**

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

#### **Western Australian Government**

[www.wa.gov.au/government/services/educationtraining](http://www.wa.gov.au/government/services/educationtraining)

## People who can help:

### Administration

Mr R Lilleyman  
Deputy Principal

### Learning Areas

#### The Arts

Ms J McBride  
Head of Learning Area

Ms L Rankin  
Teacher in Charge – Special Art

Mrs A Zaknich  
Teacher in Charge – Dance and Drama

Mr T Stapleton  
Teacher in Charge – Music

#### English

Ms V Lake  
Head of Learning Area

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

### Health and Physical Education

Ms J Lambert  
Head of Learning Area

Mr L Jarvinen  
Teacher in Charge – Specialist Tennis

### Languages

Ms S Rose  
Head of Learning Area

### Mathematics

Mr R Nesa  
Head of Learning Area

### Science

Ms H O'Dwyer  
Head of Learning Area

### Society and Environment

Mr W Lloyd  
Head of Learning Area

### Technology and Enterprise

Mr D Payton  
Head of Learning Area

Mr A Lewis  
Teacher in Charge – Business and Information  
Technology and Career Education

Ms S Symons  
Teacher in Charge – Home Economics

### Student Services

Mr A Coppard  
Year 11 & 12 Program Coordinator

Ms E Walker  
Year 10, 11 & 12 Head of Student Services

Ms J Reed  
VET Coordinator

Ms F Van Oyen  
Workplace Learning Coordinator

## LIST A COURSES:

### ANCIENT HISTORY GENERAL: HIA

The ATAR Ancient History course is new to Applecross and will run for the first time in 2016, subject to numbers. The General level course has been running regularly for a number of years and is an option for students with an interest in this subject who do want a general level course. The subject will have one externally set assessment that students must complete, all other assessments will be set by the subject teacher.

#### MINIMUM ENTRY REQUIREMENT

A C grade in Year 10 Humanities and Social Sciences and sound English skills are required for enrolment in this course. Students who do not have such grades will need to seek special enrolment permission, from either the Teacher in Charge (History) or the Head of Learning Area. Information regarding History units will be provided during the course counselling process, or if relevant, may be discussed with your Year 10 teacher.

#### How will this course help students in the future?

Through the study of Ancient History, students will develop research, critical thinking and analysis skills. Through communicating their interpretations and findings students will work on further improving communication skills over a range of mediums. These are all valuable skills for a variety of careers. This will prepare them for further study and careers such as a lawyer, journalist, diplomat, public servant, researcher, museum and cultural worker, archaeologist, anthropologist, historian, teacher, business administrator, librarian, social worker, occupations in the travel and tourism industry, media, the arts and many others.

### Ancient History ATAR: ATHIA

Units 3 & 4

The Year 12 Ancient History course will integrate Unit 3 – People, Power & Authority and Unit 4 – Reconstructing the Ancient World, through an examination of New Kingdom Egypt. Unit 3 examines the nature and exercise of power and authority in New Kingdom Egypt, looking at political, military, religious, cultural and economic features. Through a study of Akhenaten and other pharaohs of the time students will learn about how individuals can influence events and developments. Unit 4 focuses on a significant period and how evidence can be used to develop an understanding of the past. Through looking specifically at the location of Thebes (both East and West) in New Kingdom Egypt, the challenges associated with the interpretation and evaluation of evidence will be explored.

The cost of this course in 2016 was \$72.00.

### Ancient History General: GTHIA

Suitable for either university or non-university bound students, this course is perfect for those interested in the rich history of the past. Ancient History is the study of the ancient worlds that spanned the globe from the second millennium B.C. through to early A.D. Throughout this extended time period, the various ancient civilizations that developed each had their own rich cultures, full of significant individuals and many of them left significant legacies for us today.

#### Unit 3 – Societies and change

In this unit, students learn about the evolving nature of societies and the various forces for continuity and change that exist. They also learn that values, beliefs, and traditions are linked to the identity of a society.

#### Unit 4 – Confrontation and resolution

In this unit, students learn that there are internal and external forces that result in confrontation and resolution within societies, and these have consequences for continuity and change.

The cost of this course in 2016 was \$72.00.

## CAREER AND ENTERPRISE ATAR: CAE

This is an excellent course for a university bound student. It helps them to determine appropriate courses based on their career choice. Career development frameworks are constructed to guide the student's future decision making. It is also an excellent 5<sup>th</sup> and 6<sup>th</sup> ATAR subject to bolster their final ATAR score. It is rigorous but very achievable for the hardworking student who can write well.

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

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

Self-management and career building strategies are designed, underpinned by the necessary learning experiences for a preferred future. The course investigates how creativity, flexibility and continual self-evaluation provide mechanisms for making decisions about the future.

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

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

### MINIMUM ENTRY REQUIREMENT

It is recommended that students have completed AECAE (Year 11) – but not essential. Students who have attained a B grade in ATAR English and have some general knowledge about the world of work would also do well in this subject. It is recommended that students have at least a C grade in ATAR English 11.

## Career and Enterprise ATAR: ATCAE

Unit 3 and Unit 4

Areas of study include:

- continual personal and professional learning in the management of long-term career development
- methods of improving workplace performance, self-assessment and performance management
- the benefits of workplace mentoring for both the mentor and mentee
- cultural awareness and diversity in the workplace
- the challenges and opportunities created by globalisation for individuals and organisations
- the impact of organisational restructuring on the human, physical and financial resources of a business
- investigate predicted global trends in employment
- refine own electronic individual pathway plan (IPP) and electronic career portfolio
- the legal requirements for employers and employees in the workplace
- the impact of information communication technologies (ICT) on the operational practices of workplaces
- the role of efficiency, productivity and sustainability in assisting businesses to become more globally competitive
- social justice, financial, cultural and ethical issues of global businesses, including fair trade, environmental compliance, unethical work practices, such as: sweatshops, child labour
- factors to consider when working overseas

The cost of this course in 2016 was \$55.00.

## DRAMA: DRA

In 2016 students will have the opportunity to enrol in the Year 12 General Drama Course ONLY.

### MINIMUM ENTRY REQUIREMENT

Students will be expected to have completed Drama units in lower school and have achieved competency in English.

### Year 12 Drama General Course 2016

The Year 12 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama, drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

This course is organised into a Year 11 syllabus and a Year 12 syllabus.

### How will this course help students in the future?

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

## Drama General : GTDRA

### Unit 3 – Representational, realist drama

This unit focuses on representational, realistic drama. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and others.

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

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and others. Each unit includes:

a unit description – a short description of the focus of the unit

unit content – the content to be taught and learned

The cost of this course in 2016 was \$140.00.

## ECONOMICS: ECO

Economics investigates the choices that all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

Students will complete Units 1 and 2 in Year 11, and Units 3 and 4 in Year 12.

### MINIMUM ENTRY REQUIREMENT

Only students who enrolled in Economics in Year 11 will be able to study the ATECO course in 2017.

### How will this course help students in the future?

Through the study of Economics, students will develop research, critical thinking and analysis skills. Through communicating their interpretations and findings students will work on further improving communication skills over a range of mediums. These are all valuable skills for a variety of careers. This will prepare them for further study and careers such as a lawyer, journalist, diplomat, public servant, researcher, accountant, banker, financial administrator and many others.

### Economics ATAR: ATECO

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government.

These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

The Economics ATAR course is designed to facilitate achievement of the following outcomes.

#### Outcome 1 – Economic inquiry

Students use economic information and data to communicate an understanding of economic events, issues and decisions.

#### Outcome 2 – The operation of the economy

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses.

#### Outcome 3 – Economic policy and action

Students understand that the policies and actions of the government and other authorities affect the operation of the economy.

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

Unit 3 – Microeconomics

Unit 4 – Macroeconomics

The cost of this course in 2016 was \$35.00.



## ENGLISH: ENG 11

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, through the use of oral, written and visual communication texts, students examine the relationship between language and power and learn how to become competent, reflective and critical users of language. Students learn about the English language, how it works and how to use it effectively.

### MINIMUM ENTRY REQUIREMENT

Students must consider their Year 11 performance when selecting an appropriate English course for Year 12. A “B” level or higher is the best indicator of probable success.

**Students intending to go to University they should read the requirements for English Competency on Page 5.**

### English ATAR: ATENG

The English ATAR course focuses on developing student’s analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

The cost of this course in 2016 was \$68.00.

### English General: GTENG

#### Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text’s meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts

#### Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them.

Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- considering intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

The cost of this course in 2016 was \$68.00.

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT: ELD 11

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

### MINIMUM ENTRY REQUIREMENT

Students must consider their Year 11 performance in ELD when selecting an appropriate course for Year 12.

**Students intending to go to University should read the requirements on English Competency on Page 5.**

### How will this course help students in the future?

The English as an Additional Language or Dialect course is designed to meet the specific linguistic, cultural and educational needs of students learning Standard Australian English as an additional language or dialect. At the end of the course, students may access further training, education or employment in order to participate in all aspects of the Australian community and achieve their personal goals.

### English as an Additional Language/Dialect ATAR: ATELD

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

The cost of this course is \$55.00.

### English as an Additional Language/Dialect General: GTELD

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English in a range of contexts. The EAL/D General course prepares students for a range of post-secondary destinations in further education, training and the workplace.

The cost of this course in 2016 was \$68.00.

## FRENCH:SECOND LANGUAGE: FSL

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

The French: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and French-speaking communities. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the French: Second Language General and French: Background Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

### MINIMUM ENTRY REQUIREMENT

It is anticipated that students selecting French in Year 12 will have successfully completed the Year 11 course.

### How will this course help students in the future?

With increasing numbers of Australians travelling the world and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French, in conjunction with other skills, provides students with enhanced career opportunities in fields such as banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting. It also develops recognition of the value of being an effective communicator within the service industries.

### French: Second Language ATAR: ATFSL

#### Unit 3

This unit focuses on *Les médias (The media)*. Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

#### Unit 4

This unit focuses on *Le monde qui nous entoure (The world around us)*. Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

Each unit includes:

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

The cost of this course in 2016 was \$94.00.

## GEOGRAPHY: GEO

Geography is a unique subject, in that it combines elements of the natural world and links well with physical sciences as well as with elements of the human environment and linking well with humanities. Gone are the days of Geography focussing on capital cities, tallest mountains and the agricultural output of the United States. Contemporary Geography combines elements of the biophysical world and how humans interconnect with their natural environment. It is the study of the patterns, processes and implications they have on sustaining a future for human kind.

Geography is a social science that values imagination, creativity, critical thinking and speculation. In the subject of Geography students are encouraged to look at their own environments and compare it with others from around the world. Thinking geographically can be linked to questions such as why do toilets flush in a different direction in Australia to those of England? Why do people choose to live close to an active volcano? What makes cities like New York, London, Tokyo and Beijing so dynamic and top of the list of places to visit? Is the concept of climate change just the creation of scare mongers or is there justification for cities like New York including it in their plans for the future.

### MINIMUM ENTRY REQUIREMENT

It is anticipated that students selecting the Year 12 Geography course will have successfully completed the Year 11 course.

### How will this course help students in the future?

The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary level and seek employment in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries, such as agriculture and mining, land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

## Geography ATAR: ATGEO

### Unit 3 – Global environmental change

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

### Unit 4 – Planning sustainable places

In this unit, students investigate how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

The content in each unit is divided into an overview and one or more depth studies. The content descriptions associated with the overview are designed to be taught at a broad level and in a short timeframe. The content descriptions associated with the depth study are designed to be taught in a more focused and detailed way and therefore to take more time to teach.

The cost of this course in 2016 was \$55.00.

## HEALTH STUDIES: HEA

Healthy lifestyle and understanding the impact health has on the community is of vital importance in this ever changing world. There is an increasing number of health related employment opportunities available. Health Studies looks closely at the determinants of health and their impact on the health of the community.

### MINIMUM ENTRY REQUIREMENT

It is anticipated that students selecting Health Studies in Year 12 will have successfully completed the Year 11 course.

### How will this course help students in the future?

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

### Health Studies ATAR: ATHEA

#### Unit 3

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

#### Unit 4

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

The cost of this course in 2016 was \$50.00.

## JAPANESE: SECOND LANGUAGE:JSL

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

The Japanese: Second Language ATAR course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture, through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200–400 hours at the commencement of Year 11, and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

For information on the Japanese: Second Language General, the Japanese: Background Language ATAR and the Japanese: First Language ATAR courses, refer to the course page on the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

### MINIMUM ENTRY REQUIREMENT

It is expected that students enrolling in this course will have completed AEJSL in Year 11.

### How will this course help students in the future?

With increasing numbers of Australians living and working in Japan, and Japanese people living and working in Australia, employers are recognising the usefulness of Japanese language knowledge and skills. An ability to communicate in Japanese, in conjunction with other skills, provides students with enhanced career opportunities in areas such as banking and international finance, commerce and trade, tourism and hospitality, cuisine and catering, the arts, media and advertising, translation and interpreting, education and research, engineering, science and technology, diplomacy, government and law. It also enables them to recognise the value of being an effective communicator within the service industries.

## Japanese: Second Language ATAR: ATJSL

### Unit 3

This unit focuses on わか若い りょこうしゃ旅行者 (Young travellers).

Through the two topics: Travel 旅行 and Part-time jobs and money アルバイトとお金, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

### Unit 4

This unit focuses on かこと みらい未来 (Reflections and horizons). Through the three topics: This year and beyond しょうらい今年と将来, Youth events and pathways わかもの若者

ぎょうじの行事と しんろ進路 and みらいFuture plans 未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Each unit includes:

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

The cost of this course in 2016 was \$94.00.



## LITERATURE: LIT 11

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received. Through the study of Literature, students create readings of literary texts and develop the skills necessary to a better understanding of their world. They apply and explore their understandings of literature through writing their own poems, plays and stories.

### MINIMUM ENTRY REQUIREMENT

Students should assess carefully their progress in Year 11 to ascertain their best chance of success in the Year 12 ATAR Literature. A “B” result or higher is recommended. Some students who completed Year 11 ATAR Literature may wish to consider ATAR English as an alternative course in Year 12.

**Students intending to go to University should read the requirements for English Competency on Page 5.**

### How will this course help students in the future?

The course encourages students to be literate and articulate; to be competent in the expression of ideas and feelings; and to engage critically with texts. The reading, critical thinking and production skills encouraged by this course will be useful in students’ other studies, in their further studies, in their chosen careers and in their lives generally.

### Literature ATAR: ATLIT

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

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

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

### Unit 4

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$45.00.

## MODERN HISTORY: HIM

The Modern History ATAR course begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for change in the 20th century that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

### How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation as well as a variety of other careers and to be an active participant in society.

### Modern History ATAR - ATHIM

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

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

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

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

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned
- electives – the content is delivered through one of three electives, each of which focuses on a particular nation state or development

The cost of this course in 2016 was \$72.00.

## MUSIC: MUS

The Music General Course encourages students to explore a range of musical experience, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course provides opportunities for creative expression, the development of aesthetic appreciation and understanding and respect for music and music practices across different times, places, cultures and contexts.

### MINIMUM ENTRY REQUIREMENT

This course is mainly for students who have completed Year 11 Music General course.

*It is possible that other students may be suited to this course, but an interview with the Teacher in Charge of Music is required prior to subject selection.*

### How will this course help students in the future?

The General Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music. Participation in Music is widely recognised for its broader benefits; including the development of cooperative skills and higher-order thinking, as well as fostering individual resilience and persistence.

### Music General – GEMUS

The Music General course is divided into two units, one per semester throughout Year 12. In each unit, this course is divided into a written component and a practical component. It is accessible to students with a varied background and experience in music and is designed to provide a flexible framework through which the areas of content can be taught. The context(s) offered by schools will depend on school resources, staff expertise and student interest and needs. The selected context(s) is the vehicle or framework through which the unit content is delivered. Suggested contexts could include Western Art Music, Jazz, Contemporary Music, Music Theatre, Music for Film and Television, World and Indigenous Music or Music Technology.

The written component is made up of three learning areas:

**Aural and theory** – The Aural and theory content is generic and not context specific and has been sequentially developed across all four units. The content can be extended and adapted to suit any selected context.

**Composing and arranging** – based on the selected context, encompassing the elements of music as specified in the Theory content.

**Investigation and analysis** – The selected context(s) becomes the vehicle or framework through which the Investigation and analysis component is delivered. Students learn how social, cultural and historical factors shape music in society. Learning about music in relation to its social and cultural context illustrates the changing and dynamic character of music and influences the way in which people interpret and present music. Students engage with the wider social and cultural contexts within which music is created and experienced through the study of appropriate repertoire.

The practical component can be delivered in a different context to the written component. Delivery of the practical component can require individual tuition from an instrumental teacher or composition tutor/supervisor and will generally take place outside the allocated classroom time. The classroom teacher is responsible for managing the delivery and assessment process of the practical component. A timetable, program of work and assessment outline is to be agreed to by the classroom teacher, instrumental teacher or composition tutor/supervisor, ensemble director and student to ensure appropriate standards and assessment requirements are met. It is required that all instrumental students will participate in their weekly ensemble rehearsal (i.e. the Concert Band 1, Scimitar String Orchestra, Senior Guitar Ensemble, Jazz Band or Choir) in addition to their weekly instrumental or vocal lessons. Instrumental students will be assessed by their SIM or private teacher and their Applecross Senior High School ensemble conductor.

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

- i. Performance on an instrument or voice
- ii. Composition portfolio\*
- iii. Production or practical task/project\*

Please note that these non-performance practical options require parents to employ a private tutor (outside of school time)

Instrumental home practice should be a minimum of 20 minutes per day, five days per week. Students studying General Music are also required to participate in all camps, concerts and tours in which their ensemble is involved. For students who have to hire an instrument, there will be an additional fee (which was \$160.00 in 2016).

### Assessment

As a non-ATAR subject, all assessment in this course is school based. That is, there is no external examination.

Written Component	-	60%
Practical Component	-	40%

The cost of this course in 2016 was \$90.00.

## POLITICS AND LAW: PAL

“Decisions are made by those who show up.”

Informed citizens, actively engaged in government is the hallmark of a healthy society and the best defence against tyranny. In contrast, ignorance can lead to a sense of helplessness and disenchantment with our political process. When citizens cease to participate in their government, corruption and abuse of human rights inevitably follows. At a time when disenchantment with our political process is growing, it is more important than ever that future generations have an understanding of how our political and legal structures function so that they can contribute fully as citizens.

This is the primary reason for the study of politics and law – to equip students with the knowledge and critical ability to play their part as informed and empowered citizens who know their rights, can evaluate critically the actions of our representatives and hold their leaders to account when necessary.

### MINIMUM ENTRY REQUIREMENT

It is anticipated that students selecting ATPAL in Year 12 will have successfully completed AEPAL in Year 11. However, other students may be suitable candidates but should discuss their prospects with the Year 11/12 Deputy Principal or the HASS HOLA.

### How will this course help students in the future?

Politics and Law equips students with a working knowledge of decision-making processes in our society, enabling them to participate fully in society as informed citizens.

Emphasis is placed on critical evaluation. Students learn to select and apply relevant information. This includes both theoretical knowledge and real world examples. Students are encouraged to distinguish between how political and legal systems are notionally supposed to operate and how they operate in practice. Communication skills, particularly essay writing and the ability to present succinct, relevant and evidence-backed answers are developed.

While Politics and Law is particularly suited to students contemplating careers in the law and government, it also provides valuable background and skills for areas as diverse as marketing, public relations, journalism, public advocacy and education.

### Politics and Law ATAR: ATPAL

#### Unit 3 – Political and legal power

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

#### Unit 4 – Accountability and rights

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

Each unit includes:

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

The cost of this course in 2016 was \$35.00.

## VISUAL ARTS: VAR

In the Visual Arts course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

### MINIMUM ENTRY REQUIREMENT

Students selecting either of these Year 12 General or ATAR courses should consider their Year 11 performance as an indicator of likely success.

### How will this course help students in the future?

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability. Visual Arts ATAR is designed for University bound students. Visual Arts General leads onto TAFE

## Visual Arts ATAR – ATVAR

### Unit 3 – Commentaries

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

### Unit 4 – Points of view

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

Each unit includes:

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

The cost of this course in 2016 was \$185.00.

## Visual Arts General - GTVAR

### Unit 3 – Inspirations

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

### Unit 4 – Investigations

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

Each unit includes:

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

The cost of this course in 2016 was \$185.00.



## LIST B COURSES:

### ACCOUNTING AND FINANCE: ACF

This course focuses on financial literacy and aims to provide students with a range of skills that enable them to make sound financial judgements. Students will develop an understanding of the fundamental principles upon which accounting and financial management are based through the preparation, examination and analysis of financial documents and systems.

#### MINIMUM ENTRY REQUIREMENT

It is anticipated that students selecting this course in Year 12 will have successfully completed the Year 11 course AEACF.

#### How will this course help students in the future?

This course is designed to cater for the needs of a wide range of students who may choose the course for interest or to gain an insight into the field as a possible future course of study. It is of particular benefit to our students as a background to tertiary studies in Commerce and Accounting.

### Accounting and Finance ATAR – ATACF

#### Unit 3

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

#### Unit 4

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

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

The cost of this course in 2016 was \$35.00.

## **AUTOMOTIVE ENGINEERING AND TECHNOLOGY: AET**

In Automotive Engineering and Technology students develop skills and understandings relating to the component parts, accessories, systems and technologies of the automotive vehicle. Students develop the principles underpinning the operation of vehicle systems and subsystems. They also develop the knowledge and skills needed to service, maintain and repair these systems. Students develop effective communication, teamwork skills and environmental awareness when developing solutions to planning and managing automotive vehicle systems.

### **MINIMUM ENTRY REQUIREMENT**

There is no prerequisite for this course however completion of the Year 11 course GEAET would be advantageous.

### **Automotive Engineering and Technology General - GTAET**

#### **Unit 3**

In this unit, students develop an understanding of automotive vehicles as complex inventions used to meet the needs of both the individual and society. They realise a whole industry has evolved around automotive vehicles and the manner in which we service, repair, maintain, refinish, customise and make use of other emerging techniques. Students use rules and regulations associated with the manufacture and use of automotive vehicles to develop, through practical tasks, a finer understanding of how automotive systems operate. They learn about historical and current changes in automotive technology, use of materials and automotive design, and the impact on communities and society.

#### **Unit 4**

In this unit, students further develop an understanding of internal combustion engines, including new and emerging types of engines. Students develop knowledge of the underlying mathematical and scientific principles involved in the operation, construction and major subsystems of the two and four stroke internal combustion engines, rotary engines and external combustion engines. Opportunities are provided to further extend their knowledge and skills, by investigating computer-assisted technologies that are used to service, repair and maintain automotive vehicle engines. Students focus on the socioeconomic impact of engine technology on society, careers, occupations and the environment. They explore the rules and regulations governing their use and manufacture. They consider the relationship between engine operation and the types of fuels used, as well as the impact of alternative fuels in the future.

Each unit includes:

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

The cost of this course is \$85.00.

## BIOLOGICAL SCIENCES: BIO

Biological Sciences gives students a unique appreciation of life and a better understanding of the living world around them. It encourages them to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems. Biology is studied in real world contexts such as ecosystem biodiversity, endangered species, population ecologies and all metabolisms and incorporates biotechnological applications.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic context, such as jarrah forests, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions and controversial issues.

Students study Biology will also have the opportunity to participate in an overnight camp where they will be able to apply their practical skills in the real world and experience nature first hand.

### MINIMUM ENTRY REQUIREMENT

It is anticipated that students who select this Year 12 ATAR course will have successfully completed the Year 11 course AEBIO.

### How will this course help students in the future?

This course caters for all students including: those who are interested in the environment and wildlife; those who want to continue to study biology or related disciplines such as medical sciences, marine biology, biotechnology, botany, agriculture, veterinary science and zoology in tertiary institutions; and those who are interested in a career in a field related to biology such as floristry, science education, forensic science, landscape gardening, horticulture, or wildlife ranger.

## Biology ATAR - ATBIO

### Unit 3 – Continuity of species

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

### Unit 4 – Surviving in a changing environment

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

The cost of this course in 2016 was \$132.00 (includes excursion costs for three excursions).

## CHEMISTRY: CHE

The Chemistry course equips students with the knowledge and understandings to enable them to appreciate the natural and built environment, its materials and interactions between them. Students predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

### MINIMUM ENTRY REQUIREMENT

It is expected that only students who have successfully completed the Year 11 course AECHE will enrol in ATCHE in Year 12.

### How will this course help students in the future?

This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

### Chemistry ATAR - ATCHE

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

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

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

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$60.00.

## DESIGN: Photography - DES

In the Design course, students develop a competitive edge for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts like photography, graphics, dimensional design and technical graphics.

### MINIMUM ENTRY REQUIREMENT

Students should consider their performance in Year 11 AEDESP or GEDESP when making course selections for Year 12 in Design.

### How will this course help students in the future?

In this course, students develop a competitive edge for current and future industry and employment markets. It provides access to further vocational and university pathways.

There is potential for students to develop transferable skills and vocational competencies while devising innovative design artefacts. The ATAR course is designed for University bound students and the General course leads to TAFE Design Courses.

### Design ATAR Photography - ATDES

50% Practical and 50% Written

The course will use Adobe CS6 software to design and make a range of graphic design products like typography, posters, illustrations and more. You will develop a sophisticated understanding of layout skills and design elements and principles that will be transferred to a wide range of design projects. This course aims to achieve these goals by exposing students to a variety of graphic communication models, including Design, Advertising, Popular Culture and Illustration. In this course, students will be exposed to the competitive edge of current design trends and prepare for a future in the design industry. It also provides access to further vocational and university pathways.

The course equips students with the knowledge and skills to understand and interpret design, and to competently develop, plan and produce functionally effective artefacts for the world of today, and for the future. Students will look at contemporary graphic designers and examine how they put their work together. Understand how to use digital imagery and graphic design software to construct cutting edge and influential graphics.

The cost of this course in 2016 was \$185.00.

### Design Photography General - GTDESP

#### Unit 3

The focus for this unit is design basics. Students understand that design is a discipline area with its own history, traditions and tools and techniques. Students are introduced to design elements and principles and design process and practice. They are introduced to basic drawing skills and a range of techniques to demonstrate their control over the elements of design. Students are introduced to basic production skills and process, materials and technologies.

#### Unit 4

The focus for this unit is applied design. Students understand that design can be used to solve problems and to satisfy user needs. They are introduced to ethical and legal issues relating to the creation and use of design. Students expand visualising/rendering techniques and a basic lexicon of terminology for design principles. Students increase familiarity with basic production skills and processes, materials and technologies.

The cost of this course in 2016 was \$185.00.

## FOOD SCIENCE AND TECHNOLOGY: FST

The Food Science and Technology course provides opportunities for students to explore and develop food-related interests and passions to achieve personal and professional goals. Students choose a context from hospitality, nutrition and health promotion or product development to develop and apply enterprising and innovative ideas to food production to meet future needs.

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course however it would be advantageous to have completed a Year 10 foods unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

### How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. Students may achieve VET competencies as they design and produce a variety of products, services or systems, while applying skills fundamental to the design of food and related technologies and working in practical environments. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

### Food Science and Technology General – GTFST

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.

Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

### Food Science and Technology General – GTFST Year 12

#### Unit 3 – Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning, preparation and processing of food.

#### Unit 4 – Undercover story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

The cost of this course in 2016 was \$180.00.



## HUMAN BIOLOGY: HBY

Human Biological Science covers a wide range of ideas relating to the functioning human.

Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. This course gives students a chance to explore what it is to be human - how the human body works, the origins of human variation, the evolution of the human species and human ecology.

### MINIMUM ENTRY REQUIREMENT

It is expected that students selecting this course will have successfully completed the Year 11 course AEHBY.

### How will this course help students in the future?

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

### Human Biology ATAR - ATHBY

The Human Biology ATAR course gives students a chance to explore which it is to be human – how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

### Unit 3 – Homeostasis and disease

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

### Unit 4 – Human variation and evolution

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

The cost of this course in 2016 was \$60.00.

## MATERIALS DESIGN AND TECHNOLOGY: MTD (METAL)

This is a practical course where students can choose to work with metal in the design and manufacture of products. This is also a course about ideas, innovation and creativity. In order to do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

### MINIMUM ENTRY REQUIREMENT

There is no prerequisite for this course however completion of the Year 11 course GEMDT\_M would be advantageous.

### Materials Design and Technology Metal General – GTMDTM

#### Unit 3

Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use.

Students identify and manage risks, and select and use appropriate methods for communicating ideas and design development. Students develop competence with production processes and learn to manage projects to determined design specifications.

#### Unit 4

Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design. Students extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products.

Students incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.

Each unit includes:

- a unit description – a short description of the focus of the unit
- defined contexts – three different contexts have been defined in this course:
  - Metal
  - Textiles
  - Wood.

The course units in each context have different codes. Students can enrol in more than one context in this course but they can only sit one external examination for the course.

- unit content – the content to be taught and learned
- students study the unit common content and the content of their chosen defined context

The cost of this course in 2016 was \$95.00.

## MATHEMATICS: MAT

Mathematics Specialist: ATAR

Mathematics Methods: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

The Mathematics course has been created to offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

As outlined below there are four paired unit courses in Year 11 Mathematics.

These courses have been designed to cater for the full range of student's abilities and their mathematics achievement at the beginning of their senior years of schooling. The units are written as a sequential development of mathematical concepts, understandings and skills.

### MINIMUM ENTRY REQUIREMENT

A pass in the 'Year 11' units 1 & 2 is expected. Normally students who are successful in Year 11 will move on to units 3 & 4 in the same course.

### How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today: problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

A summary of the combined units offered for Year 11 and 12 depending upon needs and abilities is provided in the table below:

<b>(i) Double Paired Unit Course</b>		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Specialist Units 1 & 2 Mathematics Methods Units 1 & 2	Mathematics Specialist Units 3 & 4 Mathematics Methods Units 3 & 4	The strongest maths background – for science, engineering, computing, aviation
<b>(ii) Single Paired Unit Course</b>		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Methods Units 1 & 2	Mathematics Methods Units 3 & 4	Strong background for entry to courses with further maths.
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Applications Units 1 & 2	Mathematics Applications Units 3 & 4	Sound background for entry to courses with further maths or a general tertiary entry even if no further maths is to be studied.
Year 11 General	Year 12 General	Post School
Mathematics Essential Units 1 & 2	Mathematics Essential Units 3 & 4	Non-tertiary bound course.

## Mathematics Specialist ATAR – ATMAS

Both mathematics and statistics are widely applicable as models of the world around us and there is simple opportunity for problem-solving through the Mathematics Specialist ATAR course. There is also a sound logical basis to this subject, and in mastering the course, students will develop logical reasoning skills to a high level.

The Mathematics Specialist ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the Mathematics Specialist ATAR course will be able to appreciate the true nature of mathematics, its beauty and its functionality

The Mathematics Specialist ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The Mathematics Specialist ATAR course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

The Mathematics Specialist ATAR course is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit blends algebraic and geometric thinking. In this subject, there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1, vectors for two-dimensional space are introduced and in Unit 3, vectors are studied for three-dimensional space.

The Unit 3 vector topic leads to the establishment of the equations of lines and planes, and this in turn prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in the Mathematical Methods ATAR course, is applied in vectors in Unit 3 and applications of calculus and statistics in Unit 4

### Aims

The Mathematics Specialist ATAR course aims to develop students':

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

The cost of this course in 2016 was \$36.00.

### Mathematics Methods ATAR – ATMAM

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

The Mathematics Methods ATAR course is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the Year 7-10 curriculum from the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. In this course, there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3, where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

#### Aims

Mathematics Methods ATAR course aims to develop students':

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

The cost of this course in 2016 was \$36.00.

### Mathematics Applications ATAR – ATMAA

This course focuses on the use of mathematics to solve problems in context that involve financial modelling, geometric and trigonometry analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Throughout the course, there is an emphasis on the use of application digital technologies.

#### Aims

The Mathematics Applications ATAR course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts

- capacity to communicate the results of a mathematical or statistical problem-solving in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

The cost of this course in 2016 was \$36.00.

### **Mathematics Essential General – GTMAE**

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

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

#### **Aims**

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

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

The cost of this course in 2016 was \$36.00.



## PHYSICAL EDUCATION STUDIES: PES

### Physical Education Studies ATAR – ATPES

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course is 70% theoretical and 30% practical. For the practical component students will participate in a variety of sports from the list below. For the external practical exam at the end of year 12 students can choose to be examined in one of the following sports:

AFL	Basketball
Badminton	Cricket
Hockey	Netball
Soccer	Tennis
Touch	Volleyball

### MINIMUM ENTRY REQUIREMENT

Students selecting this course will have successfully completed the preceding Year 11 course as knowledge is assumed in Year 12.

### How will this course help students in the future?

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

The cost of this course in 2016 was \$100.00.

### Physical Education Studies ATAR (Tennis) – ATPEST

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

The cost of this course in 2016 was \$80.00

## PHYSICS: PHY

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They explore the different forms of energy and energy transformations, and study how mechanical forces can shape the environment. They learn how electric and magnetic fields can be used in machines and electronic devices, why different materials are used in heating and cooling systems, how communication and vision systems apply our understanding of the properties of light and sound waves and how radioactivity is used in industrial testing and in the treatment of diseases.

### MINIMUM ENTRY REQUIREMENT

Students should carefully consider their Year 11 performance in AEPHY when selecting ATPHY in Year 12.

### How will this course help students in the future?

Students pursuing post-secondary education at TAFE will find that their studies in Physics provide them with foundation knowledge that will support their studies in many areas such as those requiring laboratory and technical skills, as well as those leading to electrical and other physics-related vocations. This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses at tertiary institutions.

### Physics ATAR – ATPHY

#### Unit 3 – Gravity and electromagnetism

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

#### Unit 4 – Revolutions in modern physics

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

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- unit content – the content to be taught and learned

The cost of this course in 2016 was \$35.00.

## PSYCHOLOGY: PSY

This course introduces students to a breadth of knowledge focusing on the psychology of self, others and society. Psychology is the scientific study of how we think, feel and act. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of these in an enjoyable and contemporary forum. Students learn about major psychological models and theories and the methods used to investigate within the discipline of psychology. Their understanding of how these models and theories are applied in everyday settings will help them understand themselves and their world. Students are involved in scientific investigations and the analysis of data to illustrate how empirical procedures are used to examine phenomena such as memory, attention, attitudes, personality and group behaviour.

### How will this course help students in the future?

This course develops in students a foundation of scientific method and critical thinking which is a valuable skill they can apply throughout their study, work and everyday lives.

This course is suitable for students continuing study in the vocational area, those proceeding directly to the workplace, and those pursuing studies at the tertiary level as well as students who want to develop skills for their own enjoyment. The study of Psychology is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; and marketing and management and aims to provide a better understanding of human behaviour and the means to enhance quality of life.

### MINIMUM ENTRY REQUIREMENT

When selecting to study ATPSY in Year 12, students should carefully consider their performance in Year 11 AEPSY.

## Psychology ATAR – ATPSY

### Unit 3

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

### Unit 4

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

Each unit includes:

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

The cost of this course in 2016 was \$60.00.

## BUSINESS – CERTIFICATE III BSB30115

This qualification will provide students with the practical skills and knowledge to provide customer service, undertake simple computing tasks and provide basic administrative support within an office environment. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE. However, units of competency cannot count directly for inclusion in the ATAR.

### MINIMUM ENTRY REQUIREMENT

This course is generally completed over a two year period. Students enrolling for the first time in Year 12 should discuss their options with the Teacher in Charge of Business and ICT.

### How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

### Units of Competency

BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBITU303	Design and produce text documents
BSBITU201	Produce simple word processed documents
BSBWOR301	Organise personal work priorities and development
BSBITU302	Create electronic presentations
BSBWRT301	Write simple documents
BSBITU309	Produce desktop published documents
BSBINM301	Organise workplace information
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBITU301	Create and use databases
BSBITU304	Produce spreadsheets
BSBITU306	Design and produce business documents

The cost of this course in 2016 was \$50.00.

This qualification may be taken as a VET Industry Specific course. Students wishing to pursue this option must complete 110 hours of work placement over two years in the Business field. Work placements will need to take place at a time when they do not interfere with the learning program of the student. Therefore, the hours may need to be completed during school holidays. The school can assist with finding work placements.



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## BUSINESS – CERTIFICATE IV BSB40215

The qualification will provide students with well-developed skills and knowledge in a wide variety of contexts. They will be required to find solutions to unpredictable problems, to analyse and/or evaluate information from a variety of sources and may be asked to provide guidance to others with some limited responsibility for the output they produce. It provides students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF]. Any units of competency attained during the program will be recognised on the student's WACE. Students who successfully complete the full qualification (as well as university literacy requirements) will meet entry requirements for a range of courses at Curtin, Murdoch and Edith Cowan universities. Students will need to investigate with the individual universities which courses would be available to them.

### Minimum Entry Requirement

It is anticipated that students in Year 12 will be continuing their Year 11 course. Any other students should seek advice from the Business and ICT teaching staff.

### How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

### Proposed units of competency

BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWOR301	Organise personal work priorities and development
BSBADM405	Organise meetings
BSBCMM401	Make a presentation
BSBITA401	Design databases
BSBITU401	Design and develop complex text documents
BSBITU402	Develop and use complex spreadsheets
BSBITU404	Produce complex desktop published documents
BSBSUS301	Implement and monitor environmentally sustainable work practices
BSBWRT401	Write complex documents

The cost of this course in 2016 was \$50.00.



Delivered through auspice with Vocational Training Services.

## COMMUNITY SERVICES – CERTIFICATE II CHC22015

This qualification will provide students with the practical skills and knowledge to assist in caring for the social, emotional, physical and educational needs of children 0-5 years in various settings.

### MINIMUM ENTRY REQUIREMENT

There is no minimum entry requirement for this course but a keen INTEREST IN CARING FOR OTHERS is essential. Information regarding this will be provided during the course counselling process or if relevant, may be discussed with the Teacher in Charge of Home Economics.

### How will this course help students in the future?

This course enhances employability in the community service industry, leading to further education and training in childcare, social work, community services and teaching.

This one year course will provide students with the practical skills and knowledge to care for children and interact with registered child care and educational facilities. Students must complete a total of NINE (9) units of competency. These consist of five (5) compulsory core units and four (4) elective units. In order to address workplace requirements students must complete 120 hours of work experience in a registered child care or educational facility, over the year long program.

### Units of Competency

#### CORE UNITS

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

#### ELECTIVE UNITS

CHCECE002	Ensure the health and safety of children
CHCGROUP302D	Support Group Activities
CHCECE004	Promote and provide healthy food and drinks
HLTAID003	Provide first aid

The cost of this course in 2016 was \$140.00



## WOODWORK - CERTIFICATE II IN VISUAL ARTS CUA20715

This is a Certificate II qualification which may be completed over two years. Students who elect to choose this course will be provided with superior skills to enter TAFE or the workforce. The Certificate II also contributes towards graduation by offering equivalents to regular units of study. The Certificate II is skills based and requires students to achieve specific competencies. This qualification does not contribute to a student ATAR.

The units of competence are:

LMFFM2006	Hand make timber joints
LMFCR003	Carry out measurements and calculations
MSAPCII296	Make a small furniture item from timber
BSBOHS201	Participate in OHS processes
CUVRES201	Source and use information relevant to own arts practice
CUVWOO201	Develop Wood Skills
LMFFM2001	Use furniture making sector hand and power tools
CUVACD101	Use basic drawing techniques
CUVPRP201	Make simple creative work

### MINIMUM ENTRY REQUIREMENT

This course, in Year 12, continues on from Year 11 studies. Anyone considering enrolling for the first time, in Year 12, should discuss their options with the Design and Technology HOLA.

Students who wish to enter the labour market directly, obtain an apprenticeship or continue studies at TAFE will gain underpinning skills in study and industry, develop language skills specific to the industry workplace and access career pathways counselling and guidance as well as accessing relevant workplace or field placements if desired.

Students will complete the competencies required through large personal projects such as carcass construction cabinets or frame construction furniture such as tables or chairs. Students will also complete the IFAP course which qualifies each student with a certification of safety knowledge which is recognised by industry.

The cost of this course is \$95.00.



Delivered through auspice with VETiS Consulting

## LABORATORY SKILLS – CERTIFICATE III MSL30109

Classroom learning is combined with structured hands-on training and practice in industry. The Certificate III in Laboratory Skills gives students the opportunity to enhance their school-based learning with applied skills through laboratory and simulated workplace learning facilities. This program prepares students for a range of sciences: biotechnology, nano-technology, pathology, and forensic science. Certificate III in Laboratory skills is designed to provide access to a range of career paths as well as assist with higher level tertiary technical based learning.

This course is designed to provide entry level technical training in laboratory skills across a range of industries. It will also assist students in making an informed decision as to whether or not they would like to pursue a career within the science industry. Industry sector/specialisations could include, but are not limited to:

- Construction materials testing
- Environmental monitoring
- Mineral assay
- Food testing
- Pharmacology
- Physiology
- Immunology
- Microbiology
- Biochemistry
- Pathology

Students will be equipped with critical thinking skills, communication, analytical and practical skills required for a career in research science but equally applicable to a wide range of careers in science and beyond. The program includes a mandatory work placement (in a laboratory) arranged for students by the Work Place Learning Coordinator. Timing for this placement is negotiable and may be undertaken during school holidays if preferred.

Units of study:

### Year 2

MSL933002A	Contribute to the achievement of quality objectives
MSL973004A	Perform aseptic techniques
MSL973007A	Perform microscopic examination
MSL973003A	Prepare culture media
MSL973002A	Prepare working solutions

### Special Requirements

- Students are provided with laboratory coat, gown, safety glasses on loan as required.
- Students are required to purchase a laboratory duplicate log record book and permanent marker pen.
- Reference material will be provided in written or electronic format to support student learning.
- All equipment and laboratory materials are provided.

The cost of this course in 2016 was \$



Delivered through auspice with Vocational Training Services.

## SPORT AND RECREATION – CERTIFICATE II SIS20115

The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications under the Australia Qualifications Framework (AQF) and to gain council developed course unit credit towards the Western Australian Certificate of Education (WACE).

### MINIMUM ENTRY REQUIREMENT

This course is generally completed over a two year period. Students enrolling, for the first time, in Year 12 should discuss their likely outcomes with the Health and Physical Education HOLA.

### CERTIFICATE II IN SPORT AND RECREATION – SIS20115

This course will cover a range of subjects including first aid, working effectively in sport and recreation environments, work health and safety processes, planning and organising sport and recreation activities. This course is completed over two years.

The proposed units of competency are:

HLTAID003	Provide First Aid
SISXWHS101	Participate in work health and safety
SISXCAI002	Assist with activity sessions
SISXEMR001	Respond to emergency situations
BSBWOR202	Organise and complete daily work activities
SISXCCSO001	Provide Quality Service
SISXIND211	Develop and update sport, fitness & recreation industry knowledge
SISXIND001	Work effectively in sport, fitness & recreation industry environments
SISSSOF101	Develop and update officiating knowledge
SISXCAI001	Provide equipment for activities
SISCAQU002	Perform basic water rescues
SISSSOF202	Officiate games or competitions
SISSSPT303A	Conduct basic warm up and cool down programs
SISSSCO101	Develop and update knowledge of coaching practices.

Students who successfully complete all of the required units of competency will be awarded a *Certificate II in Sport and Recreation* and achieve two Curriculum Council endorsed course units.

The cost of this course is approximately \$100.00.



Delivered through auspice with YMCA WA.

## Flexible Learning Program (Flexi)

The Flexible Learning Program (“Flexi”) at Applecross Senior High School is best suited to those students interested in pursuing a Vocational Career or further training through a State Training Provider (TAFE).

The program generally combines 3 days at school, 1 day of work placement and 1 day at a State Training Provider. This allows for students to begin their career pathway, gain valuable practical skills and work experience whilst completing Year 11 & 12 and meeting the requirements for WACE.

Students applying for the Flexible Learning Program **must have a minimum Grade of “C” in both Maths and English to be accepted into State Training Providers**. All applicants must attend a suitability interview with the VET Coordinator who will also assist with applications which **close in August** for 2017 entry.

Flexible Learning Students apply to State Training Providers through the VET Coordinator to do external study for a Certificate II to III full qualifications and Pre-Apprenticeship courses in many industry areas such as:

Aviation:	Aeroskills, Aeronautics, Aviation
Animal Studies:	Animal Studies
Automotive:	Automotive (Electrical, Heavy & Light Vehicle Focus), Panel Beating, Vehicle Painting, Vehicle Servicing.
Business/Commerce:	Accounts Administration, Business
Building & Construction:	Paraprofessional, Trades (Carpentry, Brick & Blocklaying, Wall & Floor Tiling)
Civil Construction:	Civil Construction
Community Services:	Aged Care, Disability, Education Support & Children Services focus
Electrotechnology:	Electrical Trades
Engineering:	Metals & Engineering
Events:	Events
Fabrication:	Light, Heavy
Fashion Design:	Applied Fashion Design & Technology
Floristry:	Floristry
Laboratory:	Laboratory Skills
Hairdressing:	Hairdressing
Information Technology:	Digital Media, Digital & Interactive Games, IT Networking
Health:	Allied Health Assistance,
Health Nursing:	Health Services Support
Horticulture:	Horticulture
Hospitality:	Kitchen Operations, Food & Beverage Focus, Baking
Mechanical:	Fitter & Machinist
Mine & Construction Support:	Spatial Construction
Outdoor Recreation:	Specialising in Marine Tourism
Plumbing:	Plumbing & Gas
Process Plant:	Process Plant Operations
Retail:	Retail Makeup & Skin Care
Sampling & Measurement:	Sampling & Measurement
Security:	Security Operations
Teacher Assistant:	Education Support
Tourism:	Tourism

**Please note that the school cannot guarantee that all students will achieve a place in their chosen course.**

## Flexi School Timetable

Students will have an opportunity to choose one Certificate II program delivered by the school in addition to the set timetable. They may choose from two nationally recognised qualifications:

- Certificate II in Sport and Recreation or
- Certificate II in Business

To participate in the FLEXI Program, students MUST select the following courses:

- One **externally delivered** Certificate course, or School Based Traineeship.
- One Certificate course delivered at school (Certificate II in Sport & Rec or Certificate II Business)
- Workplace Learning: (ADWPL Authority developed endorsed program)

- Career and Enterprise General: Unit 1 & 2 (Yr 11) Unit 3 & 4 (Yr 12)
- Maths: General
- English: General

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement. For each 55 hours of Work Experience (Endorsed ADWPL Program) students can achieve 1 unit towards their WACE, to a maximum of 4 units.

An additional advantage of completing two days per week work experience is that you gain valuable industry skills which are highly regarded by employers, State Training Providers and Universities when making applications for higher education study pathways.

**SAMPLE Flexi Learning student timetable**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Maths	Maths	Career & Enterprise	FLEXI Training DAY	Work Placement Day
2	Cert II Business	English	English	FLEXI Training DAY	Work Placement Day
3	Career & Enterprise	Maths	English	FLEXI Training DAY	Work Placement Day
4	English	Cert II Business	Maths	FLEXI Training DAY	Work Placement Day
5	Directed Study	Career & Enterprise	Cert II Business	FLEXI Training DAY	Work Placement Day

## Other Programs available to Flexible Learning Students

### School Based Traineeships (SBT):

School Based Traineeships are similar in that students attend school Monday to Wednesday. On Thursday and/or Friday, students are employed by an organisation where they undertake a traineeship to complete a nationally recognised qualification ON THE JOB (example a Certificate II).

SBT's are very competitive as the students are paid a training wage while they learn and the traineeships often lead to full time employment after Year 12.

### Current offerings for School Based Traineeships:

- Certificate II Disability (ACTIV Industries)
- Certificate II Civil Engineering (ERTECH Construction)
- Certificate II Community Services (Child Care)
- Certificate II Hairdressing (various)
- Certificate II Hospitality (Hospitality Group Training)
- Certificate II Kitchen Operations (Hungry Jacks)
- Certificate II Retail (McDonalds)
- Certificate II Transport and Warehousing (Reece Plumbing)
- Certificate II Retail (City Beach)
- Certificate II Community Pharmacy (The Pharmacy Guild)