



Rossmoyne Senior High School
Curriculum Handbook
Year 12, 2019



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Do you require assistance understanding this handbook? Interpreters are provided to assist parents and carers who may not read or speak English well.

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INTRODUCTION

This handbook contains course information for students currently in Year 11 who are planning to enter Year 12 in 2019. It is designed as a reference point for the Western Australian Certificate of Education (WACE) requirements, university and TAFE requirements and other vital information. The School Curriculum and Standards Authority (SCSA) provide additional information about assessment and certification. The Tertiary Institutions Service Centre (TISC) regularly updates its website with information relevant to students who plan to attend a university in 2019. In addition, there is a summary of the content of each course being offered to Year 12s in 2019.

Advice and information is also available from students' individual Course Counsellors, Associate Principals, Program Coordinators, Heads of Learning Area, Student Central, Year 10 Coordinator and the Vocational Education and Training (VET) Coordinator.

Most current Year 11 students will return to Rossmoyne Senior High School and achieve their WACE at the end of 2019. By law, all students must remain in education, training or approved employment until the student reaches the age of 17 and six months.

COURSES AT ROSSMOYNE SENIOR HIGH SCHOOL

For 2019, students will be enrolled in the following types of courses:

ATAR Courses

These are designed and examined by the SCASA. Student results are used in the calculation of an Australian Tertiary Admissions Rank (ATAR). An ATAR is used to determine eligibility for university entrance. Students will need to study a minimum of 4 ATAR courses in Year 11 and 4 ATAR courses in Year 12 to be eligible for an ATAR. In Year 12 students will study more difficult unit pairs (Units 3 and 4). 50% of a student's final score in an ATAR course is determined at the school level and 50% is determined by the externally assessed exam.

General Courses

These courses are not externally examined. Each general course, however, has an externally set task (EST) which is set by SCASA. General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

Vocational Education and Training (VET) Courses

These courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE. The workplace learning component of the course contributes as unit equivalents towards the WACE. Students who intend to enrol in a TAFE or the workforce straight from school will choose the VET pathway. Some VET qualifications may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.

Alternative University Entry Courses

Rossmoyne Senior High School offers students a number of different pathways towards future study at University including completing a certificate IV (ATAR equivalent of 70) in the VET Program. The school also has partnerships with Murdoch and Curtin Universities that allow students to complete 'Enabling Courses' which gives them direct entry to a range of courses at both Universities (conditions apply).

Endorsed Programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Foundation Courses

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support.

Preliminary Courses

Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students who:

- cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions
- are unable to progress directly to training from school
- require modified and/or independent education plans
- have been identified as having a recognised disability under the Disability Discrimination Act 1992 and meet the above criteria.

Preliminary courses do not contribute to achievement of the WACE.

COURSE SELECTION

Year 12 units are offered as pairs of units. Year 12 units are more difficult than Year 11 units.

Students may enrol in a mix of ATAR courses, General courses (not Preliminary courses), VET programs or endorsed programs to achieve a WACE (there are limits to the number of VET programs and endorsed programs that students can choose).

Most students will continue with the 6 courses they studied in Year 11. Over two years, students will be able to complete 24 course units or the equivalent.

Students who intend to enrol in a TAFE will enrol in the VET pathway or study a mix of General course units. Students who intend to apply to a university direct from school will complete at least 4 ATAR courses.

All students must complete one pair of List A units and one pair of List B units in Year 12 (see table "WACE LIST A and LIST B SUBJECTS OFFERED AT ROSSMOYNE").

All students must complete one pair of English units in Year 12.

WACE

Senior secondary schooling in Western Australia covers students in Year 11 and Year 12.

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

Summary of WACE achievement requirements

General requirements

Students must:

- demonstrate a minimum standard of literacy and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents as described below
- complete at least four Year 12 ATAR courses* or complete a Certificate II** (or higher***) VET qualification.

* In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the ATAR course examination or has an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

**In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

***The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

Literacy and numeracy standard

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA).

For the WACE numeracy standard, students must achieve either Band 8 or higher in the numeracy test of Year 9 NAPLAN or successfully complete the numeracy component of the OLNA.

This means that a student who achieves Band 8 or above in the reading, writing or numeracy test of the Year 9 NAPLAN will be considered to have pre-qualified for the corresponding component and thus deemed to have successfully completed that component.

Students who have not pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, then they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11. Subsequently, students may choose when next to sit the component/s. Students will have up to six opportunities (in March and September each year) before completing Year 12 to demonstrate the WACE minimum standards of literacy and numeracy.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age.

International and mature-age students are required to sit the OLNA at the first available opportunity. Students who have not pre-qualified through NAPLAN, and who choose not to sit the OLNA, do not qualify for the WACE.

Breadth and depth requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.

Unit equivalence

Unit equivalence can be obtained through VET qualifications undertaken as VET credit transfer and/or endorsed programs. The maximum unit equivalence available 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 qualifications, or
- up to four unit equivalents through completion of endorsed programs, or
- up to eight unit equivalents through a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents.

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion are met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

WACE LIST A and LIST B SUBJECTS OFFERED AT ROSSMOYNE

List A	List B
Career and Enterprise	Accounting & Finance
Chinese: Background Language	Applied Information Technology
Chinese: First Language	Biology
Chinese: Second Language	Chemistry
Dance	Computer Science
Drama	Engineering Studies (Mechanical)
Economics	Food Science and Technology
English (includes ATAR, Foundation and General English)	Human Biology
English as an Additional Language or Dialect	Materials Design and Technology - Metal
French: Second Language	Materials Design and Technology - Wood
German: Second Language	Mathematics Applications
Health Studies	Mathematics Essential
History: Modern	Mathematics Foundation
Japanese: Second Language	Mathematics Methods
Literature	Mathematics Specialist
Music	Outdoor Education
Politics & Law	Physical Education Studies
Media Production and Analysis	Physics
Visual Arts	Psychology

KEY TERMS

ATAR (Australian Tertiary Admission Rank)

An Australian Tertiary Admission Rank (ATAR) is calculated using the school assessment and ATAR course examination results combined. Student results from ATAR course examinations are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR reports a student's rank position relative to all other students for a particular year. It ranges from 99.95 to zero and is derived from a student's Tertiary Entrance Aggregate (TEA). The TEA is calculated by adding the student's best four scaled scores, plus bonuses where applicable. The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see TISC website at www.tisc.edu.au for information about Undergraduate Admission Requirements for School Leavers).

ATAR course

An ATAR course is offered at two year levels, each of which has a specified syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. Year 12 ATAR courses are examined by SCASA. These examinations are referred to as ATAR course examinations, and are conducted at the end of Year 12. ATAR courses are designed for students who are aiming to go to university. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: for ATAR courses with practical components, students must complete both the written and practical examinations.

Endorsed Programs

Endorsed programs provide access to areas of learning not covered by WACE courses or vocational education and training (VET) programs. They are delivered in a variety of settings by schools, workplaces, universities and community organisations. These programs contribute to the WACE as unit equivalents. Examples of endorsed programs include the Duke of Edinburgh's Award, Bushrangers, Endorsed Music Unit out-of-hours, School Trips, University Direct Entry Courses, the Reunion Island Student Exchange or Workplace Learning.

Examinations: All students who are enrolled in ATAR courses are required to sit the external exam in Year 12, which may include both a written and a practical exam in some subjects. If they do not sit, or do not make a genuine attempt in the WACE examination, that pair of units will not contribute towards any of the WACE requirements, nor will their marks or grades be recorded on their WASSA.

Externally Set Tasks: The externally set tasks (EST) are assessment tasks for each Year 12 General and Foundation course which are set by the Authority and distributed to schools for administering to students. All students enrolled in a Year 12 General or Foundation course are required to complete the EST. The EST is part of the assessment program for each General and Foundation Year 12 course and the same rules, procedures and penalties used for other assessment tasks will be applied.

General course

A General course is offered at two year levels, each with its own syllabus. The Year 11 syllabus comprises Units 1 and 2, and the Year 12 syllabus comprises Units 3 and 4. General courses are not examined by the Authority; however, they each have an EST in Year 12 which is set by the Authority. General courses are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

School Based Certificate Courses

Certificate courses give students greater flexibility when selecting their subjects. These are VET credit transfer programs that contribute towards the WACE as unit equivalents. For example, many students at Rossmoyne SHS select five WACE courses and one Certificate II course. Students who do fewer than 4 ATAR courses must select at least one Certificate II course (or higher) as one of the minimum requirements of the WACE. School Based Certificates (5 days at school) can be taken by students who aim to achieve an ATAR or by students who wish to enter further training or the workforce. Students can select a maximum of 2 Certificate courses over Year 11 and 12, giving them a maximum of eight course equivalents (four for each Certificate).

VET Program

The 3 Day VET Program (3 days at school/1 day at TAFE/1 day in the workplace) includes workplace learning and attendance at TAFE. See page 8 for the current list of courses that may be available through Rossmoyne Senior High School and various TAFE colleges. The VET Coordinator will provide students and parents with the latest additions to this program mid-year.

Certificate Courses Offered by the School in 2019 to Year 12 students

Courses Offered to Year 12 Students

Certificate II in Community Services (1 Year; Year 12) [Page 21](#)

Certificate II in Skills for Work and Vocational Pathways (1 Year; Year 12) [Page 22](#)

Courses Continuing From Year 11 – must have completed Year 11 competencies

Certificate III in Business (2 Year; Year 11 & 12) [Page 32](#)

Certificate II in Dance (2 Year; Year 11 & 12) [Page 14](#)

Certificate II in Creative Industries (Media) Context: Radio Rossmoyne (2 Year; Year 11 & 12) *refer Year 11 Handbook*

Certificate II and III in Information, Media and Technology (2 Year; Year 11 & 12) *refer Year 11 Handbook*

Certificate II in Visual Arts: Photography Focus (2 Year; Year 11 & 12) [Page 17](#)

Certificate II in Hospitality (2 Year; Year 11 & 12) *Refer Year 11 Handbook*

Certificate II (Dual) in Sport and Recreation and Sport Coaching (2 Year; Year 11 & 12) [Page 30](#)

Certificate II in Information, Media and Technology (18 months commencing mid-Year 11)

3 Day VET Program

The following certificates may be offered in 2019 as part of our program with various external providers (TAFES):

Aeronautics Cert III, IV	Frontline Management Cert IV
Automotive Cert II, III, IV	Floristry Cert II
Business Cert II, III, IV	Hairdressing Cert II
Business Legal Cert III	Health Studies Cert II
Community Services Cert II, III, IV	Horticulture Cert II
Child Care Cert II	Hospitality Cert II (Chef)
Carpentry Cert II	Information Technology Cert II
Construction Cert II	Make Up Cert II
Digital Games Cert II	Media Cert III
Ed Support Cert II, III, IV	Music II
Electrotech Cert II	Plant Processing Cert II
Engineering - Technical Cert II	Plumbing Cert I, III
Engineering – Trade Cert II	Retail Cert II
Enrolled Nursing Cert IV	Sound Production II, III
Events Cert II	Teacher Assistant Cert IV
	Tourism Cert II

TERTIARY ENTRANCE

Students wishing to enter university in 2021 will usually need to:

1. Qualify for the **WACE**
2. Attain **competence in English**
3. Obtain a **sufficiently high ATAR**
4. Satisfy course **prerequisites**

Completion of a Certificate IV or Diploma through the VET Program can also gain university entry.

All universities also offer alternative entry pathways. Useful information on university entrance can be found from individual universities and TISC. See Appendix 2 for contact information.

1. WACE

Universities require students to demonstrate breadth of study. Students are able to address this requirement by qualifying for the WACE.

2. Competence in English

Students must achieve the selected university's requirement for English Language Competence:

- Scaled mark of at least 50 in ATAR English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved (See below) or
- Demonstrate competence through the Special Tertiary Admissions Test (STAT).

Students can find out more information about university concessions and alternative admission pathways by visiting the websites of each university. Further information is available from the following websites:

- Tertiary Institutions Service Centre (TISC) (www.tisc.edu.au)
- School Curriculum and Standards Authority (SCSA) (www.scsa.wa.edu.au)

3. Sufficiently high ATAR

TISC is responsible for the ranking of students for university entrance. An ATAR is calculated using school assessment and WACE examination results.

The Tertiary Institutions Service Centre (TISC) calculates the ATAR based on the school and exam score provided. The School Curriculum and Standards Authority provide the TISC with school and WACE exam results. Each course result is based 50% on school assessment and 50% on the examinations. Statistical adjustments are made to these results, the best 4 of which are added together to calculate a Tertiary Entrance Aggregate (TEA). The TEA is used to derive a student's ATAR.

The ATAR 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 indicates that a student is in the top 4% of Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%. TISC then offers university places based on the ranking.

Students are not able to include certain combinations of courses in the calculation of their ATAR.

4. Prerequisites

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

Students need to achieve a scaled mark of at least 50 in the specified ATAR courses.

5. Bonuses

Language bonuses for students of Chinese Background Speakers, Chinese Heritage Mandarin, Chinese Second Language, French, German and Japanese Second Language.

A Mathematics bonus of 10% of the scaled score also applies for each of Mathematics Methods and Mathematics Specialist.

ENROLLING IN YEAR 12 IN 2019

Students wishing to enrol at Rossmoyne Senior High School must be enrolled in and studying six (6) courses, or the equivalent, in each semester.

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 compete for special SCSA awards at the end of Year 12 should study at least two from each list.

Students wishing to gain an ATAR must study a minimum of four (4) ATAR courses in which they intend sitting the external assessment/exam at the end of 2019.

Students who are not studying at least 4 ATAR courses need to enrol in and successfully complete a Certificate II course to achieve a WACE.

ATAR students who are uncertain about their tertiary aspirations or whose academic performance in Year 10 indicates that they may find the ATAR pathway particularly challenging must enrol in a Certificate II course in addition to their ATAR courses. Note that most Certificate courses are two year courses.

A successful completion of a Certificate II or higher is one of the minimum requirements of the WACE. No credit is given for partially completed Certificate II courses. Therefore, students will need to choose these courses carefully.

Course Selection

Year 11 students will use their Semester One performance to review goals and plan for improvement. Those who are successful in Year 11 Semester One may expect to continue with the same course into Year 12. Others will consider course changes for a variety of reasons. Students may need to reduce their number of ATAR courses to ensure that they achieve a WACE. If necessary, students may change courses to maximise their chances of achieving a competitive ATAR. Other students will apply for a place in a Vocational Education program as an alternative pathway to TAFE and/or university. Students should check with their teachers (Semester One results are not always a good indicator of your potential), Heads of Learning Area, the Program Coordinator Senior Years or Associate Principal before applying to change a course.

Applying for VET

Students who have changed their minds about their university aspirations (or who are looking at an alternative pathway to University) should contact the VET Coordinator to discuss options for 2019. A variety of VET programs are available. Students achieve a WACE, gain accreditation towards further study at TAFE and university as well as acquiring useful background for a variety of employment options.

Enrolling in 5 or 6 courses?

Students who are considering doing 5 courses instead of 6 courses will weigh up the risks associated with their decision (e.g. "Will I meet prerequisites for my university or TAFE course?"), gain parent approval, and request an interview with the Associate Principal. Students, who have already been approved to study 5 courses, should indicate "Senior Study" on the appropriate line. Other students may also consider taking a one year certificate course (e.g. Community Services) to ensure that they achieve a WACE.

Meeting course prerequisites

Ideally, all students will choose challenging and interesting programs that are relevant to their longer term study and/or career plans. Students will need to check the course descriptions carefully to ensure that they have met the course prerequisites. Don't assume that meeting the prerequisites for a Year 11 course means that the prerequisites for Year 12 have also been met. Prerequisites are set by Heads of Learning Area based upon student performance in previous years. Be aware of the risks associated with choosing a course which is too difficult.

Changing Selections

Students who wish to make changes to their course selections must make an appointment to see the Associate Principal or the Senior School Program Coordinator. All requests must be accompanied by a letter from the parent.

Note:

The enrolment process is conducted online via 'Subject Selections Online' (SSO). When completing SSO, students will only be able to enrol in those courses for which they have met the prerequisites. Students who do not meet prerequisites and still wish to be considered for entry into a course must gain approval from the Head of Learning Area (HOLA) of that course.

Enrolment in the English as an Additional Language/Dialect ATAR is dependent on student's eligibility. Students wishing to enrol in this course will be interviewed by the Teacher-in-Charge of ESL.

Students wishing to enrol in Language courses will need to be interviewed by the HOLA. Students who wish to enrol in Background and Second Language courses need to meet strict entry requirements. Applications for these courses need to be completed and endorsed by the school before being lodged with SCSA. Students' enrolment in these courses will only be confirmed when written advice is provided by SCSA.

Students who wish to enrol in Outdoor Education must make an appointment with the Health & Physical Education HOLA and be able to demonstrate that they are strong swimmers, given the nature of this course.

Students who wish to enrol in the VET program must make an appointment with the VET Coordinator.

Not all courses that are offered are likely to run. Timetabling constraints may affect the availability of courses. This means that students may need to reselect. Classes will only run where there are viable numbers. Students who do not meet prerequisites are not guaranteed a place in a course if they successfully meet prerequisites at a later stage.



Course Descriptions

YEAR 12

2019

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The Arts	13
Career and Vocational Education	20
English	26
Health and Physical Education	28
Humanities and Social Sciences	32
Languages	36
Mathematics	40
Science	43
Technologies	46
Vocational Education	23

Note:

All courses are offered on the understanding that courses that do not attract a reasonable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than there are available places. The school is unable to staff small classes. Preference will be given to those students who meet the prerequisites and submit their Course Selection Form by the due date.

Course Descriptions by Learning Area

THE ARTS

DANCE

DANCE - ATAR ATDAN

Prerequisite: Minimum 'C' grade for Dance ATAR in Year 11

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to make dance works. Students also gain an understanding of the physical competencies specific to dance, including experiential anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression. In performing dance, technical, design and expressive skills are incorporated and developed. The opportunity to present dance to an audience enables students to understand and undertake a wide range of production and design concepts, skills and roles.

Unit 3: Youth Voice

Unit 4: Extending the Boundaries

Assessments:

- Creation of Original Solo Composition.
- Technical dance skills in various genres.
- Set solo in the contemporary genre.
- Investigation into Dance companies, choreographers.

- Critical analysis of dance works.
- Documentation of the choreographic process using a choreographic planner/journal.
- Written and practical examinations.
- Production of dance works to reflect an understanding of Australian culture;
- Comparisons between their own work and that of others;
- Safe dance practices (injury prevention);
- Design and technology (lighting and sound).

Notional Course Charge: \$150.00



**Certificate II in Dance
CUA40111 or 20113**

In Year 12 students wishing to study dance may be interested in completing a Certificate II in Dance (Live Performance) over the two years of upper school.



Prerequisite: Current enrolment in Year 11

2-Year Course

This is an accredited course that provides the career-minded dance student with specialized training in three dance genres. One genre will be Contemporary dance in which you will develop an increased movement vocabulary through floor work, technical combinations and compositional elements. The other two will be Jazz and Street Dance. The certificate course allows the student to work at a high level of achievement in dance, while continuing formal secondary schooling. The Certificate program is particularly beneficial for those students who intend to audition for tertiary dance programs. It is also designed to reflect and meet the needs of the dance industry. This qualification is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the live performance industry.

Assessments:

- Research, response and evaluation and as technique based tasks specific to the genre or style of dance being studied.
- Student choreography, improvisation and performance of both individual choreography and class work.
- Practical assessments.
- Completion of workbook.



BSBWOR203B	Works effectively with others
CUAOHS101	Follow basic safe dance principles
CUAOHS201	Develop a basic level of physical condition for dance performance
CUAPRF201	Prepares self for performances
CUADAN203	Performs basic jazz dance techniques
CUADAN205	Perform contemporary dance technique
CUADAN202	Incorporate artistic expression into basic dance performance
CUAFIND201	Develop and apply creative arts industry knowledge
CUADAN201	Develop basic dance techniques
CUADAN208	Perform basic street dance techniques

Notional Course Charge: \$150.00

**DRAMA ATAR
ATDRA**

Prerequisite: Minimum 'C' grade for Drama ATAR in Year 11

The Drama ATAR course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia.

Students will be involved in productions, camps and theatre excursions. They will present their devised performance to the public during the year and should therefore expect an out-of-school time commitment for rehearsals and the actual production. They will also view two professional performances during the year in out-of-school hours and students should expect to be out of the school for 3 days for Drama camp in Term 2.

Unit 3: Reinterpretation of drama for contemporary audiences

Unit 4: Contemporary and devised drama

Assessments:

- Creation of original drama.
- Performance from scripted texts.
- Investigation of technologies used in theatre
- Research theatre styles.

Practical work will make up approximately 60% to 70% of the course load. The remainder is the written component.

Notional Course Charge: \$100.00

**DRAMA GENERAL
GTDRA**

Prerequisite: Nil

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 to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, 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.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama, drawing on their understanding of relevant aspects of other art forms. In this course, students engage in both Australian and world drama practice. Students will be invited to view professional performances during the year during out of school hours and should expect to be out of the school for 3 days for Drama camp in Term 2.

Assessments:

- Performance/Production
- Response
- Externally Set Task

Notional Course Charge: \$100.00



**MUSIC ATAR
ATMUSC**

Prerequisite: Minimum 'C' grade for Music ATAR in Year 11

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential, through the context of Western Art Music. The course consists of a written and a practical component. The practical component can be delivered in a different context, independent of the written component. Students can choose to perform on an instrument or voice in one of four contexts, and/or submit a composition portfolio.

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students will continue weekly instrumental lessons with Department of Education or private teachers. Students must be enrolled in at least one ensemble as directed by the Music Department and participate in all performances related to their ensembles. This will involve out-of-hours rehearsals, lessons and performances.

Students who are considering music studies at tertiary level or who are interested in a career in the music industry, such as concert promotion, music educator or music librarian are encouraged to enrol in this course.

Assessments:

- Course work: 60%.
- Examinations: 40%.

Notional Course Charge: \$80.00

**MUSIC (CURRICULUM-ENDORSED UNIT)
PSIM2**

Prerequisite: Successful interview with the Director of Music and enrolment in at least one ensemble.

Students must be enrolled in at least one ensemble as directed by the Music Department and participate in all performances related to their ensembles.

This music course is an Endorsed Program.

This course is designed for students who are not enrolled in a music course but wish to continue their participation in the music program through instrumental and ensemble participation. Students must continue to attend all instrumental lessons and maintain their weekly journal.

This will involve out-of-hours rehearsals, lessons and performances. Students will also be involved in a 3-day camp in Term 3.

Assessments:

- Student journal.
- Ensemble report.
- School report.

Notional Course Charge: \$71.00



PHOTOGRAPHY

**Certificate II in Visual Arts: Photography Focus
CU201113****Prerequisite:** Current enrolment in Year 11**2-Year Course**

This certificate allows students to develop the basic creative and technical skills that underpin visual arts with a strong focus on Photography.

This Certificate II course contains units of competency in the capture, manipulation, and production of high quality and creative photographic images. This qualification allows learners to develop the creative and technical skills that underpin photography.

The course aims to help students achieve employability skills in the areas of planning, communication, teamwork, problem-solving, self-management, initiative and utilising learning technology in enterprises and organisations with a photography emphasis. Students will become aware of basic safe practices and develop and apply these to the photography industry.

Upon successful completion of this course students will be awarded a Certificate II in Visual Arts that may be used to enhance their job opportunities or as a pre-requisite for further studies.

Assessments:

As a Certificate course a number of competencies are assessed. In this course there are 4 core and 5 elective competencies. Assessment tasks will include portfolio work, research and evaluation based tasks specific to the theme or style of photography being studied.

Notional Course Charge: \$160.00

BSBWHS201	Contribute to the health and safety of self and others
CUAACD101	Use basic drawing techniques
CUAPPR201	Make simple creative work
CUARES201	Source and use information relevant to own arts practice
CUADIG202	Develop digital imaging skills
CUADIG303	Produce and prepare photo images
CUADRA201	Develop drawing skills
ICTICT204	Operate a digital media technology package
BSBITU203	Communicate electronically

VISUAL ARTS ATAR ATVAR

Prerequisite: Minimum 'C' grade for Visual Arts ATAR in Year 11

This course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles, photography, montage, or multimedia. Exhibition of their work is a major component. The students sit a written exam each semester and an external WACE exam at the end of the year. The course is divided into two content areas: Art Making and Art Interpretation and aims to prepare students to think creatively and develop their problem-solving skills.

In Unit 3 the focus is 'Commentaries' and students engage with the social, political and cultural purposes of art making to produce a unique and cohesive body of work. 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 different media and art forms.

Unit 4 focuses on "Points of View" and students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style

Unit 3: Commentaries

Unit 4: Points of View

Assessment:

Art Making

- Inquiry
- Visual Language
- Visual Influence
- Art forms, media and techniques
- Art practice
- Presentation
- Reflection

Art Interpretation

- Visual Analysis
- Personal Response
- Meaning and Purpose
- Social, Cultural and Historical Contexts

Notional Course Charge: \$90

VISUAL ARTS GENERAL GTVAR

Prerequisite: Nil

This course is aimed at the student who wishes to continue with Art in upper school but not necessarily as an ATAR course or a Certificate II.

The course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art. The course allows students to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, textiles, photography, montage, or multimedia.

Within contemporary society, there is increasing demand for visual literacy; the ability to perceive, understand, interpret and evaluate visual information. The Visual Arts General course enables students to develop their visual literacy and communication skills and become discriminating in their judgements. Particular aspects of life are understood and shared through visual symbol systems that are non-verbal modes of knowing.

The focus of 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. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

The focus of Unit 4 is 'Investigations'. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

Unit 3: Investigations

Unit 4: Inspirations

Assessment:

- Production
- Analysis
- Investigation
- Externally Set Task

Notional Course Charge: \$90

MEDIA PRODUCTION AND ANALYSIS ATAR ATMPA

Prerequisite: Minimum 'C' grade for Media ATAR in Year 11

In the Media Production and Analysis ATAR course students learn the languages of media communication and how a story is constructed using representations. They are encouraged to explore, experiment and interpret the world around them. As users and creators of media products, students consider the important role of audiences and their context.

The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across all production phases. This provides students an opportunity to reflect on and discuss their own creative work, intentions and outcomes.

Unit 3 is Media Art, with an emphasis on contemporary and traditional examples of media art and identifying techniques and themes. Students will consider the representation of values and technological developments that influence perceptions of art within media work.

Unit 4 focuses on power and persuasion, extending students' understanding of influential media, they will critically analyse, view, listen to, and interact with a range of media work, considering the purposes and values of producers and audiences.

Unit 3: Media Art

Unit 4: Power & Persuasion

Assessments:

Production: 50%

Response: 20%

Written Exam: 30%

Notional Course Charge: \$50



MEDIA PRODUCTION AND ANALYSIS GENERAL GTMPA

Prerequisite: Nil

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. The production of media work enables students to demonstrate their understanding of the key concepts of media languages, representation, audience, production, skills and processes, as well as express their creativity and originality.

Students will be given the opportunity to reflect on professional media works, and their own production work. They will work both collaboratively and individually to create their own media productions, using digital technologies.

Units will cover topics about entertainment, representation and reality. Contexts may include local and international film; promotion and marketing; news and current affairs programmes and websites; and reality television.

Assessments:

Production: 60%

Response: 25%

Externally set task: 15%

Notional Course Charge: \$50.00

CAREER AND VOCATIONAL EDUCATION

CAREER EDUCATION

Career education teaches students to manage and take responsibility for personal career development. The Career and Enterprise course equips students with the tools to head confidently into an uncertain future. It begins with recognising individual skills and talents, and moves on to using this understanding to find work and keep it. Students will examine all aspects of work patterns and economic restructuring which are realities of the rapidly changing world of work. Learning to deal with constant change through adaptability, enterprise and lifelong learning are vital elements of the course, along with exploration of social, cultural and environmental issues.

Career and Enterprise is used by a significant number of students in ATAR calculations. (In 2014, 2015 and 2016 58% of the Career and Enterprise students used it as their top or second highest score.)

CAREER AND ENTERPRISE GENERAL GTCAE

Prerequisite: Nil

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising, to network effectively and to proactively manage their own careers in a constantly changing digital and globalised world.

Students will develop a range of skills such as initiative, communication, problem solving, technology, planning and organisation. These skills will help students to anticipate and respond to change thereby maintaining an edge in the workplace. These skills and experiences will also be used for self-promotion through interview experiences and documented in their career portfolios.

This course offers the best preparation a student can have for entering the world of work.

Unit 3

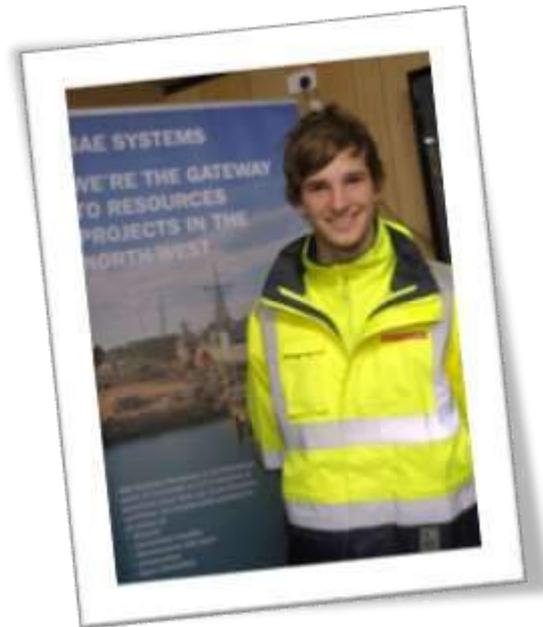
This unit is about adopting a proactive approach to securing and maintaining work and it involves self-management, using work search tools and techniques, developing career competencies and accessing learning opportunities.

Unit 4

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences.

Assessments:

Continuous assessment will occur through practical and written tasks.



Notional Course Charge: \$50.00

CAREER AND ENTERPRISE ATAR ATCAE

Prerequisite: Minimum 55% in the Year 11 English exam / 75% in the Year 11 EALD exam

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise ATAR course enables students to deepen their self-understanding and explore potential career opportunities and post-school options.

Career and Enterprise sees students explore the world of work. Through an examination of economic, political and social influences upon the workforce, students come to understand the opportunities and challenges that await them after graduation. The course explores current and predicted trends in the workforce and provides opportunities for students to establish and consolidate work readiness skills.

Career and Enterprise is a standout course at Rossmoyne SHS. We have been the top school since the course started, with four Exhibition winners. Our 2017 winner is currently studying medicine.

Unit 3

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends. Entrepreneurship and flexibility are encouraged in the application of career competencies for career development.

Unit 4

This unit explores the constant change in the complex relationships between career management, workplaces and influences and trends in a global environment. Career development frameworks are constructed to guide future decision-making.

Assessments:

Continuous assessment through written tasks and the creation of an electronic portfolio.

Notional Course Charge: \$50.00

Certificate II in Community Services CHC22015



RTO 3979

This qualification may be used as a pathway for workforce entry and can be completed in one year helping students meet the WACE requirement of a Certificate II or ATAR of 55.

The 9 units cover topics which will assist students in whatever workplace they find themselves in. Students will attain a First Aid certificate which employers like, practice communication skills, look at workplace health and safety and consider technology in the workplace.

The skills learnt in this course are transferable to any work situation and will look good on your resume.

Assessments:

- No exams
- Continual competency based

Notional Course Charge: \$120.00 (includes First Aid Certificate)

CHCCOM001	Provide the first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
FSKDIG03	Use digital technology for routine workplace tasks
FSKRDG10	Read and respond to routine workplace information
HLTAID003	Provide First Aid
BSBITU202	Create and use spreadsheets

**Certificate II in Skills for Work and Vocational Pathways
FSK20113**



RTO: 3979

This nationally recognised qualification is designed for students to acquire the relevant technical, vocational and interpersonal skills necessary for entry into the workforce or further vocational training pathways. The course has been developed by industries to assist students to develop their employability skills and learn to transfer their knowledge and skills from one situation to another.

Quotes from students who are currently completing this course:

- “It helps you to understand the workplace and find work”
- “It teaches students to understand what a boss expects of employees and to give a good impression in the workplace”
- “Informative – what the real world’s like”

Any units of competency attained during the program will be recognised on the student’s WACE.

Assessments:

This has competency based, ongoing assessment that is coordinated with the training provider. Students must complete all tasks to achieve full competency.

Competency Based Training (CBT) is training that is designed to allow a student to demonstrate their ability to do something. The key to CBT is that you either can or cannot demonstrate the skill that you are learning about. Students simply have to demonstrate they can do a task, activity or exercise well enough to be assessed as “Competent”. Assessment result must be 100% to be deemed competent.

Notional Course Charge: \$80.00

This cost covers consumables and issue of certificate and/or Statement of Attainment

Unit Code	Unit Name
Core (8)	
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate routine metric measurements for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWGTG09	Write routine workplace texts
Electives (6)	
BSBITU201	Produce simple word processed documents
BSBWOR203	Work effectively with others
BSBITU203	Communicate electronically
BSBCMM201	Communicate in the workplace
BSBWHS201	Contribute to the health and safety of self and others
BSBIND201	Work effectively in a business environment



VET Program

There are several different courses available for Year 11 and 12 students at Rossmoyne SHS. Different training providers offer a range of opportunities for students and it requires students to initially decide on what area they are interested in before applying for a place in the course. Students must be mature and responsible enough to work independently in both the workplace and Training WA colleges.

It is envisaged that students enrolled in VET courses in 2018 will study four (4) courses at school; English and Career and Enterprise (compulsory) plus 2 other courses (usually Maths Essentials or Applications), complete a day with a training provider and a day in the workforce. The Certificate at the TAFE college and the day at work (Workplace Learning) are SCSA accredited and will count towards graduation. Like all other Year 12 students, CPP students will complete 12 course units or the equivalent in Year 12.

A Certificate IV has an ATAR equivalent of 70 and a Diploma 80+ which students use for alternative University entrance after Year 12. In 2017 we have 26 Year 12s enrolled in Cert IVs for alternative University entry. Our VET Dux in 2016 completed a Diploma of Business at the end of Year 12 and was accepted into a double degree (Commerce) at Curtin University without doing ATAR.

Students applying for the program need to be aware that places are limited and that they need to attend an interview with the VET Coordinator before being considered as suitable for the program. This program offers students a head start into TAFE colleges, apprenticeships and employment and provides them with the opportunity to gain both a nationally recognised training qualification and secondary graduation (WACE) at the same time. CPP also offers Certificate IV and Diploma Courses suitable for bridging to university.

Students are able to attend a Training WA college for one day each week to complete Certificate I, II, III or IV. In the past, Beauty, Building and Construction, Business, Child Care, Design, Horticulture, Information Technology, Logistics, Marine Operations (fishing, aquaculture), Plant Processing (oil and gas), Teacher Assistant, Tourism, Transport and Visual Arts have been offered. Different courses are offered each year.

In Year 12 these students may complete a Certificate II - IV which will find them well-placed for entry to Training WA colleges or to Apprenticeships in the following year. Others look at alternative entry to university.

Students will be asked to select a course from the list of available courses offered by North and South Metropolitan TAFE, private providers including "fee for services" providers who are gaining popularity due to the course they offer.

An information evening will be held in June, once the school has been informed of the courses being offered by TAFEs. For non ATAR students, a Certificated II is now compulsory for graduation. The CPP program is an excellent way of achieving this.

Notional Course Charge: \$25.00





Murdoch University – FlexiTrack Program

FlexiTrack High provides a structured, acculturating and supportive learning experience for students preparing for university study at Murdoch. It is holistic in nature, containing activities from *across the disciplines* to grow the learner in knowledge, understanding of self, critical thought and citizenship.

It focuses on developing academic skills as well as the self-regulation and independent learning competencies needed to engage successfully with undergraduate study.

Students will learn foundational academic skills such as researching, referencing, and critical engagement with academic texts, as well as develop their ability to create a range of academic text types. The program provides students with two educators to support their learning journey, a university academic working in the online space, and a school-based facilitator working face-to-face in the school timetable.

Assessments

Assessments in FlexiTrack High are on a pass/fail basis and provide students with the opportunity to resubmit should they not achieve a pass. There are no exams in this program. Students who successfully pass all their assessments will be offered a place at Murdoch University.

Successful completion gives guaranteed entry to courses at Murdoch University.

Cost:

\$1200 paid directly to Murdoch University.



UniReady in Schools

The Curtin UniReady Enabling Program is usually only available to students directly through Curtin University. It has now been approved as an Endorsed Program which means it can be run through school and it can not only make up a student's WACE, if successfully completed it will also make a student eligible for many courses at Curtin University.

The program is designed for students to develop independent learning skills and prepare them for university. After successful completion of 4 units in the program, a student will be given a notional ATAR of 70 and meet the entry criteria for most courses with a 70 ATAR and no pre-requisites.

Course Structure

Students study two core compulsory units, and then two optional units chosen from a selection of four. The structure is outlined below:

Core Units

1. Fundamentals of Academic Writing
2. Foundations of Communication

Optional Units (2 must be chosen)

1. Introduction to Humanities
2. Introduction to Commerce
3. Introduction to Health Science
4. Applying Mathematics



Cost: TBA

**ENDORSED PROGRAM
WORKPLACE LEARNING
ADWPL**

Prerequisite: Students must be enrolled in Career and Enterprise or in a VET in Schools Program and then apply to do Workplace Learning through the WPL Coordinator.

Students wishing to enrol in Work Experience (usually ATAR students) **MUST** be enrolled in Career and Enterprise. Students are not to organize a placement (e.g. in a Hospital, Dentist etc.) without seeing the Workplace Learning Coordinator first.

Workplace Learning (ADWPL) gives the student the opportunity to gain experience in the workplace over an extended period of time. Students may go to the workplace one day a week if they are in the VET Program. Alternatively, they may complete work placement during the school exam periods or holidays. Students need to complete a minimum of 110 hours in the workplace to develop a set of core skills for work.

They must also complete a logbook showing tasks undertaken as well as a skilld journal to demonstrate understanding of the skills.

Students who did not complete ADWPL in Year 11 may enrol in this program in Year 12.

An ADWPL certificate is a valuable addition to a student's portfolio and recognised by employers and Training WA colleges. Students will attain 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.

Notional Course Charge: \$30.00



ENGLISH GENERAL GTENG

Prerequisite: Nil

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

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. Students learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Assessments:

- Portfolio or Journal Tasks, including homework, comprehension etc.
- 2-4 Comparability Tests
- Assessment Tasks which include Speaking and Listening Tasks.

Notional Course Charge: \$60.00

ENGLISH ATAR ATENG

Prerequisite: 55% in the Year 11 ATAR English exam (Sem 2) and a C grade or better for English ATAR units 1 and 2.

The English ATAR course focuses on developing students' 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.

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.

Assessments:

- 2 Examinations
- 2-4 Comparability Tests (Period Zero tests)
- Assessment Tasks which include Composing, Responding and Comprehending (written and oral tasks)

Notional Course Charge: \$60.00



ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT ATAR ATELD

Note: Students must meet the SCSA eligibility requirements.

This course is only available to eligible non-English speaking background 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 SCSA.

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-making, summarising and formulating an argument.

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. Effective and independent research skills are consolidated throughout the unit.

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences.

Assessments:

Students will be 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 will sit a written examination which includes a Listening section and an oral examination. The examination mark is worth 20% of the total mark of the course.

Notional Course Charge: \$60.00

LITERATURE ATAR ATLIT

Prerequisite: 55% or better in the Year 11 ATAR Literature exam (Sem 2) and a C grade or better for ATAR Literature Units 1 and 2.

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; and their generic conventions and literary techniques. They enter the discourse about readings, reading 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.

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.

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.

Assessments:

- Close Reading responses.
- Seminar/Tutorial/Group work presentations.
- Creative Writing Projects.
- 2 Examinations.
- Comparability Tests.
- Essays.

Notional Course Charge: \$60.00

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES

PHYSICAL EDUCATION STUDIES

Physical Education Studies is the study of sports performance and the concepts involved in movement. The course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance by engaging students as performers, leaders, coaches, analysts and planners of physical activity. Physical activity contexts serve both as a source of content and data and as a medium for learning. Over the four hours per week, students are exposed to the conceptual elements of the course and physical activity sessions where movement concepts are applied.

Students and parents are advised that Physical Education Studies involves a study and homework load like all other ATAR courses.

In Year 12, students will sit a practical performance examination as well as a written examination. The practical performance examination is in the third term school holidays.

PHYSICAL EDUCATION STUDIES ATAR ATPES

Prerequisite: C grade or better in Physical Education Studies ATAR Unit1/2

Preferable: Be competent in an examinable sport

This course studies movement over three contexts in two years. In Year 12 Volleyball is studied for the entire year; however this sport are subject to change and will take into account the interest and experience of students in the course. This context is chosen to best serve the concepts in the course and complement learning 'in, through and about movement'. At the end of Year 12, students are required to do an external practical examination from a list of SCSA approved sports and a written exam. See the SCSA website for more details

Unit 3 (A1PES)

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

Unit 4 (A2PES)

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

Assessment (per semester):

- | | |
|-------------------------|-------|
| • Practical Performance | 30% |
| • Investigation | 14% |
| • Response | 17.5% |
| • Examination | 38.5% |

Notional Course Charge: \$90.00



It is recommended that students and parents download the Physical Education Studies syllabus from the School Curriculum and Standards Authority website for more information.

Career possibilities:

Sports Science, sports medicine, coaching, elite sports management, athlete participation, psychology and allied health services like nutritionalists, physiotherapists, etc.

HEALTH STUDIES ATAR ATHEA

Prerequisite: Minimum 'C' grade in Year 11 Health Studies ATAR. Other entry is via successful interview with the HOLA.

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Unit 3 (A1HEA) 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 (A2HEA) 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.

Career possibilities:

This course will prepare students for career and employment pathways in a range of health and community service 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.

Assessments:

- Four assessments each semester:
- Health inquiry 20%
- Project task 20%
- Response tasks 20%
- Examination 40%

Notional Course Charge: \$30.00

HEALTH STUDIES GENERAL GTHEA

Prerequisite: Nil

Health Studies is a General course useful for those who have interest to go into health and community service industries.

The Health Studies General course focuses on the study of health as a dynamic quality of human life.

Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course.

Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise.

Students who enrol in this course need to be prepared to present in front of their peers, be prepared to push themselves out of their comfort zone and have enthusiasm and passion for what they are doing.

Assessments:

In each semester:

- Inquiry investigation 20%
- Project 40%
- Response tasks 25%
- Externally set task 15%

Notional Course Charge: \$30.00

CERTIFICATES

Dual Certificate II in Sport and Recreation AND In Sport Coaching SIS20115 and SIS20513

Prerequisite: Current Enrolment in Year 11

2 Year Course

This course gives students knowledge and experience in a variety of sport and recreation environments, with a focus on community health and wellbeing, as well as potential employment pathways. The course enables students to complete two Certificate II courses across Year 11 and 12. Students must be well organised and be comfortable speaking in front of others to complete their practical tasks.

Assessments:

This has competency based, ongoing assessment that is coordinated with the training package. Students must complete all tasks to achieve full competency.

Includes projects and practical performance:

- Practical 50%. (Coaching sessions, Personal Training Sessions.)
- Class work 50%. (Completion of theory tasks underpinning each unit.)

Notional Course Charge: \$100.00



RTO: 3979

Career Possibilities in the Health and Education Learning Area:

These courses prepare students for a variety of post-school pathways, including immediate employment or tertiary studies. They provide 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 courses also equip students to take on volunteer and leadership roles in community activities.

SIS20115	Certificate II in Sport and Recreation
YEAR 11 UNITS	
BSBWOR202	Organize and complete daily work activities
HLTAID003	Provide first aid
SISXEMR001	Respond to emergency situations
SISXWHS001	Participate in workplace health and safety
SISSSPT303A	Warm Up/Cool Down
SISXCAI001	Provide equipment for activities
SISXCAI002	Assist with activity sessions
SISXCCS001	Provide quality service
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSCO101	Coaching Practices
YEAR 12 UNITS	
SISXIND001	Work effectively in sport and recreation environments
SISXFAC001	Maintain equipment for activities
SIS20513	Certificate II in Sport Coaching
YEAR 12 UNITS	
SISBBSB201A	Teach fundamental basketball skills
SISBBSB202A	Teach fundamental basketball tactics and strategy
SISBBSB205	Interpret and apply the rules of basketball
SISSSDE201	Communicate effectively with others in a sport environment
SISSSPt201A	Implement sports injury prevention

**OUTDOOR EDUCATION GENERAL
GEOED**

Prerequisite: Nil

The Outdoor Education General Course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement. Due to the aquatic nature of many of the activities in this course, students must demonstrate that they are strong swimmers and all students must be able to commit to participation in the excursions where most practical assessments are completed.

Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in a Sailing Seatrek where they develop and improve their technical skills, apply appropriate practices to ensure safe participation and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.



Unit 4 – Outdoor Leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe short-duration excursions/expeditions in selected outdoor activities. Students engage in backpacking through the Murchison River Gorge where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Assessment Year 12:

Investigation:	
Research and Planning for Excursions	15%
Performance 1:	
Activity Specific Skills (e.g. Sailing)	30%
Performance 2:	
General Outdoor Ed Skills demonstrated while on expedition with a focus on the mode of travel studied in the course	20%
Response:	
Evaluation of Expedition and Personal Performance in Report Format	20%
Externally set task:	
A written task or item or set of items of one hour duration developed by SCASA and administered by the school	15%

Student results will be reported in grades A – E.

Notional Course Charge: \$235.00

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences Learning Area offers courses in Accounting & Finance, Economics, Geography, Modern History, Politics & Law and Psychology as well as a Certificate III in Business.

BUSINESS

Certificate III in Business

BSB30115

Prerequisite: Nil



RTO: 3979

Students will continue to learn a variety of office skills. The 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.*

Students will continue to 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.

Access to a personal computer (not a tablet) is essential if you are to study this subject.

Assessments

- No Exam
- Continuous Assessments.
- Competency Based (Skills are assessed as they are achieved)

Notional Course Charge: \$88.00

BSB30115	Units completed in Years 11 and 12
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBITU303	Design and produce text documents
BSBCMM301	Process customer complaints
BBCUS301	Deliver and monitor a service to customers
BSBITU304	Produce spreadsheets
BSBADM311	Maintain business resources
BSBDIV301	Work effectively with diversity
BSBSUS201	Participate in environmentally sustainable work practices
BSBITU309	Produce desktop published documents
BSBWOR301	Organise personal work priorities and development
BSBITU306	Design and produce business documents
BSBITU302	Create electronic presentations

ACCOUNTING & FINANCE ATAR ATACF

Prerequisite: Minimum 'C' Grade for Year 11 Accounting & Finance ATAR (or see Ms Boccardo)

This course aims to continue to build on Accounting skills developed in *Year 11*. This course will be invaluable to those students who intend to pursue an Accounting/Finance/Commerce degree at university. In an age when business practices and ethical standards are questioned daily, awareness of the ways financial practices impact on our lives will help students to take responsibility for their own financial commitments.

The Year 12 syllabus is divided into two units.

Unit 3

This unit will focus on *Management Accounting*. It distinguishes between internal and external reporting requirements of reporting entities. Students will prepare and interpret budgets, learn capital investment techniques, cost accounting calculation and cost-volume-profit analysis.

Unit 4

This unit will concentrate on *Financial Accounting*, focusing on General Purpose Financial Reports that are mandatory due to Corporations Law. Students will learn to interpret as well as prepare Comprehensive Income Statements, Statements of Financial Position, Statements of Changes in Equity, and Statements of Cash Flow. Corporate social disclosure and ethical behaviour of corporations is also investigated.

Chartered Accountants of Australia and New Zealand (CAANZ) offer Accounting students incentives via Accounting Awards, Cadetship Opportunities with a number of Accounting firms, and the chance to meet business leaders and network with potential employers.

Assessments:

- Topic tests. 50%
- Project (Research) 10%
- Exams 40%

Notional Course Charge: \$60.00

ECONOMICS ATAR ATECO

Prerequisite: Minimum 'C' Grade for Year 11 Economics ATAR

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited quantity of resources. It considers these aspects at the local, national and global (international) levels. There is constant reference to examples and the workings of the Australian economy. One of the key aims of this course is to develop the economic literacy of students, so students need good general literacy skills.

Unit 3 – Australia and the global economy

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

Unit 4 – Economic policies and management

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

Benefits to the student include transferable skills; and access to careers where knowledge of economics is an advantage such as business, political science, commerce, marketing, accountancy, journalism, media, finance, stock-broking and law.

Assessments:

There will be approximately 10 assessments in class during the year. Semester exams will occur at the completion of each unit. Assessment types include:

Data Interpretation/	
Short Answer	30%
Extended Answer	30%
Examinations	40%

Notional Course Charge: \$60.00

MODERN HISTORY ATAR ATHIM

Prerequisite: Minimum 'C' Grade in Year 11
Modern History ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements and actions in a rapidly changing world. Students are exposed to a variety of historical sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

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.

Unit 3 – Modern nations in the 20th century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their response to these crises and the different paths nations have taken to fulfil their goals. Students investigate crises that have challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained.

- Russia and the Soviet Union 1914-1945

Unit 4 – The modern world since 1945

This unit examined some significant and distinctive features of the modern world in order to build an understanding of the contemporary world – that is, why we are here at this point in time. This will include the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia.

- Australia's engagement with Asia

Assessments:

There will be approximately 10 assessments in class during the year. Semester exams will occur at the completion of each unit. Assessment types include:

There are 4 in-class assessments per unit.

- Historical Inquiry
- Explanation
- Source analysis
- Examination

Notional Course Charge: \$60.00

POLITICS & LAW ATAR ATPAL

Prerequisite: C Grade or higher in Year 11 Politics
and Law

The Politics and Law ATAR course provides a study of the processes of decision making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

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.

Politics & Law will be of interest to those students who are considering a career in law, foreign affairs, industrial relations, politics, government (i.e. at local, state or federal levels), public administration, journalism, business management and commerce.

Possible Excursions: Parliament House and District Magistrate's Courts. Possible opportunity to participate in the Canberra Tour and visits from Local, State and/or Federal Politicians.

Assessments:

There will be approximately 8 assessments in class during the year. Semester exams will occur at the completion of each unit. Assessment types include:

- | | |
|--------------------------|-----|
| • Research Investigation | 10% |
| • Source Analysis | 20% |
| • Short Answer | 15% |
| • Essay | 15% |
| • Examinations | 40% |

Notional Course Charge: \$60.00

PSYCHOLOGY ATAR ATPSY

Prerequisite: Minimum C Grade in Year 11 AEPSY

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs. This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way.

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.

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.

Assessments:

- Investigations
- Response
- Project
- Examination

Notional Course Charge: \$60.00



LANGUAGES

Special Note:

Languages Bonus applies to students of Chinese First language, Chinese Background Mandarin, Chinese Second Language, French, German and Japanese Second Language.

All four government funded universities provide a bonus to students sitting the exam in a Language other than English course. A loading of 10% will be added to the final scaled mark when calculating the TEA. The ATAR will be calculated on the basis of this higher TEA. If students are studying more than one language the bonus will be calculated using the language course with the highest mark.

Co-Curricular Program

Co-curricular activities are held either during school-time or out-of-school hours. It is strongly recommended that students take full advantage of the co-curricular program and attend all activities. These include film excursions, special performances, language competitions and restaurant outings.

In addition, there are opportunities for students to participate in exchanges or in in-country travel. These trips are a highlight for students who participate and since there are considerable costs involved, students will receive adequate warning about the timing of the trips.

There will be opportunities for students to participate in external examinations and competitions that have prizes attached. Entry into these is highly regarded when applying for Languages scholarships such as the Sangora Scholarship.

Students and parents need to be aware that the French, German and Japanese courses offered at Rossmoyne Senior High School are designed for Second Language Learners only.

Students who have French, German or Japanese heritage or who have lived in a country where these languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Second language Courses in Years 11 and 12. Strict eligibility rules are applied by the Curriculum and Standards Authority. Hence we recommend students choose a language other than the one in which they have an advantage.

Chinese is offered at First Language, Heritage/Background and Second Language levels from Years 7-12 at Rossmoyne Senior High School. Strict eligibility rules are applied when directing students to their most appropriate course.

CHINESE: FIRST LANGUAGE - ATAR ATCFL

Prerequisite: Minimum 60% in Chinese Background in Year 11. New students wishing to enrol in this course need to be interviewed by the teacher of Chinese.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE Language course form from the School Curriculum and Standards Authority.

The Chinese: First Language ATAR course is designed for students with a cultural and linguistic background in Chinese. The course focuses on the interrelationship of language and culture, and further enhances the skills students possess to function in an increasingly globalised society and a culturally and linguistically diverse local community. Through engagement with the Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, themes and issues, students strengthen their literacy skills in both the Chinese and English languages.

The course has four outcomes:

- exchange information, opinions and ideas in Chinese;
- express ideas through the production of original texts in Chinese;
- analyse, evaluate and respond to a range of texts that are in Chinese; and
- understand aspects of the language and culture of Chinese-speaking communities.

The course content is organised into three areas for Units 3 and 4

- Themes and contemporary issues
- Text and text types
- Grammar

Assessments:

Students have regular assessments.

Weightings as follows:

Response (viewing, reading)	55%
Response (listening)	20%
Written Communication	25%

Notional Course Charge: \$50.00

**CHINESE: BACKGROUND ATAR
ATCBS**

**CHINESE: SECOND LANGUAGE ATAR
ATCSL**

Students wishing to enrol in these courses are required to complete an Application for permission to enrol in a WACE Language course form from the School Curriculum and Standards Authority.

Prerequisite: Minimum 60% in Chinese Background in Year 11

New students wishing to enrol in this course need to be interviewed by the teacher of Chinese.

The Background Chinese language course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that Background language learners bring to their studies. It aims to develop their ability to:

- use Chinese to communicate in a range of contexts
- understand how language works as a system
- appreciate their Chinese linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make linguistic connections between Chinese and English, and/or other languages
- apply Chinese to work, further study, vocational training or leisure.

The content in Background Chinese courses encompasses the following four areas.

- Issues, Perspectives and Contexts
- Personal investigation
- Characters
- Grammar

Assessments:

Weightings are as follows:

- | | |
|--|-----|
| • Oral Communication -
Personal Investigation and Interview | 25% |
| • Responding to Texts -
Print Texts and Spoken Texts | 50% |
| • Creating Texts | 25% |

Notional Course Charge: \$50.00



Prerequisite: Minimum 60% in Chinese: Second Language in Year 11. New students wishing to enrol in this course need to be interviewed by the teacher of Chinese.

The Chinese Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Chinese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Chinese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Chinese language as well as extend literacy development in English.

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.

Unit 3

This unit focuses on 目前情况 (**Here and now**). Through the three topics: Relationships, Celebrations and traditions, and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on 有什么打算? (**What next?**). Through the three topics: Reflecting on my life and planning my future, The environment, and Current issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

Assessments:

Weightings are as follows:

- | | |
|--|-------------------------|
| Oral Communication Response
(Viewing, Reading & Responding)
(Listening & Responding) | 15.0%
14.0%
10.5% |
| Written communication | 10.5% |
| Oral Exam | 15.0% |
| Written Communication Exam | 35.0% |

Notional Course Charge: \$50.00

**FRENCH: SECOND LANGUAGE ATAR
ATFSL**

**GERMAN: SECOND LANGUAGE ATAR
ATGSL**

Students wishing to enrol in these courses are required to complete an Application for permission to enrol in a WACE Language course form from the School Curriculum and Standards Authority.

Prerequisite: Minimum 60% in French in Year 11.
New students wishing to enrol in this course will be interviewed by the teacher of French.

The French Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of French-speaking communities, providing them with opportunities to gain a broader and deeper understanding of French and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

In the French course, communication is paramount. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The course has 4 outcomes, listening and responding, spoken interactions, viewing, reading and responding and writing.

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.

Assessments:

All assessments are held during class periods. Weightings are as follows:

Oral Communication	15.0%
Written Response	14.0%
Reading	10.5%
Listening	10.5%
Exam Oral	15.0%
Exam Written	35.0%

Notional Course Charge: \$50.00

Prerequisite: Minimum 60% in German in Year 11.
New students wishing to enrol in this course will be interviewed by the teacher of German.

The German Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of German-speaking communities, providing them with opportunities to gain a broader and deeper understanding of German and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the German language as well as extend literacy development in English.

In the German course, communication is paramount. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. The course has 4 outcomes: listening and responding, spoken interaction, viewing, reading and responding and writing.

Unit 3

This unit focuses on *Hier und jetzt (Here and now)*. Through the three topics: Relationships, Lifestyle choices, and Technology and communication, students extend and refine their communication skills in German and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on *Was nun? (What next?)*. Through the three topics: Preparing for life beyond school, Studying and working in a German-speaking country, and Youth issues, students extend and refine their communication skills in German and gain a broader and deeper understanding of the language and culture.

Assessments:

All assessments will be held during class periods. Weightings are as follows:

Oral	15.0%
Listening	10.5%
Viewing and Reading	10.5%
Writing	14.0%
Exam – Oral	15.0%
Exam – Written	35.0%

Notional Course Charge: \$50.00

JAPANESE: SECOND LANGUAGE ATAR ATJSL

Prerequisite: Minimum 60% in Japanese in Year 11. New students wishing to enrol in this course need to be interviewed by the teacher of Japanese.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE Language course form from the School Curriculum and Standards Authority.

The Japanese: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and the language of Japanese-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Japanese and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Japanese language as well as extend literacy development in English.

The Japanese Second Language course consists of Units 3 and 4 in Year 12. Throughout the course, communication is paramount. This involves the ability to comprehend, interpret and produce visual, spoken and written texts. The course has 4 outcomes: listening and responding, spoken interaction, viewing, reading and responding, and writing.

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 わかもの若者の行事と ぎょうじ進路 and Future plans しんろ未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

Assessments:

All assessments will be held during class periods. Weightings are as follows:

Oral Communication	15.0%
Response (Listening)	10.5 %
Response (Viewing and Reading)	14.0 %
Writing	10.5 %
Exam – Oral	15.0 %
Exam – Written	35.0 %

Notional Course Charge: \$50.00



MATHEMATICS ESSENTIAL GENERAL GTMAE

Prerequisite: Minimum 'C' Grade in Year 11 Essentials

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

Unit 3

This unit includes the following four topics:

- Measurement
Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4

This unit includes the following three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Notional Course Charge: \$32.00

MATHEMATICS APPLICATIONS ATAR ATMAA

Prerequisite: Minimum 'C' grade in Year 11 Applications

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric 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 questions that involve analysing univariate and bivariate data, including time series data.

Unit 1 involves consumer arithmetic, reviews concepts of rate and percentage change in the context of earning and managing money and using

spread sheets. Students will use algebra and matrices in real life contexts. Shape and measurement involves concept of similarity and involves calculations with simple and compound geometric shapes.

Unit 3 contains the three topics:

- Bivariate data analysis which introduces students to some methods for identifying, analysing and describing associations between pairs of variables,
- Growth and decay in sequences which employ recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations.
- Graphs and networks introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

Unit 4 contains the three topics:

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics.

Notional Course Charge: \$32.00

MATHEMATICS METHODS ATAR ATMAM

Prerequisite: Minimum 'C' Grade in Year 11 Methods

Mathematical Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world and includes use of functions, their derivatives and integrals in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

Unit 3 contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

Unit 4 contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

Notional Course Charge: \$32.00

**MATHEMATICS SPECIALIST ATAR
ATMAS**

Prerequisite: Minimum ‘C’ grade in Year 11 Specialist and must enrol in Mathematical Methods Units 3 & 4.

Mathematics Specialist is an ATAR course which **must** be selected in conjunction with Mathematical Methods. The Specialist course provides opportunities beyond those presented in Methods course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

The course contains topics in functions and calculus that build on and deepen the ideas presented in Methods course. The Specialist course extends understanding of statistics and introduces the topics of vectors, complex numbers and matrices.

Unit 3 contains the three topics:

- 3.1 Complex numbers
- 3.2 Functions and sketching graphs
- 3.3 Vectors in three dimensions

Unit 4 contains the three topics:

- 4.1 Integration and applications of integration
- 4.2 Rates of change and differential equations
- 4.3 Statistical inference

Year 12 Assessment

Essential (General)/Foundation (General)

Response (Tests)	40%
Investigations (Practical applications)	45%
Externally Set Task	15%

**ATAR
Applications/Methods/Specialist**

Response (Tests)	40%
Investigations	20%
Exams	40%



All topics develop students’ abilities to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced.

Notional Course Charge: \$32.00

MATHEMATICS FOUNDATION GENERAL FTMAT

Prerequisite: Not demonstrated the minimum standard in the numeracy component of the OLN A or was enrolled in Mathematics Foundation Year 11 Semester 2 of the previous year.

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLN A. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 3

This unit provides students with the mathematical knowledge, understanding and skills relating to percentages and the link to fractions and decimals and the solving of problems relating to the four operations using whole number, fractions and decimals. Location, time and temperature, and shape and its relationship to design, are also covered in this unit.

Unit 4

This unit provides students with the mathematical knowledge, understanding and skills relating to rates and ratios, and the connection between statistics and probability. The collection of mathematical concepts and thinking processes encountered in this and previous units culminates in the solving of comprehensive real life problems encountered in personal, workplace and community contexts.

Notional Course Charge: \$32.00

Students can choose to do both Biology and Human Biology ATAR Courses

BIOLOGY ATAR ATBLY

Prerequisite: Minimum 'C' Grade in Year 11
AEBLY or AEHBY

Biology is the study of the fascinating diversity of life as it has developed and as it interacts and functions. It involves the use of science processes to investigate and answer questions about the living world. Our biological knowledge is continually refined in the light of new evidence. This knowledge enables informed decision-making on matters that will influence the wellbeing of all organisms, the biosphere and ultimately the human species itself.

In the Biology course students will be involved in research about biology that develops a variety of science skills. This research will emphasise the testing of hypotheses and the importance of evidence in forming conclusions.

Students will revisit genetics and learn of molecular genetics to allow evaluation of the impact of new biotechnological processes on individuals and society. The use of biotechnology in engineering transgenic organisms and how it can be used in conservation of endangered organisms. Students will also investigate the transmission of diseases and the vectors responsible. How organisms maintain a stable internal environment in changing conditions.

The course will help develop students' ability to communicate understandings in a variety of ways.

A strong interest in biology will enable students to pursue further study pathways and careers in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, eco-tourism, and zoology; and the related fields of forensic science, landscape gardening and horticulture.

The Biology course will cover:

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.

Assessments:

- Major tests
- Extended Responses
- Laboratory Skills
- Semester Examinations

Notional Course Charge: \$50.00



HUMAN BIOLOGY ATAR ATHBY

Prerequisite: Minimum C" Grade in Year 11
AEHBY or AEBLY

Human Biology covers a wide range of ideas relating to many aspects of the functioning human. In this course students will learn about the structure and functions the body can perform. Students will learn how the regulation of the body systems allows survival in a changing environment.

Students will learn of new discoveries that are increasing the understanding of human variations. Students will also learn of the causes of dysfunction, and of new treatments and preventative measures.

Students will revisit genetics and learn of molecular genetics to allow evaluation of the impact of new biotechnological processes on individuals and society. Population genetics will be explored to highlight the longer-term changes leading to natural selection within and evolution of the human species.

There is a strong emphasis on practical investigations that will encourage critical thinking, the evaluation of evidence, problem-solving and communication of understandings in scientific ways.

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.

The Human Biology course will cover:

Unit 3 – Homeostasis and disease

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

Unit 4 – Human variation and evolution

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

Assessments:

- Major tests
- Extended Responses
- Laboratory Skills
- Semester Examinations

Notional Course Charge: \$50.00



**CHEMISTRY ATAR
ATCHE**

Prerequisite: Minimum 'C' Grade in Year 11 AECHE

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

The Chemistry course provides opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials. Students learn how to solve problems, both qualitative and quantitative, apply concepts and theories to new situations and communicate their understandings through equations, essays and short answers.

The 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 in biological, environmental and industrial processes.

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.

Chemistry is a prerequisite or a highly desirable course for many university science and engineering related courses.

Assessments:

- Laboratory assessments
- Major tests before school (period 0)
- Major open investigations
- Semester examination
- Extended Response Task

Notional Course Charge: \$50.00



**PHYSICS ATAR
ATPHY**

Prerequisite: Minimum 'C' Grade in Year 11 AEPHY

Physics is the science of physical phenomena, from the sub-atomic particles from which all matter is made to the universe as a whole.

In this 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 and how radioactivity is used in industrial situations.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course

Unit 3 – Gravity and electromagnetism. Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4 – Revolutions in modern physics. Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics

This course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering and science-related courses such as medical imaging, physiotherapy and aviation at tertiary institutions.

Assessments:

- Laboratory Reports
- Major tests
- Semester examinations
- Major investigation
- Extended Response Task

Notional Course Charge: \$50.00

TECHNOLOGIES

COMPUTING AND TECHNOLOGIES

The Technologies Learning Area offers students a range of courses in Computing, Design and Technology and Home Economics

APPLIED INFORMATION TECHNOLOGY GENERAL GTAIT

Prerequisite: Enrolment in Year 11 GEAIT

Unit 3: Media information and communication technologies

The emphasis of this unit is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit 4: Digital technologies in business

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Assessments:

- Project 50%
- Short Answer 20%
- Extended Answer 15%
- Externally Set Task 15%

Notional Course Charge: \$66.00

COMPUTER SCIENCE ATAR ATCSC

Prerequisite: Recommended completion of AECSC Units 1 and 2 in Year 11

2 Year Course

Unit 3: Design and developing computer-based systems and producing spreadsheet and database solutions

The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on their spreadsheet, programming and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 4: Design and developing computer-based solutions and communications

The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. Students create solutions exploring the ethical, legal and societal implications of industry-based applications.

Assessments:

- Project 30%
- Theory Tests 20%
- Practical Tests 10%
- Examination 40%

Notional Course Charge: \$66.00

MATERIALS DESIGN TECHNOLOGY (Metal)

GENERAL GTMDTM

Prerequisite: Nil

The Materials Design and Technology General course in METAL is fundamentally a practical course of study. Using metals as a medium, the students will be required to design and make their own projects. Students will have the opportunity to use a variety of hand and power tools and the chance to use different types of welding techniques, a plasma cutter, lathes, a mill, bending machines and learn how to forge and cold bend steel. It is a course intended to enhance student's hand-skills and expose them to an industry type of environment. The benefits of this practical situation will be a big advantage for each student in the search for future employment.



Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

Assessments:

Assessments for this course will be based on:

Workshop-made projects

Investigation

A portfolio of design

Notional Course Charge: \$75.00



**ENGINEERING STUDIES
GENERAL
GTEST**

Prerequisite: Nil

The Engineering Studies General course is a highly practical course focusing on real-life contexts. Students apply a design process to research and present information about materials, engineering principles, concepts and ideas, and design proposals. Students develop their engineering technology skills in planning and implementing a process to manipulate tools and machines to produce a prototype of their designed solution.

This course is hands-on and will build skills, knowledge and projects in the fields of engineering using materials like wood, metal and plastics.

Unit 3

In the development of an engineering project, students study core engineering theory and theory in their chosen specialist area. They develop an understanding of the different forms of energy, uses of these different forms and sources of renewable and non-renewable energy. In this unit, students also develop a greater understanding of the engineering design process and learn and apply more complex theory and understanding to a student developed design brief. Given guidelines and a context, students develop and respond to the design brief, through a process that requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings and lists of materials and components. They calculate the cost of the prototype or model. They then follow a given timeline to undertake the tasks required to produce, test and evaluate the product.

Unit 4

In this unit, students develop their understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Students refine their understanding of the engineering design process. Students develop a design brief and respond to the brief through a process that requires them to engage in a range of activities, and investigate construction constraints, materials and components. Design ideas are developed through annotated sketches and concept drawings. Students select and analyse the most suitable concept for production as a prototype or working model. They learn about risk management and ongoing evaluation processes.

Notional Course Charge: \$100.00



MATERIALS DESIGN TECHNOLOGY (Wood)

GENERAL GTMDTW

Prerequisite: Nil

The Materials Design and Technology General course in WOOD is fundamentally a practical course of study. Using wood as a medium, the students will be required to design and make their own projects.. You will use hand tools, power tools and machines to turn your creation into reality. Saws, Lathes, sanders, routers, drills are all at your disposal. You will learn how to safely and efficiently manipulate materials to turn your sketches into something you can be proud of for many years to come.

It is a course intended to enhance student's hand-skills and expose them to an industry type of environment. The benefits of this practical situation will be a big advantage for each student in the search for future employment.

Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

Unit 4

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

In addition, students will gain an insight into life in a workshop, learn about Occupation Safety and Health issues and develop skills that they will use for the rest of their life.

Assessments:

Assessments for this course will be based on:

- Class-made project work
- Investigations
- A portfolio



Notional Course Charge: \$105.00

FOOD SCIENCE AND TECHNOLOGY

FOOD SCIENCE AND TECHNOLOGY

GENERAL GTFST

Prerequisite: Nil

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.

Notional Course Charge: \$250.00

**FOOD SCIENCE AND TECHNOLOGY ATAR
ATFST**

Prerequisite: Minimum 'C' grade in Year 11 Food Science and Technology ATAR

This vibrant course is filled with cooking experiences to develop excellent practical skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers.

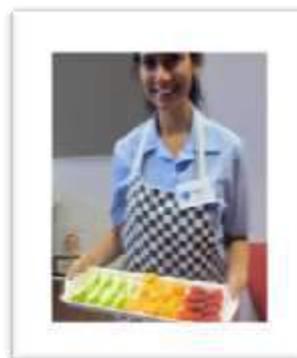
In the Food Science and Technology ATAR course, students explore innovations in science and technology and changing consumer demands. New and emerging foods have encouraged the design, development and marketing of a range of products, services and systems. Students investigate food issues and advertising strategies used to promote food products. They examine influences on the supply of food for the world's population and explore issues associated with food security, equity and sustainability.

This course enables students to develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical situations.

The course focuses on two units of work:

Unit 3: Food diversity and equity

This unit focuses on the relationships between food science and technology, food consumption patterns and issues of food diversity and equity in Australian society. Students investigate biotechnology and the process of genetic modification and determine the benefits and risks involved. They analyse factors that influence food selection, including marketing practices. Influences on the development and production of functional foods, food products, services or systems are examined.



Students investigate the principles of the Hazard Analysis Critical Control Point (HACCP) system to manage food safety and associated laws and regulatory codes to ensure food for sale is safe and suitable for human consumption. Using the technology process, students trial and adapt recipes and processing techniques to devise and produce food products that demonstrate functional properties of food. Students evaluate and analyse processes and results, justifying choices and drawing conclusions. They make recommendations to adjust and improve processing techniques.

Unit 4: The future of food

In this unit, students explore how food production systems can provide a sustainable supply of food for current and future world populations. They examine technologies that create innovative food products and investigate influences on global food supply, unequal distribution of food resources and consequences of global food inequity. Influence of food innovation in the development of food products and the impact of food availability, selection, consumption and the nutritional value of food for specific demographic groups are investigated. Students examine the role and responsibility of organisations that control foods imported into Australia and the advertising and marketing laws related to food and beverages. Using the technology process, students collect, interpret and analyse data to examine practices used to develop new food products. They trial and adapt recipes and processing techniques to develop a food product. Students evaluate, analyse, draw conclusions and make recommendations when assessing the features and suitability of new food products.

Assessments:

Investigation	25%
Product Analysis	15%
Response	20%
Examination	40%

Notional Course Charge: \$250.00

ENDORSED PROGRAMS

An Endorsed Program is a learning program that has been developed for senior secondary students (Years 10 - 12) and can be delivered as part of the school curriculum or as extra-curricular activities.

There are two types of Endorsed Programs:

1. Authority Developed Endorsed Programs, some examples include -

- ADCAP – Community Arts Performance
- ADCS - Community Service
- ADESP – Elite Sports Performance
- ADOEP – Off Campus Enrichment
- ADRP - Recreational Pursuits
- ADSP – School Production
- ADWPL - Workplace Learning

2. Private Provider Endorsed Programs, some examples include -

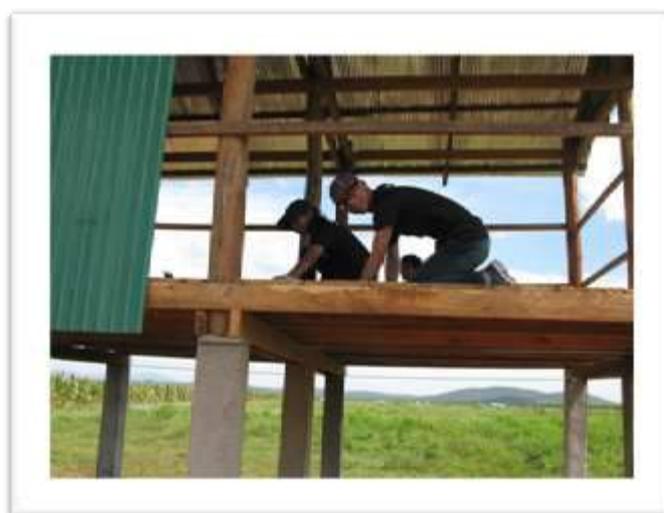
- PLSMTA - Law Society, Mock Trials
- PROIN - Interact Club
- PIMS - Instrumental Music School Services
- PPWBR3 – Dept. of Parks & Wildlife, Bushrangers
- PRLBM - Royal Life Saving, Bronze Medallion
- PAMP7 – Australian Music Exam Board
- PGCB8 – Graduate College of Dance
- PTICC – Toastmasters International
- PAFPT – Australian Air Force Cadets

For students participating in Endorsed Programs there are numerous benefits:

- Students may develop a range of “Core Skills for Work” that will help to make them more future ready citizens.
- Students extend their networks which can be beneficial in their future career aspirations.
- Assists students when applying for scholarships or at university interviews.
- Assists students at risk by gaining extra points towards WACE.

For more information contact:

Ms Chamizo
Endorsed Program Co-ordinator
Conchi.chamizo@education.wa.edu.au
9259 2256



**ENDORSED PROGRAM
BUSH RANGERS WESTERN AUSTRALIA**

Bush Rangers Western Australia

The Bush Ranger course offered at Rossmoyne SHS is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.15pm to 5.15pm.

Bush Rangers Levels 1, 2 and 3 are SCSA Endorsed Programs.

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

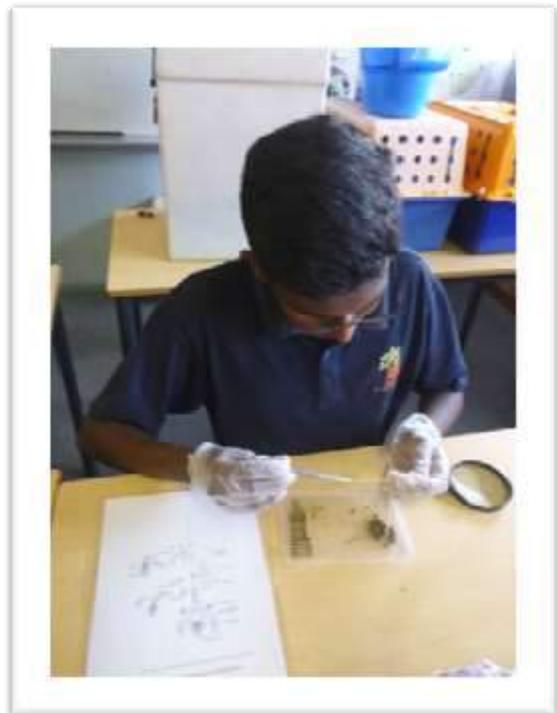
Bush Rangers is part of the Cadets WA program and is managed by the Department of Education, the Department of Local Government and Communities, the Department of Parks and Wildlife and the Department of Biodiversity, Conservation and Attractions.

Assessment:

Bush Rangers are required to produce a log book which illustrates their knowledge and participation in both the theoretical and practical components.

For more information contact:

Ms Rayner
 Bushrangers Co-ordinator
Liz.Rayner@education.wa.edu.au
 9259 2174



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 that allow the school to maintain excellent standards, is high. Where possible, the costs are similar to 2018.

Printing Resource Charge

The cost of printing student work on the 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 subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

Notice of Contributions and Charges and Resource Items List

Each student will receive a Contributions and Charges sheet at the end of 2018 detailing the individual's costs for 2019. The Resource Items list will be available from our website in Term 4 2018.

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 132468 or visit

www.humanservices.gov.au/customer/services/centrelink/youth-allowance

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:

Department of Education – Student Services
<http://www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships>

Student Services
Department of Education
151 Royal Street
EAST PERTH 6000
Telephone 08 9264 5341

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).

The allowance is paid up to and including the year the student turns 18 years of age i.e. students born in 2000 or before are ineligible in 2019.

For more information, contact
Schools Resourcing and Support Directorate
Department of Education,
151 Royal Street
East Perth, WA 6004
Telephone: 08 9264 4516 Fax: 08 9264 5162
Email: student.allowances@education.wa.edu.au

UNIVERSITIES

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

The school liaison offices are:

Curtin University

Prospective Students Office 08 9266 1000
<http://futurestudents.curtin.edu.au>

Edith Cowan University

Students Recruitment 134 328
<http://www.ecu.edu.au/future-students/overview/>

Murdoch University

Prospective Student Centre 1300 687 3624
<https://www.murdoch.edu.au/study/>

University of WA

Prospective Student Advisors 08 6488 2477
<https://study.uwa.edu.au>

University of Notre Dame

Prospective Student Advisors 08 9433 0533
 Freecall 1800 640 500
<http://www.nd.edu.au/fremantle/future-students/>

TAFE

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

- **North Metropolitan TAFE**..... 1300 300822
 (East Perth, Leederville, Mt Lawley & Northbridge) (Follow the prompts)
<http://www.northmetrotafe.wa.edu.au>
- **North Metropolitan TAFE**
 Joondalup..... 1300 134881
 (Follow the prompts)
<http://www.northmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
 Course Information Centre..... 08 9267 7500
 (Covers Thornlie, Carlisle, Balga, Armadale, Midland & Bentley)
<http://www.southmetrotafe.wa.edu.au>
- **South Metropolitan TAFE**
 Course Information Centre..... 08 9239 8189
 (Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel)
<http://www.southmetrotafe.wa.edu.au>

TAFE Handbook on line

www.tafecourses.com.au/

Career Information Centre

Level 7, 3 Forrest Place Perth WA 6000
 Telephone: 136464
 Email: career.centre@dtwd.wa.gov.au
<http://www.careercentre.dtwd.wa.gov.au/Pages/ContactUs.aspx>

Open: Monday to Friday 8.30 am to 4.30 pm

Careers

Job search and career related sites:
www.jobsearch.gov.au
www.youth.gov.au
 (Information for school leavers includes links to many good sites)

www.jobsearch.gov.au

www.fairwork.gov.au

www.centrelink.gov.au

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

The Job Guide online

<http://www.careersonline.com.au/jobs/>

www.graduatecareers.com.au

(Employment opportunities for graduates)

WA Department of Training & Workforce Development

www.dtwd.wa.gov.au/

(Training opportunities in WA)

Education

- **School Curriculum & Standards Authority**
www.scsa.wa.edu.au
info@scsa.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.)
- **Department of Education**
<https://www.education.wa.edu.au/>
- **Universities Guide**
A useful site that rates Australian Universities and outlines their facilities/courses
<https://www.gooduniversitiesguide.com.au>

Defence Force Recruiting Centre

Level 7, 66 St George's Terrace, Perth 6000
Careers Information: 131901
www.defencejobs.gov.au
Take link to Careers Explorer that lists all jobs in the Defence forces.

This centre provides information on the careers available in the Airforce, the Army and the Navy.
Telephone 131901 – to register details

Australian Apprenticeships

To find a new apprenticeships Centre in your region
133 873
www.australianapprenticeships.gov.au



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