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Introduction

This handbook contains information for students currently in Year 11. It is designed to provide a reference point for Secondary Graduation and the Western Australian Certificate of Education (WACE) requirements, University and TAFE entrance requirements and other vital information. In addition, there is summary of the content of each course for Year 12s in 2010.

Most current Year 11 students will return to Rossmoyne Senior High School and study for one more year, graduating at the end of 2010.

By law, all students must remain in education, training or approved employment until the end of the year they turn 17.

Secondary Graduation

All students who achieve Secondary Graduation will be awarded the Western Australian Certificate of Education (**WACE**). Secondary Graduation usually takes two years to complete.

To qualify for the WACE a student must:

- **Complete** 20 course units or the equivalent.
- **Achieve** a C average across 10 course units from at least 5 courses. At least three 2-unit combinations must be included.
- Meet the standard for **English language competence**.
 - Students must complete four units of English or English as an Additional Language/Dialect (ELD) or Literature over the two years of their senior schooling.
 - Students need to meet the English language competence standard as defined by work samples. Assessed work completed by students during Year 12 will be used as evidence of attainment of the required standard. The standard equates to a C in Stage 1. Students who do not meet the standard must pass the English Language Competence Test (ELCT) conducted at the end of Year 12.
- Demonstrate **breadth** of study. Courses are grouped according to whether they have an Arts/Languages/Social Science focus (List A) or Mathematics/Science/Technology focus (List B).

Students must choose at least one course from List A and at least one from List B.

List A	List B
Career and Enterprise	Accounting and Finance
Children, Family & Community (Living Indep.)	Applied IT – Business
Chinese: Background Speakers	Applied IT - Multimedia
Chinese: Second Language	Applied IT - Interactive Multimedia
Dance	Applied IT – Advanced Interactive Multimedia
Drama	Biological Sciences
Economics	Chemistry
English	Computer Science
English as an Additional Language/Dialect	Design: Photography
French	Engineering Studies
Geography	Food Science and Technology - Hospitality
Geography/History Combined	Human Biological Science
German	Integrated Science
Health Studies	Materials Design and Technology - Metal
History (Modern)	Materials Design and Technology - Textiles
Japanese: Second Language	Materials Design and Technology - Wood
Literature	Mathematics
Media Production and Analysis	Mathematics Specialist
Music	Outdoor Education
Politics and Law	Physical Education Studies
Visual Art	Physics
Workplace Learning	

- **Examinations:** All students who are enrolled in Stage 2 and Stage 3 units must sit the external exam in Year 12 unless exempt. Exemptions apply to students who are doing 3 or fewer Stage 2 or 3 units and who are also enrolled in a recognised VET program.

Further information can be found on the Curriculum Council website www.curriculum.edu.au

Tertiary Entrance

Students wishing to enter university in 2011 will normally ⁽ⁱ⁾ need to address the following:

- 1 Achieve the **WACE**
- 2 Achieve **competence in English**
- 3 Obtain a **sufficiently high ATAR (TER)** ⁽ⁱⁱ⁾
- 4 Satisfy any **prerequisites**

- (i) Edith Cowan University and Murdoch University offer Portfolio Entry to certain courses (in addition to the normal requirements) See respective websites www.reachyourpotential.com.au and www.murdoch.edu.au
- (ii) Edith Cowan may not require an ATAR for some pathways. See the website: www.reachyourpotential.com.au

1. **WACE**

The universities require students to demonstrate breadth of study. Students are able to address this requirement through achieving the WACE. (see above).

2. **Competence in English**

For Curtin University, Murdoch University and the University of WA, students must achieve a scaled mark of at least 50 in Stage 2 or Stage 3 English or English as an Additional Language/Dialect or Literature. Edith Cowan University requires either a scaled mark of at least 50 OR an A, B or C grade in two units of English, at either stage 2 or 3 level, studied in Year 12.

Each university has concessions to students who do not achieve this mark. See the Tertiary Institutions Service Centre (**TISC**) website for full details: www.tisc.edu.au

3. **Sufficiently high ATAR (TER)**

Many university courses have competitive entry. That is, there are more students applying for the course than there are places available. So universities need to rank students. The Australian Tertiary Admission Rank (ATAR), formerly known as the Tertiary Entrance Rank (TER) is a number between 99.95 and zero (0) that reports a student's position relative to all other standard Year 12 school leavers. An ATAR of 96 means that a student is in the top 4%, or better than 96% of the year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%.

The ATAR is calculated using scaled marks in courses.

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding the best four scaled scores. In calculating the scaled score, equal weight is given to the final school score and the final exam score.

All course units (providing students complete the external assessment) contribute to the TEA.

As an incentive for students to study courses at the more demanding Stage 3 **if they are capable of doing so**, an increment will be applied to Stage 3 marks. Prior to scaling the combined marks will have 15 added to them. Students should note that some Stage 2 and 3 Mathematics courses also have increments to encourage capable students to study the more difficult courses.

Students are not able to include certain combinations of courses in the calculation of their TEA. For example if students study Biological Sciences and Human Biological Science only one is allowed to be used in the final calculation of the score. Other unacceptable combinations should be checked on the TISC website.

4. **Prerequisites**

Many university courses specify which subjects must be undertaken by students in Year 12 as background knowledge needed to be able to apply to enter their particular course.

Students will need to achieve a scaled mark of at least 50 at Stage 3 in the specified course units.

TAFE Entrance

TAFE offers various levels of courses to accommodate the needs of students: bridging and preparatory courses and certificate, diploma/advanced diploma qualifications.

The length of these courses varies according to the study area in which the course is offered. TAFE colleges will provide students with details. See Page 32.

Entry requirements for TAFE are designed to ensure all those who gain entry to a course have the competencies or skills and abilities to effectively participate in the program. These competencies cover communication (reading, writing, speaking and listening) and mathematical skills.

All applicants must meet entry requirements. Courses are split into competitive and non-competitive entry. Competitive entry means there are more applicants than places available. To enter the 10% of courses which have competitive entry, students need to meet selection criteria.

For school-leavers, points are allocated as follows:

- work experience/workplace learning/employment
- secondary education, with scoring based on a student's best three 2-unit combinations. One of these must be either English, English as an Additional Language/Dialect or Literature.

Note: Students no longer need to study specific courses at school to gain points towards meeting the selection criteria as has been the case in the past.

See the TAFEWA Full Time Studies Guide which maps evidence of achievement to entry requirements or see the website: www.tafe.wa.edu.au

Enrolling in Year 12 in 2010

All students must study one of the following: English, English as an Additional Language/Dialect or Literature.

All students must choose at least one course from List A and at least one from List B.

Students wishing to gain a Tertiary Entrance Aggregate must study a **minimum** of four (4) courses in which they intend sitting the external assessment/exam at the end of 2010.

Formation of Classes

Classes will only be formed where there are sufficient numbers to form a class. The school is unable to staff uneconomically sized classes.

Prerequisites

The prerequisite is the minimum grade or level that **must be achieved** in Year 11 before a student is able to enrol in a particular Year 12 course. The prerequisite is based on the degree of difficulty of the Year 12 course and the kind of background needed to be successful.

Past performance is a good indicator of future success. Any student who has not met or is unlikely to meet these prerequisites must make an appointment with the Deputy Principal responsible for Year 12s.

Desirable

This is the **recommended** background which will give the student more chance of achieving success in the course.

Certification

At the end of Year 12 all students will receive from the Curriculum Council a Folio of Achievement containing:

- A Western Australian Certificate of Education (if the requirements are met).
- A Statement of results is issued to all students who complete at least one course unit, endorsed program or unit of competence.

The statement of results records if the WACE requirements have been achieved. If WACE requirements have not been achieved, the statement of results records:

- English language competence, if achieved.

The statement of results also records:

- Exhibitions and awards granted.
- WACE course scores.
- Grades achieved in course units.
- VET qualifications and VET units of competency achieved.
- Endorsed programs achieved.
- Past results in D and E code subjects.

- A WACE Course Report is issued to all students who sit the external examination in that course.

The WACE Course Report records:

- School assessment mark (practical, written and total).
- Moderated school assessment (practical, written and total).
- Raw examination mark (practical, written and total).
- Standardised examination mark (practical, written and total).
- WACE course score.
- Statewide distribution of WACE course scores.
- The Candidature of the course.

Course Descriptions by Learning Area

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Note: All courses are offered on the condition that there will be a reasonable number of students in each course - The school is unable to staff very small classes.

The Arts

DANCE STUDIES 2ADAN/2BDAN

Prerequisites: Students will normally have completed a dance course in Lower School and/or Year 11.

Course Objectives – The dance course for Year 12 provides the opportunity for practical and theoretical study of dance as an art form. The course has been designed to develop the student’s ability to create, to perform and to appreciate dance within its historical, social and multicultural contexts. The overall purpose of the course is to produce individuals who are imaginative, confident and communicative, and who enjoy a heightened awareness of themselves and the dance world that surrounds them.

Unit 2ADAN

The focus of this unit is **popular culture**.

- Functions and contexts of dance in society.
- Safe dance practices (Warm up and cool down, physical, emotional and intellectual health of a dancer).
- Technique specific to the genre being studied.
- Performance qualities and etiquette.
- Increased opportunities for performance.
- Design concepts and technologies.
- Student choreography and improvisation.

Unit 2BDAN

The focus of this unit is **Australian dance**.

- Technique specific to the genre being studied.
- Use of specific dance language.
- Reflection and development of ideas and concepts.
- Manipulation of elements and choreographic processes.
- Production of dance works to reflect an understanding of Aus culture.
- Comparisons between that of their own work and that of others.
- Safe dance practices (Injury prevention).
- Design and technology (Lighting and sound).

Assessment

Tasks such as research, response and evaluation as well as technique based tasks specific to the genre or style of dance being studied. Student choreography, improvisation and performance of both individual, and learned dance works.

Students doing 2A and 2B units will also sit an external examination consisting of:

- Practical examination
- Written examination
- Interview.

Career Possibilities

Students with a special interest in dance may pursue a career as a dance teacher, choreographer, performer or go on to study dance at the Western Australian Academy of Performing Arts, Mount Lawley. A knowledge of dance is also a great benefit to anyone wishing to become a Physical Education teacher and there are positions in schools now specifically for dance teachers and dance coordinators. A background in dance is also useful if you wish to pursue a career in the entertainment, health, hospitality or tourism industries.

Students will have the opportunity to extend their performing experiences through special projects. Learning will be assisted through classes with guest teachers and theatre performances.

DESIGN (PHOTOGRAPHY) 2ADES/2BDES

Prerequisite: Nil.

Desirable: C in 1C/1D Design (Photography).

Unit 2A

The focus for this unit is cultural design. Students understand that society is made up of different groups of people that share different values, attitudes, beliefs, behaviour and needs; and that cultural communication communicates these values and beliefs. Students develop a visual development process with an understanding of codes and conventions, analysing communication situations and audience in terms of demographics, anthropometrics (measurement of human physical characteristics) and ergonomics. They define and establish contemporary production skills and processes, materials and technologies.

Unit 2B

The focus for this unit is economic design. Students understand that the commercial world is comprised of companies, consumer products, services and brands which are all competing for economic exchange and market share. They are introduced to ethical and legal issues, particularly those to do with copyright, censorship and intellectual property. They create products, accurate visuals and layouts with an understanding of message and meaning. They analyse the audience in terms of psychographics and behaviour (lifestyle) and establish relevant and appropriate production skills and processes, materials and technologies in context.

Assessment:

The three types of assessment, Investigation, Response and Production will have the following weightings.

- Investigation 20%.
- Response 30%.
- Production` 50%.

Stage 2 Final External Examination

Portfolio

50% of total mark.

An A3 portfolio as detailed in the portfolio brief.

Written examination

50% of total mark.

Working time two hours and thirty minutes and ten minutes reading time.

DRAMA

2ADRA/2BDRA

Desirable: Successful completion of Year 10 Drama.

Unit 2A

The focus for this unit is **dramatic action**. This unit covers representational or realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski.

Unit 2B

The focus for this unit is **challenge and identity**. Students consider the dynamic role of drama in shaping cultural and personal identity and how drama can provide a commentary or critique that may challenge conventional thinking. They extend their knowledge of drama forms and styles and learn about the work of particular practitioners whose approaches to drama encompass presentational or non-realist drama.

To enhance the students learning, the course includes a camp, theatre excursions, workshops with professional actors and a production. A non-compulsory tour to work with a national theatre company may be organised at the school's discretion.

Assessment: Students will complete a variety of practical assessment pieces, including a public performance and a written portfolio.

DRAMA **3ADRA/3BDRA**

Prerequisite: Successful completion of 2A/2B Drama.

Unit 3A

The focus for this unit is **text and style**. In this unit students perform and produce a published drama work incorporating a detailed study and interpretation of text, subtext, context and style. They learn about different theoretical approaches to representational and presentational or non-realist drama and the ways that drama texts can be reworked for contemporary performance contexts and audiences.

Unit 3B

The focus for this unit is **drama perspectives**. Students apply conventions and techniques of drama forms and styles in original ways to develop original works that may be either celebratory and/or critical in their perspective. They show understanding of how a range of practical and theoretical approaches manipulates the elements of drama. They work independently to devise and perform an original work.

To enhance the students learning, the course includes a camp, theatre excursions, workshops with professional actors and a production. A non-compulsory tour to work with a national theatre company may be organised at the school's discretion.

Assessment: Students will complete a variety of practical assessment pieces, including a public performance, an original solo production and a written portfolio.

MEDIA PRODUCTION & ANALYSIS **2AMPA/2BMPA**

Prerequisite: Year 10 Media Studies, B in English.

The focus for these units is popular culture and Press/Broadcasting. Students have the opportunity to explore a variety of popular texts from different media and learn how to identify and interpret the meanings created by codes and conventions. Students also view, listen to and analyse a range of journalistic or documentary forms.

Students view, listen to and analyse a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.

Students will be required to sit the exam in this course unless exempt.

MEDIA PRODUCTION & ANALYSIS **3AMPA/3BMPA**

Prerequisite: Preferred completion of 2A/B Media Production and Analysis.

In the Media Production and Analysis course, students explore media that range from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They view, listen, read, research, analyse and discuss media, considering how people, events and issues are represented. They also create, produce and present their own works in media of their choice. Working independently and in collaboration with others, they become confident and competent in using media technologies to express their ideas.

Assessment: Three formal assessments, 1 – Investigation task, 2 – Production tasks and 3 – Response tasks.

Students will be required to sit the exam in this course unless exempt.

MUSIC

3AMUSW/3BMUSW

Prerequisite: 2AMUSW/2BMUSW

The course continues to develop the skills and knowledge acquired in Year 11 2A/BMUSW.

It has three main sections:

1. Performance, which is worth 40%.
2. Written (literature of music, aural perception & composition) worth 60%.

Weekly instrumental tuition must be continued with DET or private teachers.

Students who are considering Music at tertiary level or participation in music-making of any kind after leaving school are encouraged to take the course. It is also useful for entry into music industry careers such as music librarian, concert promotion, sound technician, piano tuner and music administration.

Assessments:

Course work 50% - Examinations 50%. Period 0 Testing: None

CURRICULUM ENDORSED UNIT (CEU)

PSIM1

Pre-requisites: **Students must have been enrolled in a music unit in Year 11.**

The Curriculum Endorsed Unit is a great way for students to focus on their musical performance. The CEU is not an assessed Course of Study, but a certificate is issued upon completion of the year's work and can be used for the student's personal portfolio. There are requirements for each student wishing to enroll in the CEU:

1. A weekly Journal must be maintained, as in lower school.
2. Students must attend all instrumental lessons.
3. Students must be enrolled in at least one ensemble, as directed by the music department.
4. Students must participate in all performances related to their ensemble(s).

VISUAL ART

1CVAR/ 1DVAR

Prerequisite: Nil.

Desirable: 1AVAR/ 1BVAR in Year 11.

Students will continue to develop sustained inquiries, exploring ideas and developing concepts to communicate a personal point of view. They will transform and shape ideas to develop resolved artworks. They will engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques and processes and emerging technologies or responses to life.

This Visual Arts course is divided into two content areas; Art Making and Art Interpretation and aims to prepare students for creative thinking and problem solving in future work and life. This course is designed to follow courses 1A and 1B VAR in Year 11. It may also suit a student who has completed 2A and 2B in Year 11 that may require a less demanding pace to complete Year 12 whilst still being involved in the visual arts.

Unit 1CVAR

The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources. Through discussion, exploration, investigation and experimentation, they develop skills in recording observations, developing ideas through visual inquiry and creating artworks using a range of techniques and processes.

Unit 1DVAR

The focus for this unit is **investigations**. Students investigate a variety of selected artists' work to further develop their understanding of the creative process. They investigate styles of representation and explore the expressive potential of media, techniques and processes in the creation of their artworks, while refining their reflection and decision-making skills.

VISUAL ART 3AVAR/ 3BVAR

Prerequisite: 2AVAR/ 2BVAR in Year 11.

Students of this course must have completed the prerequisite course in Year 11. This course is academically rigorous but very rewarding.

In preparation for tertiary study, students will engage in the exploration of concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work.

Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

This Visual Arts course is divided into two content areas; Art Making and Art Interpretation and aims to prepare students for creative thinking and problem solving in future courses in tertiary education. Students will sit two written exams this year to prepare them for their external exam at the end of the year.

Unit 3AVAR

The focus for this unit is **commentaries**. In this unit, students engage with the social, political and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms. They research issues, events, and ideologies and examine their own beliefs, considering how the visual arts have reflected and shaped society and values.

Unit 3BVAR

The focus for this unit is **points of view**. It provides students with the opportunity to identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

English

ENGLISH 1CENG/1DENG, 2CENG/ 2DENG, 3AENG/3BENG

Prerequisite: C in the previous stage (eg 'C' in 1C/1D is required for 2A/2B)

General pathway description	Year 11	Year 12
Typical university oriented pathway	2AENG/2BENG	3AENG/3BENG
Typical pathway to further training, university or employment	1CENG/1DENG 2AENG/2BENG	2CENG/2DENG 2CENG/2DENG
Typical pathway to further training and/or employment*	1AENG/1BENG	1CENG/1DENG

Unit1C Language and Self

The focus of this unit is language and self. Students learn to use language to present themselves, their ideas, opinions, experiences and responses effectively. They explore context and conventions of a range of texts and how these concepts influence their responses to texts and audiences.

Unit 1D Language and Society

Students develop competence in the language skills needed to operate effectively in modern society as well as to achieve purposes related to their social, vocational/academic or cultural interest and needs.

Unit 2C Language and Communities

The focus of this unit is on the way languages operates in society. (eg workplaces, interest groups, sporting groups, professions). To transmit understandings, create identities, establish power and operate effectively.

Unit 2D Language as Representation

The focus of this unit is on the way that language is used to offer particular representations of topics, events, places or people.

Unit 3A Language and Identity

Students examine identities appropriate to this unit, which include those associated with age, gender class, race, nationality etc and the intersection of these.

Unit 3B Language and Ideas

Students explore the way language is used to present ideas and how this varies among particular fields, genre and discourses. In 2010 there will be a separate WACE exam for Stage 3 units.

Assessment:

Assessments will include a 3 hour examination (worth 30%) per unit for moderation and comparability. All assessments are common across the literature course and they will engage students in a variety of written activities and oral activities to support their writing across 6 assessments per unit.

ENGLISH as an ADDITIONAL LANGUAGE or DIALECT 3AELD/3BELD

Prerequisite: This course is only available to eligible students - that is students whose first language is not English. Students who enrol in this course must sign a declaration, endorsed by the School Principal, stating that they satisfy the conditions set out by the Curriculum Council.

The course aims to develop and refine English language skills within an academic context. Knowledge and understanding of Australian culture and background are not presumed, but are developed as an integral part of the syllabus.

Students will learn to vary reading methods to suit purpose and type of text, develop skills in both informal and formal oral presentations, learn and develop the skills of writing clearly and coherently in essays, letters, and formal reports, as well as techniques for note-taking, summarising and formulating an argument.

Assessment:

Students are assessed during each semester on key course components. Assessments are described as production, investigation or response and include oral and written components. At the end of each semester students sit for a written examination which includes a listening section and an oral examination.

LITERATURE 3ALIT/3BLIT

Prerequisites: English 2A/2B: A and 75% +.
Literature 2A/2B 65% course mark.

English Literature as a discipline has seen a number of developments in recent times and as a result students engage with texts from a range of contemporary critical perspectives which specifically invite students to explore issues related to class, gender and cultural identity. English Literature examines the ways in which meaning is made as a result of the relationship between reader, writer, text and context.

English Literature is an exciting but challenging subject that requires a commitment from students who are expected to be organised and able to work independently. During each semester, students study three different texts from the following genres: Prose, Poetry and Drama and are encouraged to engage with additional texts chosen by themselves and their teachers, to enhance learning and literary experiences.

English Literature students are expected to demonstrate their ability to engage with ideas and texts at an increasingly sophisticated level. They are expected to engage independently with the course and ensure that they have read closely all texts prior to their being addressed in class so that they can apply their knowledge of both the texts and the literary genre, to inform their written and oral assessments. Students are expected to be able to communicate at a sophisticated level, demonstrating their ability to write correct English and prepare analytical and persuasive academic essays. They are also expected to engage in classroom group discussion and formal oral presentations at a sophisticated level.

Assessment:

Students are assessed approximately every four weeks each semester on each of the three genres and on their in class oral contributions and a formal oral presentation. At the end of each semester students sit a formal examination.

Health & Physical Education

HEALTH STUDIES

2AHEA/2BHEA

Prerequisites: Nil.

Units 2A & 2B focus on the impact of popular culture, technology and the environment towards the health of individuals and the community. The unit explores health promotion and how the influence of popular attitudes towards health, attitudes, resources, changing technology, services and environmental factors influence health. The concept of community development is also introduced.

Career possibilities:

This course will prepare students for career and employment pathways in a range of health and community service industries such as nursing, health promotion, health and fitness, childcare, community services, youth work, beauty therapy and food related industries.

Assessment:

Two assessment tasks and one exam per semester

OUTDOOR EDUCATION

1COED/1DOED

Prerequisite: A keen interest in outdoor pursuits and a strong swimmer.

The outcomes for this course are:

- Understanding the principals of Outdoor Education.
- Skills for safe participation in outdoor activities.
- Understanding of the environment.
- Self-management and interpersonal skills in outdoor activities.

Year 12 Outdoor Education has an emphasis on leadership where students take greater responsibility in all aspects of expedition planning, participation and debriefing. There is a marine environment theme in Semester two with the course culminating in a seatrek expedition.

The course is divided into three specific sections

- Outdoor experiences – planning, skills and safety.
- Self and others – interpersonal skills and leadership.
- Environmental awareness – minimal impact.

The course includes water related activities such as small boat handling and sailing. **Due to the nature of these activities students must be competent swimmers. An assessment of swimming ability will be made at the beginning of the year.**

The nature of the course means that overnight expeditions will require additional time beyond school hours. These form part of the course assessment. Expedition types will be bushwalking and seatrek. Camping equipment will be provided. Students will need to develop an ability to take on responsibility during all activities in Outdoor Education. Appropriate clothing will be required for all practical sessions. Strict requirements of conduct must be met.

Course fees cover the use of the Marine Education Boatshed, overnight camps, and other activities undertaken in the program. An additional charge will be levied for the Seatrek expedition.

Assessment:

There are four assessment tasks per semester. No exam.

PHYSICAL EDUCATION STUDIES

3APES/3BPES

Prerequisites: C in Physical Education Studies 2A/2B. Other entry by interview.

Physical Education Course of Study is the study of HUMAN MOVEMENT. Students get to explore the many perspectives that make up human movement by participating in and investigating physical activity. They get to think like biomechanists, physiologists, sports coaches, sports psychologists and elite athletes.

There are PRACTICAL and THEORETICAL components to the course. The practical contexts will be chosen with student interest and teacher expertise in mind.

There are four (4) outcomes on which students achieve progress: Skills for Physical Activity; Self-Management Skills and Interpersonal Skills for Physical Activity; Knowledge and Understandings of Movement and Conditioning concepts and; Knowledge and Understandings of Sports Psychology.

Assessment:

Two tasks and an exam per semester.

PHYSICAL EDUCATION STUDIES

1CPES/1DPES

Prerequisites: Nil.

Theory Sessions - The course continues on from Year 11 Physical Education Studies. The Year 12 subject however stands on its own and can be studied separately without the student having completed the Year 11 course. Theory sessions represent 30% of the course.

Practical Sessions - The three practical areas are chosen to suit student interests. From year to year, these may be varied if circumstances change. Practical sessions will be related to the theoretical work. Practical sessions represent 70% of the course.

Strict requirements of dress and personal conduct will have to be met. These will form part of an attitudinal component of the course and will be assessed. (Students will need to purchase appropriate clothing for the various activities to the booklist).

We recommend students in PE Studies will be expected to give support to the school sport program by entering swimming and athletics carnivals and trying out for other school teams according to their ability.

Assessment:

There will be two small tasks per semester: 60% Practical/40% Theory.

**CHINESE BACKGROUND SPEAKERS
3ACBS/3BCBS**

Prerequisite: C in Year 11; new students into Year 12 need to have an interview with the respective teacher in the Learning Area.

The Chinese Background Speakers course consists of four units, 2A and 2B in Year 11 and 3A and 3B in Year 12. The course has four outcomes: Outcome 1, exchange information, opinions and ideas in Chinese; Outcome 2, express ideas through the production of original texts in Chinese; Outcome 3, analyse, evaluate and respond to a range of texts that are in Chinese; Outcome 4, understand aspects of the language and culture of Chinese-speaking communities.

Unit 3A

The prescribed themes and contemporary issues for this unit are the individual and the community and youth culture. The theme 1, the individual and the community, enables students to examine the relationship between individuals and groups. This theme will explore changing attitudes towards family and gender groups. The theme 2, youth culture, examines the role of young people in society, and takes into account social and educational perspectives.

Unit 3B

The prescribed themes and contemporary issues for this unit are Chinese communities overseas and global issues. The theme 3, Chinese communities overseas, enables students to examine the Chinese culture as it is experienced in non-Chinese cultural settings. The theme 4, global issues, looks at aspects of the changing world, such as economic growth, the environment and the global community.

Assessment:

Students have regular assessment, which are based on the four outcomes. Every task is designed to meet the learning needs of students and is consistent with the teaching and learning strategies considered the most supportive of student achievement of the outcomes in the Chinese Background Speakers course. Assessment types and weightings are as follows:

2A and 2B (Year 11)		3A and 3B (Year 12)	
Types of Assessments/Weightings		Types of Assessments/Weightings	
Spoken & Written exchange	20%	–	
Listening & Responding	20%	Listening & Responding	20%
Viewing & Responding	40%	Viewing & Responding	55%
Writing	20%	Writing	25%

**CHINESE SECOND LANGUAGE
3ACSL/3BCSL**

Prerequisite: C in Year 11; new students into Year 12 need to have an interview with the respective teacher in the Learning Area.

The Chinese Second Language course consists of four units, 2A and 2B in Year 11 and 3A and 3B in Year 12. In the Chinese Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in Chinese. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The course has four outcomes: Outcome 1, Listening and responding; Outcome 2, Spoken interaction; Outcome 3, Viewing, Reading and responding; Outcome 4, Writing.

Eligibility

This course is only available to students who are deemed to be non-background candidates by the Curriculum Council. Students wishing to enrol in this course will be required to make written application to the Curriculum Council to determine their eligibility.

Unit 3A

The focus for this unit is 'Here and Now'. It is primarily aimed at students who have well-developed skills and understanding and are ready to work with content at a sophisticated level.

This unit provides opportunity to explore more complex texts, either related to a specific context such as living in China; or related to particular text types such as magazines, and advertising; genres, such as comedy texts, historical texts; or topics, such as music, finding work, teen trends. Students develop a further insight into Chinese cultures by analysing the place of these texts in everyday life and develop their language skills by evaluating their impact on Chinese-speaking communities.

Students consider aspects of their own lives and the issues they may encounter in areas such as friendships, study, work and becoming independent, and how young people in the Chinese-speaking world, both city and country, deal with issues.

Unit 3B

The focus for this unit is 'What Next?'. It is aimed at students who have well-developed skills and understanding, and show a sophisticated knowledge of complex content as well as the development of a personal style. They develop their language skills to reflect on, critically evaluate and respond personally to more complex issues using advanced language and a wide range of text types.

Students reflect on their personal world and past experiences while exploring future possibilities and dreams. They focus on: their life as a student; on possible educational and career pathways; studying and social issues both in Australia and in Chinese-speaking communities and the influence of technology on their worlds of leisure, work and study. This unit is dynamic and contemporary and takes into account students' interests and their growing maturity.

Assessment:

Students have regular assessment, which are based on the four outcomes. Every task is designed to meet the learning needs of students and is consistent with the teaching and learning strategies considered the most supportive of student achievement of the outcomes in the Chinese Second Language course. Assessment types and weightings are as follows:

2A and 2B (Year 11)		3A and 3B (Year 12)	
Types of Assessments/Weightings		Types of Assessments/Weightings	
Oral communication	25-40%	Oral communication	25-40%
Response	30-40%	Response	30-40%
Written communication	30-40%	Written communication	30-40%

**FRENCH
3AFRE/3BFRE**

Prerequisite: C in Year 11 French. Background candidates must have an interview with the Head of Department, Languages.

Unit 3A

The focus for this unit is 'les médias' (the media). It is aimed at students who have well-developed skills and understanding and are ready to work at a more sophisticated level. They explore media influence and trends in their lives as well as in France and French-speaking communities. They explore more complex texts or particular text types, such as magazines or advertisements, and develop further insight into French cultures by analyzing the place of these texts in everyday life.

Unit 3B

The focus for this unit is 'le monde qui nous entoure' (the world around us). It is aimed at students who have well-developed skills and understanding. They reflect on, evaluate and respond to contemporary issues using one sophisticated language and a wide range of text types. They reflect on past, present, and future issues related to the themes of the individual, French-speaking communities, and the changing world.

Assessment: Students have regular assessments. All assessments are held during class periods. Assessments types and weightings are as follows:

Assessment type	Year 11 (2A & 2B)	Year 12 (3A & 3B)
Oral Communication	25% - 35%	25% - 35%
Response	25% - 45%	25% - 45%
Written communication	30% - 40%	30% - 40%

GERMAN 3AGER/3BGER

Prerequisite: C in Year 11 German. Background candidates must arrange an interview with the Head of Department, Languages. New students enrolling in Year 12 need to have an interview with the Teacher of German.

The German course consists of 2 units, 3A/3B. In the German course communication is paramount. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The course has four outcomes: listening and responding, spoken interaction, viewing, reading and responding and writing.

Unit 3A

The focus for this unit is 'hier und jetzt' (here and now). It is aimed at students who have well-developed skills and understandings and are ready to work at a more sophisticated level. They explore issues that may impact on them and the changing lifestyles of today e.g. the environment, technology, the media and its influence.

Unit 3B

The focus for this unit is 'was nun?' (what next?). It is aimed at students, who have well-developed skills and understanding. They reflect on, critically evaluate and respond personally to contemporary issues, using more sophisticated language and a wide range of text types. They also reflect on past, present and future issues related to the themes of the individual, German-speaking communities and the changing world.

Assessment:

Students have regular assessments. All assessments are held during class periods. Assessment types and weightings are as follows:

Assessment type	Year 11 (2A & 2B)	Year 12 (3A & 3B)
Oral	25%	25%
Listening	25%	25%
Viewing and Reading	25%	25%
Writing	25%	25%

JAPANESE SECOND LANGUAGE 3AJSL/3BJSL

Prerequisite: C in 2A/2BJSL in Year 11. Background candidates must have an interview with the Head of Department, Languages. New students wishing to enroll in this course will be required to have an interview with the course teacher to determine eligibility.

Unit 3A

The focus for this unit is **young travellers**. It is targeted at students who have established fundamental understanding and skills and are ready to extend their language ability to higher and more complex levels. Students explore issues and events associated with young travellers. These include: travel preparations, what to take, booking accommodation, transport options, local attractions, tales of travel and possible options for an extended stay such as further study and works.

Unit 3B

This focus for this unit is **reflections and horizons**. In this unit, students reflect on their personal world and past experiences through topics such as special events, school life, money and jobs and travel. They also explore future plan and dreams. They look into the issues related to their educational and career pathways and how their study of Japanese and Japanese culture could influence their plan.

Assessment:

Students will have regularly scheduled assessments. All assessments are held during class periods. Assessment types and weightings are as follows:

Assessment type	Year 11(2A/2B)	Year 12(3A/3B)
Oral Communication	25-30%	25-30%
Response (Listening)	25-30%	25-30%
Response (Viewing and Reading)	25-30%	25-30%
Writing	25-30%	25-30%

Mathematics

1DMAT/1EMAT

Prerequisite: C in 1B/1C in Year 11 (or 75% in Pathway A in Year 10).

Content: Estimation and calculation, equations and inequalities, rates, area and volume, transformations, samples and surveys, statistical graphs, patterns, simple and compound interest, probability.

2CMAT/2DMAT

Prerequisite: C in 2AMAT/2BMAT in Year 11.

Content: Financial mathematics, quadratic relationships, coordinate geometry, network theory, probability, statistics including comparing data sets and determining trend lines, collecting and analysing random scores and inferring results for populations, recursion rules, trigonometry, making and testing conjectures.

3AMAT/3BMAT

Prerequisite: C in units 2CMAT/2DMAT in Year 11.

Content: Analyse properties of functions and their graphs, solving algebraic equations, applying recursion in practical situations, trigonometry, counting techniques for probability, normal distribution, linear programming, project networks, differential and integral calculus of polynomial functions, deductive reasoning in algebra and geometry.

3CMAT/3DMAT

Prerequisite: C in 3AMAT/3BMAT in Year 11.

Content: Limits, transformations of functions, differential calculus (including sum, product, quotient rules and rates of change), integral calculus (including areas under curves and solids of revolution), probability (including binomial and normal distributions).

MATHEMATICS SPECIALIST UNITS

The Mathematics: Specialist course provides a solid foundation for the many students who will continue their study of mathematics beyond the compulsory years of schooling. They will learn how mathematics is used to describe and model a vast array of scientific and social phenomena. Students will acquire the ability to solve mathematical problems in a wide variety of contexts, thereby helping them to gain an appreciation of the wide applicability of mathematics.

NOTE: Students doing the MAS units will be greatly advantaged by doing the corresponding MAT units concurrently.

3AMAS/3BMAS

Prerequisite: C in 3AMAT/3BMAT in Year 11.

Content: Vectors; trigonometry including radian measure, and sine rule and cosine rule in two and three dimensions, exponentials, logarithms; functions including piecewise defined, mathematical reasoning, complex numbers, polar coordinates, differential and integral calculus including sum, product and chain rules.

3CMAS/3DMAS

Prerequisite: C in 3AMAS/3BMAS in Year 11.

Content: Vectors including 3D and dot product, trigonometry including derivatives and integrals, exponentials and logarithms, including derivatives and integrals, functions, including areas under curves by calculus methods, matrices, mathematical reasoning, including proof by vector methods, complex numbers, polar coordinates, implicit differentiation.

Assessment:

All of the Mathematics (MAT) and Mathematics Specialist (MAS) units in the new courses will be assessed using a combination of Response (tests, examinations etc) and Investigation (Investigations, Extended Pieces of Work, projects, reports, presentations etc) assessments. The proportion of each varies with the stage. In 2011 Rossmoyne S.H.S., in line with Curriculum Council recommendations, will be using the following proportions:-

Stage	Response	Investigation
Stage 1 MAT	50%	50%
Stage 2 MAT	75%	25%
Stage 3 MAT and Stage 3 MAS	85%	15%

Science

BIOLOGICAL SCIENCE
3ABIO/3BBIO

Highly Desirable: C in Biological Science 2A/2B.

Unit 3A

The focus for this unit is human regulation; how the maintenance of a balance of factors within the functioning human is fundamental to survival. It depends upon an organism's ability to respond to changes in external and internal environments.

The set of mechanisms that operate in response to environmental change leading to internal stability is known as homeostasis.

Ecosystems change over time. Students will explore the causes and consequences behind a range of environmental issues that may be implicated in such change. Students will learn of the cellular processes and organelle functions that contribute to the survival of the organism. They will critically analyse data and make judgements based on scientific evidence and biological knowledge

Unit 3B

The focus for this unit is **evolution**. Evolution is the single most unifying idea in biology. Natural selection and the processes leading to variation and speciation are considered as the main mechanisms of evolution. Students relate the development of evolutionary theory to evidence of evolution from palaeontology (fossil record), geological time, radioactive dating and biology. The biodiversity that currently exists on the Earth is a result of evolutionary processes over time. Students explore the challenge of maintaining biodiversity through a range of conservation strategies, including modern biotechnological practices. Students understand that human survival and quality of life depend on the effective conservation of biodiversity to maintain ecosystem stability, supply food and recycle resources as well as preserve the aesthetic value of the natural environment. Students recognise and analyse ethical issues related to working as a biologist and how context has influenced biological research throughout history.

More detailed information relating to this course can be found by following this link:

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Biological_Sciences

Excursion: A full day excursion is planned for Term 2

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

CHEMISTRY 3ACHE/3BCHE

Prerequisites: C in Chemistry 2A/2B.

Unit 3A

The focus for this unit is **chemical processes**. A sustainable chemical industry is important to the well-being of an industrialized society. Industry is concerned with getting the maximum yield and the optimum rate of production at the lowest cost.

Students perform multi-step stoichiometric calculations in the context of industrial processes.

They also appreciate how chemists maintain appropriate levels of health and safety, protect the environment and enhance our health and lifestyle by applying their knowledge of chemistry to materials in industrial processes.

Students describe the intermolecular forces in hydrogen bonds, dipole-dipole forces, ion-dipole forces and dispersion forces. They refer to intermolecular forces when explaining properties of substances, including melting and boiling points, their relative solubilities in various solvents and their ability to act as solvents.

Unit 3B

The focus for this unit is chemistry and modern lifestyles. Students explore how buffers play an important role in both biological and industrial processes.

Students examine the relationships between chemistry, industry and modern lifestyles e.g. the development of portable power supplies (batteries) for laptop computers, portable MP3 players and hearing aids or fuel cells used in electric buses and space craft.

Students gain an appreciation of the enormous range of organic compounds with diverse physical and chemical properties that are determined by the functional group attached to an organic molecule. Students explore an important industrial, environmental or biological process associated with the context or contexts.

More detailed information relating to this course can be found by following this link:

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Biological_Science

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

HUMAN BIOLOGICAL SCIENCE 3AHBS/3BHBS

Highly Desirable: C in Human Biological Science 2A/2B.

Unit 3A

The focus for this unit is **human regulation**. The body works to maintain a constant internal environment despite changes in the external environment. Normal body activities require constant feedback of blood sugar, temperature, gas and body fluid concentrations. Both the endocrine and nervous systems are involved in this maintenance. Malfunctions can be caused by genetics, behaviour or disease, and some can be controlled by medical intervention. Genes can be affected by the environment and/or chance events. The range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance. The environment can determine what lives or dies. This is a struggle for survival that has been recorded over millions of years in fossils. Natural selection leading to evolution is supported by evidence from comparative anatomy and biochemical studies. Throughout a human's lifetime there are medical treatments and procedures that can influence the quality of life.

Unit 3B

The focus for this unit is the **future of humans**. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. The role of DNA is vitally important and recent advances in knowledge and biotechniques have led to new ways of diagnosing and treating disease. If the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing. Humans can trace their origins back for millions of years to the first primates. Throughout history there are a number of trends that can be followed through primates and hominins to the features of modern humans

More detailed information about this course can be viewed at

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Human_Biological_Science

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

INTEGRATED SCIENCE 1CISC/1DISC

Highly Desirable: C in Integrated Science 1A/1B.

The focus for learning is the practice of science, general knowledge of factual content in biological, physical and environmental/earth science and an understanding of the impact of science on the world in which students live.

In each of these units, teachers choose the content and learning experiences that best suit the needs of their students.

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

INTEGRATED SCIENCE 3AISC/3BISC

Prerequisites: C in Integrated Science 2A/2B.

Unit 3A

The focus of this unit is on mining and environment. Mining is a human activity that impacts on the environment. It is a significant primary industry and contributor to the economy of Australia. The types of mining and the exploration techniques for mineral resources are studied in this unit and the extraction of metals and the effect of mining and extraction on ecosystems are examined. Major trends in mining methods, the issues and challenges that arise from these, sustainability and the environmental impact will be examined.

Unit 3B

The focus for this unit is the sustainable use of energy and the implications for people's health and the environment because of its use. Students live in a modern society that is characterised by its reliance upon technology and high demands for energy. As a consequence, we are now faced with a number of significant and global challenges.

It is not recommended that students do Integrated Science and Chemistry nor Integrated Science and Physics as only one will count towards the calculation of the tertiary entrance rank (ATAR).

More detailed information about this course can be viewed at

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Integrated_Science

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

PHYSICS 3APHY/3BPHY

Prerequisites: C in Physics 2A/2B.

Unit 3A

Within the unit students study **motion and forces in a gravitational field** and **electricity and magnetism**. Students learning contexts for **motion and forces in a gravitational field** include:

- Planetary motion
- Fairground physics

Student learning contexts for **electricity and magnetism** may include:

- Power generation and distribution
- Motors and generators.

Unit 3B

This unit is organised around the study of **particles, waves and quanta** and **motion and forces in electric and magnetic fields**. Study of mechanical and electromagnetic waves allows students to extend their understanding of the nature and behaviour of waves. They analyse spectra and explain a range of physical phenomena such as fluorescence and X-ray emission. They also learn about some topics of modern physics such as relativity and cosmology.

More detailed information about this course can be viewed at

http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Physics

Excursion: A full day excursion to Adventureworld is planned for Term1.

Assessment:

The Science Department is currently reviewing the Assessment structures for this course.

Society & Environment

Stage 2 units in Geography are being offered for the first time to students in Year 12. Stage 3 units are offered in Economics and History to students who studied Stage 2 units in Year 11.

ECONOMICS 3AECO/3BECO

Prerequisites: C in 2AECO/2BECO.

Unit 3A – Australia and the Global Economy

The focus for this unit will be relating the Australian economy in a global context. Some of the topics that will be considered are aspects such as global markets, free trade and protection, exchange rates, foreign investment and Australia's trade balance with the rest of the world.

Unit 3B – Economic Policies and Management

The focus for this unit will consider current and recent macroeconomic performance and policy stance in the Australian context. The economic objectives of government and the Reserve Bank of Australia, fiscal policy, monetary policy and microeconomic reform are some of the aspects that will be considered.

Assessment:

The assessment types and number of assessments will be similar to Year 11.

There are approximately 9 in-class assessments during the year as well as Semester 1 and 2 exams.

How will this course help students in the future?

The Economics 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 this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community.

GEOGRAPHY 2AGEO/2BGEO

Prerequisites: Nil, however students will be expected to be studying at least three other courses at either Stage 2 or Stage 3 level.

Unit 2A

The focus of this unit is the **geography of natural hazards and impact minimisation**. The incidence of hazards, together with their impact on standards of living, has prompted the need for minimisation strategies. Natural hazards will be studied at a local, regional and global level. Firstly, an understanding of hazards (geomorphic/tectonic and atmospheric) will be developed. Secondly, the spatial distribution of hazards, the cause and impact and increased risk will be examined. Finally, students will investigate strategies to minimise the risks associated with hazards.

Unit 2B

The focus of this unit is the **geography of sustainable resource use**. Natural resources provide the basis for economic growth in Australia. There is an unprecedented global demand for these resources. Future provision will require application of sustainable management practices to resource development and the surrounding environment. Regional perspectives supported with local area case studies are used to investigate spatial patterns that emerge between resource developments, local communities and market destinations. There is a need to evaluate management practices that can sustain these resources into the future. Approaches to sustainable management can vary significantly between countries in terms of social, economic and environmental factors. Students will compare these spatial patterns and practices of resource use in Australia to those in a less developed country.

A strong emphasis is placed on the development of geographical and research skills that are useful in a variety of different professions. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and be employed 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.

Assessments

The four types of assessments (and their weighting) are:-

Geographical Inquiry	[20-30%]
Fieldwork / practical skills	[10-20%]
Short and extended responses	[25-35%]
Examination	[25-40%]

MODERN HISTORY

History is the study and practice of making meaning of the past with a view to developing an understanding of the driving forces behind present local and global issues.

The study of history assists the students to develop:

- critical thinking skills, as it encourages them to identify issues,
- locate information,
- determine what is relevant and important from a vast quantity of raw data,
- recognise the manipulation of evidence,
- evaluate the accuracy and reliability of sources,
- organize the information into a coherent, useable format and
- present it in a way that will inform and persuade.

History has a strong **vocational value** and the skills acquired are applicable to many forms of employment. "In today's fast changing workforce, the person who has **broad based skills in acquiring and analyzing information, in comprehension and communication has the best foundation for a career.**" Learning the skill of critical inquiry is essential for people working in Business, Government, Law, Science, Industry, Tourism, Media, Medicine and Teaching. All these transferable skills are developed through the study of history.

HISTORY

3AHIM/3BHIM

Prerequisite: C in 2AHIM/2BHIM.

Unit 3A – Cohesion and Division in Australia

The focus for this unit includes the impact of economic, political, foreign relations and social forces on cohesion and division in Australia.

Unit 3B – Ideas that Shaped History

The focus for this unit is ideas that shaped history. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive.

Possible context includes:

The Russian Revolution – Autocracy, Marxism, Leninism and Stalinism ((1900s – 1940s) OR

The Cold War in Europe – Communism vs. Democracy, Containment, Peaceful Coexistence and Détente (1940s – 1990s).

Assessments:

There are approximately 6 in-class assessments per unit as well as Semester one and two examinations.

How will this course help students in the future?

Through this course, students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip students for a world changed and linked by information and communication technology and prepare them for lifelong learning. Students are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

POLITICS AND LAW

3APAL/3BPAL

Prerequisite: C in 2APAL/2BPAL.

In 3APAL students will investigate the roles of government and the court system. They will also study the role of pressure groups, political parties, public opinion, the media and other factors concerning lawmaking.

The focus for 3BPAL will be rights and governance. Students examine the ways political and legal systems respond to contemporary civil, political, economic, social and cultural rights issues. Students examine the ways countries can uphold or undermine democratic principles by examining their political and legal structures, means of exercising power, judicial independence, representation, the extent of popular participation, natural justice and the rule of law.

In addition a number of guest speakers in both political and legal fields will add to the interest and diversity of this subject.

Assessment:

- Topic Tests
- Research Assignments
- Semester Examinations

Technology and Enterprise

Business Education

ACCOUNTING AND FINANCE

3AACF/3BACF

Prerequisite: C in 2AACF/2BACF.

In Accounting and Finance 3A and 3B students will learn more about the internal management of business, as well as explore how large corporations work. Students will learn to prepare and interpret budgets and performance reports that help to forecast a business's future. They will learn to critically analyse financial information and explore the importance of short and long-term planning. They will develop an understanding of the Corporations Act and how it impacts on Australian companies. Students will also develop an awareness of social and ethical issues that relate to large corporations.

In the first semester some students will have the opportunity to participate in the Curtin Business School Accounting Experience. Accounting students invited to participate, will do an endorsed specialised program similar to the first unit in a Business/Commerce/Accounting degree. The program can lead to traineeships, scholarships and employment opportunities!

All Accounting students will have the opportunity to meet business leaders and accounting professionals, via programs arranged by the Institute of Chartered Accountants, who are only too willing to provide incentives for those wanting to pursue a career in Business/Accounting.

Assessment:

- Topic Tests
- Open Book Assessments (in lengthier topics)
- Research Assignment
- Semester Exam

Computing
APPLIED INFORMATION TECHNOLOGY
“Business Communication Technology”
1CAITB/1DAITB

Prerequisites: Nil

This business pathway focuses on business information and the communication technologies required to successfully develop a commercial awareness for the operation of a small businesses. Students investigate small business networks and the peripheral devices required to use communication and graphics applications. They understand the configuration required for a small business computing system and examine the impact of commercial information technology solutions within the community.

APPLIED INFORMATION TECHNOLOGY
“Multimedia”
1CAITM/1DAITM

Prerequisites: Nil

This multimedia pathway focuses on developing multimedia-based information solutions. The emphasis is on the use of professional web design and publishing software by students to manipulate their own digital media assets (including Flash-based interactions, websites, video and digital illustrations). Students examine trends in digital media transmissions and the social, commercial and legal implications in the use of these technologies.

APPLIED INFORMATION TECHNOLOGY
“Interactive Multimedia”
2AAIT/2BAIT

Prerequisites - Nil

This is a creative and challenging multimedia course, focusing on the design and development of multimedia based information and communication technologies. The emphasis is on the use of digital editing software (Photoshop, Premiere, SoundBooth and InDesign) to collect, store and manipulate digital media elements. These elements are then brought together in industry-standard multimedia applications (Flash and DreamWeaver). Students examine trends in digital media and the social and legal implications in the use of these technologies and of their own products and processes.

APPLIED INFORMATION TECHNOLOGY
“Advanced Interactive Multimedia”
3AAIT/3BAIT

Prerequisite – 2AAIT/2BAIT in Year 11 or Computer Extension Year 10.

The focus for this unit is the application of sound ICT skills and knowledge to understanding and developing multimedia based products – in particular, products based on WEB 2.0, WEB 3.0, Virtual worlds and other evolving ICT technologies. The use of applications to create, modify, manipulate, use and/or manage ICT, particularly for infotainment and edutainment purposes is fundamental to this unit. Students consider the nature and impact of technology change when creating ICT products for a particular purpose and audience. Students develop an understanding of the nature of computer systems and the use of these technologies in society.

COMPUTER SCIENCE
2ACS/2BCS

Prerequisites – 1ACSC/1BCSC in Year 11 or Computer Extension Year 10

The focus for the 2A unit is developing systems solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine hardware and software design concepts and skills to meet a variety of computer-based challenges, using diagrammatic tools. Through the use of

algorithms, students develop programming skills. Whilst considering industry requirements, they examine the social, ethical and legal implications of various solutions to industry problems.

The focus for the 2B unit is developing database and communication systems solutions. Students are introduced to networking concepts, as applied to industry. They examine a variety of systems, build on database and internet skills and gain an appreciation of how databases and internet and communication technologies are used in industry. Students create solutions involving databases and communications, exploring the ethical, legal and societal implications of these industry-based applications.

Design and Technology ENGINEERING STUDIES 1AEST/1BEST

Prerequisite: Nil

Students will explore how to design structures, how mechanical systems work, use machines, design and produce a variety of models and explore systems that have become increasingly sophisticated over time to improve our quality of life.

Students will develop an insight into how engineering has influenced all aspects of our lives by impacting on cultures, societies and environments.

The engineering course provides a focus on design through Computer aided design software, with practical and relevant opportunities for students to turn ideas into reality. Metal fabrication would be the context for this course. Areas included are machining, sheet metal, welding and fabrication. Students will be able to complete units of competence in a Certificate 1 in Engineering within these units.

Assessment:

Assessments for this course will be based on class-made project work, investigations and a portfolio.

ENGINEERING STUDIES 3AEST/3BEST

Prerequisite: Successful completion of Units 2A/2B

Desirable: A Lower School electronic course would be advantageous but not essential.

Unit 3A

The focus for this unit is alternative engineering systems. They design make and evaluate an alternate engineering system. Students understand that alternative engineering systems are complex organizations of more simple systems, which are designed according to engineering processes.

They apply research methods to collect and analyse data, which enable them to proceed with their system design. Students use mathematical and graphical models to test ideas and solve theoretical and practical design problems related to basic testing of materials, structures and systems, and the application of engineering principles.

They apply design analysis to existing systems to evaluate the impact and worth of **alternative engineering systems** on society and the environment.

Unit Learning contexts

Within the broad area of **alternative engineering systems**, teachers may choose one or more of the following learning contexts (this list is not exhaustive):

- Production processes and systems
- Small run production lines
- Power generation systems
- EV challenge

Unit Content

This unit includes knowledge, understandings and skills to the degree of complexity following the model and described below. It is divided into core content and specialist engineering fields. Students must study all of the core content material and at least one of the specialist engineering fields.

Unit 3B

The focus for this unit is systems technologies. They design, make and evaluate a system technology. Students understand systems, the extent to which they are commonly used, and the impacts on and determinism by society and the environment.

Students experiment with a range of systems, through both programming controllers and developing appropriate input and output applications. Through such experimentation they develop the ability to analyse the operation of systems, define the operating sequence and develop the monitoring and management mechanisms necessary for its function.

Using standardised representations and symbols, students graphically and textually detail how systems operate through input, process and output elements. They devise test scenarios to accompany their engineered systems, and utilize feedback loops to monitor and manage system performance.

Unit Learning Contexts

Within the broad area of **systems technologies**, teachers may choose one or more of the following learning contexts (this list is not exhaustive):

- Brake monitoring systems
- Environment monitoring and control
- Robotics.

Unit Content

This unit includes knowledge, understandings and skills to the degree of complexity following the model and described below. It is divided into core content and specialist engineering fields. Students must study all of the core content material and at least one of the specialist engineering fields.

MATERIALS DESIGN & TECHNOLOGY (Wood)

1AMDTT/1BMDTT

Desirable: A Lower School Woodwork course would be advantageous but not essential.

Unit 1A

This course of study replaces the old Furniture Design and Technology. Students will focus on design techniques related in the wood context. Using wood, students will experience a variety of design situations that will require them to solve and construct solutions. Students will be developing innovative and creative design solutions using a variety of techniques and machinery in wood. Students will have the opportunity to develop their skills by hand and using equipment safely. Students will research types of materials and its structure.

Unit 1B

The focus for this unit is **design for the consumer**. Students have had many experiences interacting with products designed for the consumer market. The teacher with student input, selects projects that are of interest to students in order to learn about the design and making of products for the consumer market.

They use a range of techniques in determining market needs. They apply the fundamentals of design to produce products for the consumer market. Students learn to conceptualise and communicate their own ideas. They learn to communicate various aspects of the design process in wood.

Assessment:

Students will design and make projects from wood. This will include skill exercises and an assignment for each unit. A design portfolio will be required from each student.

MATERIALS DESIGN AND TECHNOLOGY (Wood)

1CMDTT/1DMDTT

The 1C/1D units continue on from 1A/1B units.

Unit 1C concentrates mainly on box construction. The students are free to design and construct a box style piece of furniture of any type or size they wish.

Unit 1D follows on concentrating on frame construction. Again the students are free to design and construct a furniture piece of their choosing.

In each unit the students complete a design folio for their chosen piece of furniture and one written assignment. Students continue to develop their skills in material manipulation, finishing, problem solving, tool and machine use and maintenance.

Assessment:

Students will design and make projects from wood. This will include skill exercises and an assignment for each unit. A design portfolio will be required from each student.

Home Economics
CHILDREN FAMILY AND THE COMMUNITY (Living Independently)
1A/1B CFCL

Prerequisites: Nil.

Students develop a range of transferable skills as preparation for moving from dependence on family to living independently within a community. The focus will be on self and others, i.e. friends and family, nutrition and food preparation skills, human development, lifestyle behaviours and taking responsibility. Students explore contemporary issues and identify resources and support services available to adolescents.

Assessment:

Consists of investigation tasks, a teen survival portfolio and other practical assessment.

FOOD SCIENCE AND TECHNOLOGY (Hospitality)
1CFSTH/1DFSTH

Prerequisites: Nil.

Unit 1C/1D

A course filled with cooking and learning experiences designed to help students become more discerning consumers. Quick family style dishes that offer a healthy nutritional balance as well as taste will be prepared. Student will have a chance to work with seasonal foods to address individual food requirements, eating habits and lifestyles. There is also a focus on working with others in teams, where they will have the opportunity to cater for different school functions.

Assessment:

Will consist of a skill, function and commodity portfolio and two assessment tasks.

FOOD SCIENCE AND TECHNOLOGY (Hospitality)
2AFSTH/2BFSTH

Prerequisites: Nil.

Unit 2A

The focus for this unit is food for entertainment and leisure. Food plays a pivotal role whenever people get together. Students identify how, why and where food is shared in society. They examine how food processing and handling practices are designed to manage food properties to meet specified performance requirements. Students apply knowledge about the nature of food and understand reasons why particular foods, habits and trends are selected and used by various groups in society. Students continue to develop their expertise with technology, communication and teamwork skills to implement strategies to design food products and systems used in larger scale food service.

Unit 2B

The focus for this unit is the undercover story of food. The behind the scene story of food, its molecular structure and the importance of microbial actions is often taken for granted. Students examine food products in terms of quality, safety and nutritional value for individuals, considering the relationship between environmental factors, digestion, intolerances and preferences. They investigate how the properties of foods and their performance are affected by factors such as heat, moisture, micro-organisms, handling practices and processing techniques in food systems. Students consider trends associated with innovation.

Assessment:

Will consist of research tasks, a cultural and skill portfolio and exam.

MATERIALS DESIGN AND TECHNOLOGY (Textiles)

1AMDTT/1BMDTT

This course is about production through using textile materials. It is an introduction to the principles and practices of design and the use of different technologies to produce practical items for students eg. Special occasion garment dress. Students learn about different textile materials, their origins, classification, properties and suitability for different purposes. They also will be required to produce a portfolio demonstrating a range of construction skills and textile techniques such as machine embroidery, embellishment and dying techniques.

Assessment:

Will consist of a design portfolio and practical work completed throughout the course. Several research tasks will also be completed.

Vocational Education and Training (Vet)

CAREER AND ENTERPRISE

1CCAE/1DCAE 2ACAE/2BCAE

Prerequisites: Nil

Career and Enterprise is suited to all students, regardless of their commitment to TEE subjects, and it provides a unique opportunity for students to prepare for life beyond school. This subject will also allow the option of being used for University entry if course 2A/2B is selected in Year 12.

The Career and Enterprise course is strongly oriented to the needs of the individual student, particularly regarding their career aspirations, and students at times work in groups of their own choosing in an informal learning environment. Through a variety of classroom activities and excursions, students will have the opportunity to explore career choices, set goals, learn to work in a team, prepare a successful work application, compile a portfolio of their achievements, attend a mock interview for an employment position and participate in a range of practical activities including participating in a small business.

Students may participate in Workplace Learning in addition to Career and Enterprise.

Students enrolled in Career and Enterprise will automatically be assessed in one or more Units of Competency towards **QLD Certificate I in Work Readiness (30625)**. This results in students achieving part of a TAFE qualification whilst completing the course work.

Assessment:

The assessment tasks are completed in booklets which have attractive formats and custom designed spaces for answers. University entry exams will be available at the completion of Career and Enterprise 2A/2B.

WORKPLACE LEARNING

1AWPL/1BWPL - 1CWPL/1DWPL

Pre-requisites: Enrolment in Career and Enterprise and then by application to the Workplace Learning Coordinator.

Workplace Learning (WPL) gives the student the opportunity to gain experience in the workplace over an extended period of time. Students may spend four weeks in the work place during the exam periods in Semester 1 and Semester 2 or may attend the workplace at other times during the year. Students need to complete a minimum of 100 hours in the workplace.

WPL is a **seventh course** on the Curriculum Council Statement of Results and will contribute to Secondary Graduation. Successful completion of WPL will gain additional credit points for TAFE entry.

The theory of WPL will be completed as part of the Career and Enterprise course.

This includes: Investigating career opportunities
 Induction to workplace practices.
 Development of employability skills
 Development of interview skills

The practical component will occur in the work place.
Students who did not complete WPL in Year 11 may enroll in this course in Year 12.

Assessment:

Assessment tasks and employer feedback. A grade will be allocated at the end of the course. A WPL certificate is a valuable addition to a student's portfolio and recognised by employers and TAFE.

WORK SKILLS

Students enrolled in Career and Enterprise (1A/B, 1C/D or 2A/B) in Year 11 and Year 12 and who have a part-time job or are doing voluntary work can receive credit for 10 points towards Secondary Graduation.

A minimum of 180 hours must be completed in the workplace. The Student must provide evidence of skill development and attendance in a school log book.

BUSH RANGERS WESTERN AUSTRALIA

Prerequisites: Application by interview with the Unit Coordinator.

Bush Rangers Western Australia

The Bush Ranger course offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.30pm to 5.30pm. Bush Rangers Levels 1, 2 and 3 are now Curriculum Council Endorsed Units and so achievement of these levels can be added to the student's WACE.

The program has four main components:

- Practical Conservation: encourages teamwork, leadership, self-confidence and responsibility
- Theory: develops knowledge of conservation techniques
- Community Service: creates a sense of value in contributing to society
- Vocational Training: teaches skills useful in many workplaces

Bush Rangers is part of the Cadets WA program.

Appendix 1

Financial Assistance

School Contributions and Charges

Every endeavour is made to keep the Contributions and Charges at the lowest possible level. However, the cost of resources such as class sets of reference materials, visual resources, and other resources which allow the school to maintain excellent standards, is high. Where possible, the costs are similar to 2009.

Printing Resource Charge

The cost of materials for the printing of student work on the school's computer printers is beyond the resources of the school. The school has determined that these resources be made available as fees are paid.

Each student has an account for the printers attached to the school computers. At the commencement of the year this account will be credited with **\$5.00**. When this credit is consumed students may purchase further credit on the account. **Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated.**

Those students who are enrolled in one of the computing courses can expect to use more resources and hence the initial amount will be consumed quicker.

Notice of Contributions and Charges and booklists

Each student will receive a Contributions and Charges sheet and a booklist at the end of 2009 detailing the individual's costs for 2010.

Refunds

Students leaving school during the year will receive a pro-rata refund on the fees paid. Students changing courses will receive an amended account and where appropriate receive a refund on any fees paid.

Eligible students wishing to withdraw from a course at the commencement of Semester 2 in Year 12 should note that there will be no refund of fees.

Youth Allowance

Youth Allowance is a Federal government funded scheme.

Youth Allowance provides income support to young people, including students, those looking for work and those who are sick.

The actual amount and the levels of the means test vary from year to year. The means test consists of a parental income test, a parental assets test and a personal income test.

For information on the Youth Allowance telephone 132490 or visit www.youthallowance.centrelink.gov.au

To make an appointment at your local Centrelink office telephone 131021.

Many Centrelink offices have a Youth and Students Team that assists young people applying for the Youth Allowance or those looking for work.

Further information is available from the Manager, Student Services at Rossmoyne Senior High School or a Centrelink office. The nearest Centrelink offices to Rossmoyne are:

- 7 Pakenham Street, Fremantle, WA 6160
- 1296 Albany Highway, Cannington, WA 6107

Scholarships

Some private organisations make scholarships available to secondary school students to assist in continuing their education. Further information can be obtained from:

Mr Gary Dewhurst, Student Services, Education Department, 151 Royal Street, EAST PERTH 6000
Telephone 08 9264 4828

Secondary Assistance Scheme

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card, (blue card only).

Eligibility is for students whose birth date is on or after January 1 1992, and include students who turn 18 during the school year.

For more information, contact Schools Resourcing Branch, Department of Education and Training,
151 Royal Street,
East Perth, WA 6004.
Telephone: 08 9264 4773 Fax: 08 9264 5162

Appendix 2

Universities

The following officers are available for discussions with students on options available in their universities. Further, they can arrange interviews with other staff if required (eg. a lecturer in Science).

The school liaison officers are:	Curtin University Prospective Students Office www.prospective.curtin.edu.au	08 9266 2662
	Edith Cowan University Students Recruitment www.ecugreatcareers.com	134 328
	Murdoch University Prospective Student Centre www.choose.murdoch.edu.au	08 9360 6538
	University of WA Prospective Student Advisors www.uwa.edu.au	08 6488 2477
	University of Notre Dame Prospective Student Advisors www.nd.edu.au	08 9433 0533

TAFE

Officers are available at the following TAFE colleges to provide assistance to students:

- **Central TAFE** 1300 300822
(East Perth, Leederville, Mt Lawley & Northbridge) (Follow the prompts)
- **Swan TAFE**
Course Information Centre 08 9267 7500
(Covers Thornlie, Carlisle, Balga, Armadale, Midland & Bentley)
www.swantafe.wa.edu.au
- **Challenger TAFE**
Course Information Centre 08 9239 8189
(Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel)
- **West Coast College of TAFE**
Joondalup 1300 134881
(Follow the prompts)

TAFE Handbook on line

www.tafe.wa.gov.au

Career Information Centre

2nd Floor, City Central Building, 166 Murray Street Mall, Perth (rear Myers)

Telephone: 1800 026 134

Fax: 08 9464 1360

Email: cic.perth@centrelink.gov.au

Open: Monday to Friday 9.00 am to 4.30 pm

The centre provides detailed information about careers and courses including booklets, leaflets, folders, videos, CDroms and cassettes. Students can also complete a Career Choice Program called Jigcal but must make a booking for this service. It is available 9.00am to 3.00pm Monday to Friday.

Careers

Job search and career related sites:

www.myfuture.edu.au

www.jobsearch.gov.au

www.jobjuice.gov.au

(information for school leavers includes links to many good sites)

www.getaccess.wa.gov.au

(Career information service)

www.workplace.gov.au

www.workplaceauthority.gov.au

www.centrelink.gov.au

(range of services /payments to students/job opportunities)

The Job Guide online

www.jobguide.dest.gov.au

(includes links to other careers sites)

www.graduatecareers.com.au

(employment opportunities for graduates)

WA Department of Training & Employment

www.det.wa.edu.au/training

(training opportunities in WA)

Education

Curriculum Council of WA

www.curriculum.wa.edu.au

Tertiary Institutions Service Centre

www.tisc.edu.au

(This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.)

www.thegoodguides.com.au

(site that rates Aust's Universities and outlines their facilities/courses)

Department of Education & Training

www.det.wa.edu.au

Defence Force Recruiting Centre

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

Careers Information:.....08 9488 7181

Internet Address: www.defencejobs.gov.au

Take link to Careers Explorer which lists all jobs in the Defence forces.

Open: Monday to Friday 8:00 am to 4:00 pm

This centre provides information on the careers available in the Airforce, the Army and the Navy.

131901 – to register their details

Australian Apprenticeships

To find a new apprenticeships Centre in your region 133 873

www.australianapprenticeships.gov.au

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