



# 2027 CURRICULUM HANDBOOK YEAR 12

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# INTRODUCTION

## Here is your pathway to your final year of secondary school!

Most current Year 11 students will return to Rossmoyne Senior High School and achieve their WACE at the end of Year 12. This handbook provides a summary of all Year 12 courses offered by Rossmoyne Senior High School. It is also a reference point for Western Australian Certificate of Education (WACE) requirements, University and TAFE requirements and other vital information.

To get further current information about WACE and University/TAFE entrance, you are advised to visit the websites from relevant organisations, including:

- School Curriculum and Standards Authority (SCSA) - provides additional information about assessment and certification <https://scsa.wa.edu.au/>
- Tertiary Institutions Service Centre (TISC) - regularly updates its website with information relevant to students who plan to attend a university in 2025 <http://www.tisc.edu.au/static/home.tisc>
- TAFE Admissions Full time studies guide - provides information on full time courses offered each semester by all WA TAFE colleges. <https://www.fulltimecourses.tafe.wa.edu.au/>

Advice and information about school pathways and courses are also available from students' individual Course Counsellors, Associate Principals, Program Coordinators, Heads of Learning Area, Student Central and the Vocational Education and Training (VET) Coordinator.



# INTRODUCTION

## Courses offered at Rossmoyne Senior High School for Year 12 Students

### ATAR Courses

These are designed and examined by SCSA. 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 SCSA. 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.

### 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.

### 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) or a Diploma (ATAR equivalent of 80+) 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).



# INTRODUCTION

## Courses offered at Rossmoyne Senior High School for Year 12 Students

Year 12 courses 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" page 7)

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



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

### WASSA

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.

### WACE

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.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

## General Requirements

Students must:

- complete at least four Year 12 ATAR courses
- demonstrate the literacy and numeracy standards
- meet the requirements for breadth and depth of study
- meet the achievement standard
- complete a minimum of 20 units, or equivalents as described below

\*In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit 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. The pair of units will not contribute to any WACE requirements.

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 (see the WACE Manual for further information).

## Literacy and Numeracy Standard

Students must demonstrate minimum standards of literacy and numeracy by either:

- Demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- Pre-qualifying for a particular component (Reading, Writing and Numeracy) through their Year 9 NAPLAN and being exempted from that component in the OLNA.

## 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/technologies).

## Achievement Standard

Students must achieve at least 14 C grades or higher (or the equivalent, see next column) 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 SCSA'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	Design
Economics	Food Science and Technology
English (includes ATAR and General English)	Human Biology
English as an Additional Language/Dialect	Materials Design and Technology - Metal
French: Second Language	Materials Design and Technology - Textiles
German: Second Language	Materials Design and Technology - Wood
Health Studies	Mathematics Applications
Modern History	Mathematics Essential
Japanese: Second Language	Mathematics Methods
Literature	Mathematics Specialist
Media Production and Analysis	Outdoor Education
Music	Physical Education Studies
Politics & Law	Physics
Visual Arts	Psychology



### **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](http://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 SCSA. 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 courses. 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 SCSA 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.

# WACE

## KEY TERMS

### 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

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. Certificate courses are VET credit transfer programs that contribute towards the WACE as unit equivalents. For example, students at Rossmoyne SHS can select five WACE courses and one Certificate II course. Students can select a maximum of 2 Certificate II courses over Year 11 and 12, giving them a maximum of eight course equivalents (four for each Certificate).

### VET Transition 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. The VET Coordinator will provide students and parents with the latest additions to this program mid-year. See page 13 for further information.



# TERTIARY ENTRANCE

Students wishing to enter university will usually need to:

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

Completion of a Certificate IV or Diploma through the VET Program can also gain university entry. Successful completion of university 'Enabling Courses' can also provide entry to Curtin or Murdoch Universities.

All universities offer alternative entry pathways. See later section: 'Further Information from Individual Universities' and go to each university's web site for full details. The Tertiary Institutions Service Centre (TISC) also regularly updates their website with useful university information.



# TERTIARY ENTRANCE

## 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](http://www.tisc.edu.au))
- School Curriculum and Standards Authority (SCSA) ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au))

## 3. 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.

## 4. 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.

## 5. Bonuses

A 10% Language bonus applies for students of Chinese Background Language, Chinese First Language and 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.



# TAFE ENTRANCE

TAFE offers various levels of courses to accommodate the needs of students from Certificate I to Diploma and Advanced-Diploma qualifications. A number of these full time certificate courses are offered in the VET Program at RSHS.

The length of these courses varies according to the study area selected. TAFE will provide students with details.

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

All applicants must meet entry requirements. Courses are split into competitive and non-competitive entry. Competitive entry means there are more applicants than places available. To enter the 20% of courses that have competitive entry (30% in the case of metropolitan campuses), students need to meet specific selection criteria. Students enrolled in recognised VET programs such as those described below, can gain direct entry to non-competitive courses.

See the TAFE web site "Full Time Studies Guide", that maps evidence of achievement to entry requirements or see the website: [www.fulltimecourses.tafe.wa.edu.au](http://www.fulltimecourses.tafe.wa.edu.au)



# VOCATIONAL EDUCATION AND TRAINING

In the VET area, students have the opportunity to explore possible career pathways and investigate the training required at university, TAFE or in apprenticeships or traineeships.

There are opportunities to commence studies with TAFE, apprenticeships or traineeships while still in Year 11, increasing eligibility for further skills training and future employment. Certificates and units of competency are nationally recognised and also give students the opportunity to gain entry to university in a number of courses, some directly into second year.



## The VET Program includes:

- 3 Day in-school VET Program, including Certificates and General Courses completed.
- 2 Day out of school program including, Certificates completed at TAFE and Workplace Learning (ADWPL)
- Alternative University Pathways

## 3 Day VET Program (in-school)

This Program has been developed for students who intend gaining entry to TAFE, or university via TAFE or work. These students will have the opportunity of gaining dual certification: WACE and TAFE certification at the completion of the course.

Students will be enrolled in the following common 4 courses in-school:

- Career and Enterprise: General
- English: General (ATAR English may be available)
- Mathematics: Essentials (ATAR Maths may be available) - exceptions may be possible
- An elective

## Students will also be enrolled in the following 2 courses out-of-school:

- A Certificate from a TAFE
- Endorsed Program - Workplace Learning

A limited number of places will be available.

# VOCATIONAL EDUCATION AND TRAINING

## **School Based Apprenticeships**

This program is normally for Year 12 students after they have successfully completed Year 11. The student is contracted to an employer, to start their apprenticeship while still at school. Limited availability.

## **School Based Traineeships**

Students complete two days training in the workplace gaining a Certificate II. This is a pathway to an apprenticeship. Limited availability.

## **Workplace Learning (ADWPL)**

Authority-Developed Workplace Learning (ADWPL) provides an invaluable opportunity for students to develop the many skills they need for employment. Students will receive: meaningful training for the transition from school to work, the opportunity to acquire 'hands-on' experience and practical training in the workplace and SCSA accreditation towards a WACE. To enrol in Workplace Learning students must be enrolled in Career and Enterprise General.

Success in these studies will be shown on the student's WASSA from SCSA and contribute to the student achieving a WACE. Success in ADWPL may contribute significantly to a student's successful entry to a TAFE.

For those students enrolled in Career and Enterprise the in-class requirements of ADWPL are done as part of this course.

## **Competency-based assessment**

All certificate courses provided at school or through the Certificate Pathway Program are competency based.

The Australian National Training Authority (ANTA) defines a 'competency' as: 'The specification of knowledge and skill, and the application of that knowledge and skill within an occupation or industry level to the standard or performance required in employment.' That is, the ability to perform a job to the level of performance required in the workplace.

Competency-based assessment (CBA) is the process of collecting evidence and making judgments on whether a learner is able to demonstrate the competencies identified by industry as essential for satisfactory performance in the workplace.

The learner demonstrates that she/he has achieved all the required competencies. A learner is assessed as either not yet having achieved the competencies or as competent. 'Competent' means that 100 percent of the required competencies have been achieved.

## **Recognition of Prior Learning**

Rossmoyne Senior High School recognises that knowledge and skills may have been obtained in other environments and these may contribute to the attainment of units of competency within the school's scope. Students wishing to claim recognition of prior learning should obtain an application form from the VET Coordinator.



# VOCATIONAL EDUCATION AND TRAINING

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

3 DAY VET PROGRAM		
Aero Mechanic II	Early Childhood Education Cert III	Make Up Cert II,III
Animal and Marine Biology Cert IV	Ed Support Cert II, III, IV	Media Cert II, III
Auto Electrical II	Electrotech Cert II	Music Cert III, IV
Automotive Light & Heavy Cert II	Engineering - Technical Cert III	Panel and Paint II
Aviation (Cabin Crew) Cert III	Engineering - Trade Cert II	Population Health Cert III (Nursing)
Baking Cert II	Events Cert III	Plant Processing Cert II
Business Cert II, III, IV	Fashion II	Plumbing Cert II
Business Legal Cert III	Floristry Cert II	Preparation for Nursing Cert IV
Community Services Cert II, III, IV	Forensics Cert IV Science (Biology)	Retail Cert II
Child Care Cert II	Hairdressing Cert II	Sampling and Measurement II
Carpentry Cert II	Health Science Cert IV	Sound Production Cert II,III
Computer Repair II	Horticulture Cert II	Teacher Assistant Cert III
Construction Cert II (Various trades)	Hospitality Cert II (Chef)	Tourism Cert III
Digital Games Cert III, IV	Kitchen Operations (Chef) Cert II	



# ENROLLING IN YEAR 12

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 the year.

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.

No credit is given for partially completed Certificate II courses. Therefore, students will need to choose these courses carefully.



# ENROLLING IN YEAR 12

## 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 maximize 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 their options. 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. The completion of a certificate IV or Diploma gives direct access to University after Year 12.

## 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 (longer-term “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 longer-term 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.



# ENROLLING IN YEAR 12 2025

- 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 a 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 Languages HOLA. Students who wish to enrol in Background and Second Language courses need to meet strict entry requirements.
- Applications for these courses (i.e Languages and EALD) 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.

## Changing Selections

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



# CROSS-CURRICULAR LEARNER CAPABILITIES

A priority of the school's 2022-2025 Business Plan, our curriculum offerings will embed Personal and Social, Foundational, Transitional and Thinking Capabilities so that students develop the knowledge and transferable skills to equip them for life and work, both at and beyond school; and empower

The Year 12 curriculum will explicitly and consistently provide opportunities for students to develop their ability to apply a range of capabilities confidently, effectively and appropriately in complex and changing circumstances.





# ATAR COURSES

**NOTE:** All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

\*Notional charges do not include extracurricular activities.

## THE ARTS

## ENGLISH

## HEALTH AND PHYSICAL EDUCATION

## HUMANITIES AND SOCIAL SCIENCES

## LANGUAGES

## MATHEMATICS

## SCIENCE

## TECHNOLOGIES





# ATAR COURSES THE ARTS



# DANCE

ATAR COURSES: THE ARTS

ATDAN



## **PREREQUISITE:** Minimum 'C' grade for Year 11 Dance ATAR

The Year 12 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, the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance their own works in a critically and purposeful manner. 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 performance 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.

# DANCE

ATAR COURSES: THE ARTS

ATDAN

## UNIT 3 - Youth Voice

Students will explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students will research factors affecting points of view, such as time, place, gender, age, culture, religion politics and the environment. They will consider how dance reflects and is shaped by society and its values. They will also investigate the impact of technologies on dance.

## UNIT 4 - Extending the Boundaries

Students will investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They will investigate how technologies are used to extend and enhance dance design. Students will research issues and reflect on events which may influence dance. In their responses, students will examine their own values, by considering how dance is shaped by society and its values. In the critical analysis and interpretation of their own work and the work of others, students will reflect on the relationships between dance works, audiences and contexts, and how these contribute to the development of different perspectives.

For both Unit 3 and Unit 4 genres studied include Contemporary, Jazz and Hip-Hop. Performance 1 in the Dance Practical (performance) examination is an Original Solo Composition in genre of choice.

### Possible Excursions/ Events

As students will be involved in several productions and excursions, there is a requirement for outside-of-class-time commitment to rehearsals, productions and viewing professional dance works e.g.

- Theatre excursions to see live performances
- Dance Camp
- Perspectives
- Industry Specialists
- Spotlight – Year 11-12
- OSC Night
- Unified

## ASSESSMENTS

Practical (weighting 50%)

- Performance/ production 30%
- Examination 20%

Written (weighting 50%)

- Responses 30%
- Examination 20%

## CAREER POSSIBILITIES

Students with a keen interest in dance may pursue a career as a performer, dance teacher or choreographer. Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA), Brent Street Studios or Dance Force. Knowledge of dance studies can also be of great benefit in other fields i.e. Physical Education, Movement and Health Sciences, Education, Arts.

Transferable skills include, written and verbal communication, interpersonal skills, creativity, problem solving, organizational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$145.00\***



# DESIGN

ATAR COURSES: THE ARTS

ATDES



## PREREQUISITE: Minimum 'C' grade for Year 11 Design ATAR

The Year 12 Design ATAR Course is offered in the Photography context. The course allows students to develop a wide range of creative and technical skills necessary to progress and work in the areas of Photography and Graphic Design.

Students in the Design ATAR Photography Course will gain a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to a given audience with specific intentions. Students will explore photographic skills, techniques and processes used in the field of Design. They will develop creative and safe working practices as well as develop and apply these to the Photography industry. At Rossmoyne SHS we use a wide variety of new technologies which Year 12 students have the option to explore, including Canon DSLRs, Fujifilm Mirrorless Cameras, Bridge Cameras, GoPro Action Cameras, Wacom Design Tablets, studio lighting set ups and industry standard software Adobe Photoshop, Illustrator and InDesign.

Design Photography portfolios and projects will allow students to demonstrate their skills and understandings of visual literacy in design elements, principles and processes, and to devise innovative strategies within a design brief.



# DESIGN

ATAR COURSES: THE ARTS

ATDES

## UNIT 3 - Responsible Design

Students experiment with the Double Diamond design process to create useful, sustainable and/or ethical design forms. They understand the various ways in which designers are responsible for ensuring the safety and suitability of their design decisions as they respond to environmental, social and cultural needs, towards the refinement of an appropriate design outcome.

## UNIT 4 - Influential Design

The focus of this unit is the communication of ideals, messages, information and values, to influence opinion and attitudes. Students design products and visual layouts to encourage a change in thinking or actions. They analyse the audience through demographic characteristics and psychographic segmentation to develop persuasive designs in response to real world problems. Students synthesise their understanding of design knowledge through the application of Design Thinking strategies as part of an iterative design process.

### Possible Excursions/Events

As students will be involved in a number of productions and excursions there is a requirement for outside of class time commitment e.g.

- Community events
- Solas – All years Photography Exhibition
- MADDD Festival (Term 4)

## ASSESSMENTS

Assessment tasks will include portfolio work, research and evaluation-based tasks specific to the theme or style of photography being studied.

- Production 50%
- Response 30%

## CAREER POSSIBILITIES

Students with a keen interest in our Design course may pursue a career in all areas of Photography; freelance, commercial, fine art, industry, studio and portraiture. Other career opportunities include Advertising, Marketing, Architecture and Interior Architecture, Education, Fashion Design, Fine Art & Illustration, Graphic Design, Game Design, Animation and Media studies.

Design and more specifically, design thinking, assists in creative problem-solving and supports innovation in diverse fields. From medical research, software and app design to politics and social planning, the value of design skills is recognised and embraced globally. Transferable skills of the design course include creativity, design thinking, creative thinking, critical thinking, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$176.00\***



# DRAMA

ATAR COURSES: THE ARTS

ATDRA



**PREREQUISITE:** Minimum 'C' grade for Year 11 Drama ATAR

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, designing 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.

# DRAMA

ATAR COURSES: THE ARTS

ATDRA

## UNIT 3 - Reinterpretation of Drama for Contemporary Audiences

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students will work on the reinterpretation of text, subtext, context, form and style through in-depth study.

## UNIT 4 - Contemporary and Devised Drama

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold.

In this unit, students will demonstrate their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

### Possible Excursions/ Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community Events
- Year 12 Production
- Year 12 Solo showcase

## ASSESSMENTS

Practical (weighting 50%)

- Performance/ production 60%
- Examination 40%

Written (weighting 50%)

- Responses 60%
- Examination 40%

## CAREER POSSIBILITIES

Students with a keen interest in Drama may pursue a career as an actor, director, scenographer, lighting designer, sound designer, costume designer, theatre/ film director and dramaturge. Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA) and the National Institute of Dramatic Arts (NIDA), Murdoch and UWA. Knowledge of drama studies can also be of great benefit in other fields i.e. teaching, arts administrator, public relations, broadcasting, drama therapist, public speaking.

Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$140.00\***



# MEDIA PRODUCTION & ANALYSIS

ATAR COURSES: THE ARTS

ATMPA



## PREREQUISITE: Minimum 'C' grade for Year 11 Media ATAR

In the Media Production and Analysis 12 ATAR course students will learn the language of media communication and how a story is constructed using representations and applying their own choice of film style and genre to a short film production. Students, using advanced camera and editing technology, are encouraged to explore, experiment and interpret the world around them. As users and creators of multi-media products, students will be encouraged to enjoy experimenting with art film or documentary and consider the important role of audiences and their context.

The exciting independent production of media short films enables students to demonstrate their passion for film and understanding of the key concepts of media language, representation, audience, production, skills and processes, as well as expressing their unique creativity and originality. When producing short films, students will have full control over all the creative processes, from script development, filming and editing decisions. Applying creative thinking skills and problem solving will grow the learning capabilities that future employers find desirable and equip students well for future studies using multi-media digital technologies. Furthermore, provide students with an opportunity to reflect on and discuss their own creative work, intentions and outcomes.



# MEDIA PRODUCTION & ANALYSIS

ATAR COURSES: THE ARTS

ATMPA

## UNIT 3 - Media Art

In this exciting unit that tracks film movement and media trends, students will explore and select from a range of media art with a focus on art film and develop their understanding of media aesthetics by studying an independent film director. Students will analyse, view, listen to and interact with contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. Students will also consider the representation of values and technological developments and trends that influence perceptions and appreciation of art within media work.

## UNIT 4 - Power and Persuasion

The focus for this unit is power and persuasion in the media, particularly non-fiction work, which includes the influential nature of documentary and news media used as a form of propaganda and political persuasion with a focus on documentary. Students will extend their understanding of persuasive media, such as citizen and mainstream journalism, examining the way the media is able to reflect, challenge and shape values and attitudes. They will critically analyse, view, listen to, and interact with a range of non-fiction media work, considering the purposes, bias perspectives and values of producers and audiences.

### Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Media Perspectives Awards – Term 1 March
- Community Events
- Solas – All years Media screening
- Kaleidoscope – Year 12 Media showcase

## ASSESSMENTS

Practical (Weighting 50%)

- Production 100%

Written (Weighting 50%)

- Responses 40%
- Examination 60%

## CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, journalism, digital marketing, multimedia specialist, media planner, program researcher- broadcasting/film/video, public relations, runner- broadcasting/film/video, social media manager, Producer, IT, events manager, market researcher, stage designer, writer, editor, animation, digital game design.,

Transferable skills include, creativity, problem solving, critical thinking, teamwork collaboration, leadership, written and verbal communication, interpersonal skills,, organisation and time management, self-assessment, specialist IT editing skills, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$130.00\***



# MUSIC

ATAR COURSES: THE ARTS

ATMUS



## **PREREQUISITE:** Minimum 'C' grade for Year 11 Music ATAR

Music is a universal expression of human experience. It reflects the development of culture and identity in all societies throughout history. Music has an incredible capacity to inspire and elicit an emotional response through listening and performing and provides opportunities for creative and personal expression. Through the practical study of Music, both individually and with others, students grow in confidence as musicians by engaging in opportunities to perform, compose, analyse and develop music literacy. Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience and perseverance that are integral to the development of holistic musicians. As empathetic, independent learners, students seek life-long engagement and enjoyment through the pursuit of music, be it personal, social, cultural and/or vocational.

The Music ATAR course aims to develop students' skills in:

- Performance – students apply technical facility, stylistic and expressive awareness and knowledge of conventions when performing, both as a soloist and in ensemble
- Composition – students use creativity when applying music language, stylistic conventions and knowledge of instrumental and performance techniques when composing and arranging
- Music literacy – students develop their ability to read and write music, analysing, and aurally identifying, the elements and characteristics of music
- Music analysis – students analyse and understand ways in which the elements and characteristics of music have been applied across time, place and culture.

# MUSIC

ATAR COURSES: THE ARTS

ATMUS

## Year 12 Syllabus Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. Structure of the syllabus The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

Students continue to engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Identities. What can music tell us about people? Through the journey of critically considering how music can be used as a powerful form of expression, students explore the potential for music to communicate identity. Students analyse and understand ways in which the elements and characteristics of music can be applied to express:

- Personal identity – developing and expressing the artist’s own personal and/or musical identity
- Socio-political identity – a vehicle to express societal and political views and values.
- Cultural identity – reflecting the shared characteristics of a group of people in a given place and time.

### Unit 4

Students confidently engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Innovations. What drives a composer to create something truly different? Innovation within music is a result of ideas driven by personal experience, and socio-political and cultural influences. Students analyse and understand music that demonstrates innovative use of music elements and concepts, responding to how this challenged, further developed or reimagined music traditions to create new ideas, and communicate new meanings.

### ASSESSMENTS

- |                |     |
|----------------|-----|
| • Course work  | 60% |
| • Examinations | 40% |

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# VISUAL ARTS

ATAR COURSES: THE ARTS

ATVAR



**PREREQUISITE:** Minimum 'C' grade for Year 11 Visual Arts ATAR

In the Visual Arts ATAR course students will have opportunities to express their imagination, develop personal imagery, develop skills, and engage in the making and presentation of artwork. They will develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art. The students will analyse and evaluate their own works and the works of others from a range of historical and cultural contexts.

The Visual Arts ATAR course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration, and experimentation. Students transform and shape ideas to develop resolved artworks by engaging in traditional, modern, and contemporary art forms.

# VISUAL ARTS

ATAR COURSES: THE ARTS

ATVAR

## UNIT 3 - Commentaries

In this unit, students will engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Students will research artwork providing critical comment on the meaning, purpose and values communicated. They will examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.

## UNIT 4 - Points of View

Students will identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate, and authentic body of work. They will engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

### Possible Excursions/Events

As part of this course students will be involved in multiple exhibiting opportunities and an excursion which may take place outside of school hours. These are non-compulsory but participation in these real-world art experiences is highly encouraged:

- Community events
- Solas – All years
- Kaleidoscope – Year 12 Showcase

## ASSESSMENTS

<b>Production</b>	(Weighting 50%)
• Folio	20%
• Resolved artwork	80%
<b>Written</b>	(Weighting 50%)
• Analysis	15%
• Investigation	15%
• Examination	20%

## CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of Arts; public art, fine art, graphic design, architecture and arts management. Other career possibilities include; art instructor, exhibition designer, teaching, art therapist, game designer, art preservation, illustration, film/ TV set/ prop design and or animator.

Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisation and time management, self-assessment, leadership, IT skills, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$145.00\***





# ATAR COURSES ENGLISH



# ENGLISH ATAR

ATAR COURSES: ENGLISH

ATENG



**PREREQUISITE:** 55% in the Year 11 ATAR English exam (Sem 2) and a C grade or better for English or Literature 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. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

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 enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

# ENGLISH ATAR

ATAR COURSES: ENGLISH

ATENG

## UNIT 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. 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. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

## ASSESSMENTS

- Responding 35%
- Creating 35%
- Examination 30%

**NOTIONAL COURSE CHARGE**  
**\$70.00\***



# ENGLISH AS AN ADDITIONAL LANGUAGE

ATAR COURSES: ENGLISH

ATELD



**PREREQUISITE:** Students must meet eligibility requirements set out by SCSA

The English as an Additional Language or Dialect (EAL/D) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

The English as an Additional Language or Dialect ATAR course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, including literary and non-literary texts, for example, academic, every day and workplace texts. Students learn to create, individually and collaboratively, increasingly complex texts for different purposes and audiences in different forms, modes and media.

Unit 3 and Unit 4 develop students' academic English skills in order to prepare them for tertiary study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Applications should be completed and submitted so SCSA well before the start of 2022. Only students who have received notification from SCSA that they are eligible for English As An Additional Language will be permitted to enrol.



# ENGLISH AS AN ADDITIONAL LANGUAGE

ATAR COURSES: ENGLISH

ATELD

## UNIT 3 - Australia as a cultural community

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. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

## UNIT 4 - Language and empowerment

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

## ASSESSMENTS

• Investigation	15%
• Common Oral Assessment Task (Semester1)	10%
• Oral Production (Semester 2)	10%
• Response	15%
• Written Production	20%
• Written Examination	30%

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# LITERATURE

ATAR COURSES: ENGLISH

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

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations.

The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.



# LITERATURE

ATAR COURSES: ENGLISH

ATLIT

## UNIT 3

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

## UNIT 4

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

## ASSESSMENTS

• Extended written response	15%
• Short written response	35%
• Creative production of literary texts	10%
• Oral	10%
• Examination	30%

**NOTIONAL COURSE CHARGE**  
**\$70.00\***





# ATAR COURSES HEALTH AND PHYSICAL EDUCATION



# HEALTH STUDIES

ATAR COURSES: HEALTH AND PHYSICAL  
EDUCATION

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.



# HEALTH STUDIES

ATAR COURSES: HEALTH AND PHYSICAL EDUCATION

ATHEA

## UNIT 3

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

## UNIT 4

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

## ASSESSMENTS

• Health Inquiry	20%
• Project Task	20%
• Response Task	20%
• Examination	40%

## CAREER POSSIBILITIES

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

**NOTIONAL COURSE CHARGE**  
**\$35.00\***



# PHYSICAL EDUCATION STUDIES

ATAR COURSES: HEALTH AND PHYSICAL  
EDUCATION

ATPES



**PREREQUISITE:** C grade or better in Physical Education Studies ATAR Unit 1/2 (Preferable: Be competent in an examinable sport)

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

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

# PHYSICAL EDUCATION STUDIES

ATAR COURSES: HEALTH AND PHYSICAL EDUCATION

ATPES

Historically volleyball and badminton are studied in Year 12; however, sports are subject to change and will consider the interest and experience of students in the course. In Term 3 of Year 12, students are required to do a school-based practical external assessment from a list of SCSA approved sports. The Western Australia Certificate of Education (WACE) ATAR course written exams are in Term 4. See the SCSA website for more details.

## UNIT 3

The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology.

## UNIT 4

The focus of this unit is to extend student understanding of acquired biomechanical, psychological and motor learning and coaching concepts to evaluate their own and others' performance.

## ASSESSMENTS

• Practical Performance	30%
• Investigation	10.5%
• Response	21%
• Examination	38.5%

## CAREER POSSIBILITIES

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

**NOTIONAL COURSE CHARGE**  
**\$155.00\***





# ATAR COURSES HUMANITIES AND SOCIAL SCIENCES



# ACCOUNTING & FINANCE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATACF



**PREREQUISITE:** Minimum 'C' Grade for Year 11 Accounting & Finance ATAR.

*Note\* Students wishing to pick up Accounting and Finance in Year 12 without having studied Year 11 Accounting and Finance, need to meet Ms Boccardo to discuss the possibility of doing Year 12*

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.

# ACCOUNTING & FINANCE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATACF

## UNIT 3 - Management Accounting

This unit will focus on distinguishing 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 - Financial Accounting

This unit will focus 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.

## ASSESSMENTS

- |                      |     |
|----------------------|-----|
| • Topic Tests        | 50% |
| • Project (Research) | 10% |
| • Examinations       | 40% |

## CAREER POSSIBILITIES

*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.*

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# CAREER AND ENTERPRISE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATCAE



**PREREQUISITE:** Minimum 55% in the Year 11 English exam or 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.

Rossmoyne students consistently achieve excellence in this course winning SCSA Exhibitions, Certificates of Excellence and using the course in their final ATAR calculations.



# CAREER AND ENTERPRISE

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATCAE

## 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

• Investigation	20%
• Production/Performance	10%
• IPP/Career Portfolio	10%
• Response	30%
• Examination	30%

## CAREER POSSIBILITIES

Career and Enterprise is the only course that will prepare students for any employment pathway post secondary schooling. Students will investigate the diverse and rapidly changing world of work, explore and develop their personal attributes, have opportunities to enhance communication skills and work collaboratively with their classmates.

Having the skills to research a career, apply for a position, win and hold that job and recognise promotional opportunities are integral to Career and Enterprise and gives students an edge for entering the world of work.

**NOTIONAL COURSE CHARGE**  
**\$47.00\***



# ECONOMICS

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

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.

# ECONOMICS

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATECO

## 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.

## ASSESSMENTS

There will be approximately 8 school-based assessments 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% |

## CAREER POSSIBILITIES

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.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# MODERN HISTORY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

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.

# MODERN HISTORY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATHIM

## 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.

## 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.

## 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:

- |                      |     |
|----------------------|-----|
| • Historical Inquiry | 20% |
| • Explanation        | 20% |
| • Source analysis    | 20% |
| • Exams              | 40% |

## CAREER POSSIBILITIES

Researcher, tour guide, librarian, archaeologist, criminologist, journalist, author, archivist.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# POLITICS & LAW

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

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 practiced in Australia and makes comparisons with other political and legal systems.



# POLITICS & LAW

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATPAL

## UNIT 3 - Political and legal power

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

## UNIT 4 - Accountability and rights

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

### Possible Excursions/Events

Parliament House and District Magistrate's Courts.

## 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:



## CAREER POSSIBILITIES

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.

**NOTIONAL COURSE CHARGE**  
**\$74.00\***



# PSYCHOLOGY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATPSY



## PREREQUISITE: 'C' Grade in Year 11 Psychology

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.



# PSYCHOLOGY

ATAR COURSES: HUMANITIES AND SOCIAL SCIENCES

ATPSY

## UNIT 3

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

## UNIT 4

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

## ASSESSMENTS

- Science Inquiry 20%
- Response 40%
- Examination 40%

## CAREER POSSIBILITIES

Psychologist, criminologist, human relations officer, welfare worker, teacher, counsellor, registered nurse.

**NOTIONAL COURSE CHARGE**  
**\$75.00\***





# ATAR COURSES LANGUAGES



# LANGUAGES

## ATAR COURSES: TEA BONUS

A Languages Bonus applies to students of Chinese First Language, Chinese Background Language, 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. These include film excursions, special performances, language competitions and restaurant outings.

In addition there will be opportunities for students to host visiting students from overseas and to participate in exchanges or in in-country travel once all restrictions have been lifted. These hosting and travelling experiences are a highlight of our languages program. There will be opportunities for students to participate in external examinations and competitions that have prizes attached. Entry into these examinations and competitions 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 COURSES: LANGUAGES

ATCFL



**PREREQUISITE:** Minimum 60% in Year 11 Chinese: First Language.

New students wishing to enrol in this course need to be interviewed

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.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese First Language will be permitted to enrol.



# CHINESE: FIRST LANGUAGE

ATAR COURSES: LANGUAGES

ATCFL

The Chinese: First Language ATAR course builds on students' Chinese language proficiency and knowledge about the cultures of Chinese-speaking communities. It enables students to:

- Exchange information, opinions and ideas on topics relevant to this course
- Analyse a range of Chinese texts to evaluate and explain how text themes, target audiences and text features support the communicative purpose of a text
- Apply the skills they have acquired through text analysis to produce texts in Chinese to convey information and ideas, and to mediate meaning and identity
- Strengthen their intercultural communication skills in both the Chinese and English languages
- Improve their understanding of the systems of the Chinese language, and of language variation, language change and the role of language and culture.

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

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

## ASSESSMENTS

- |                         |     |
|-------------------------|-----|
| • Spoken texts analysis | 30% |
| • Written text analysis | 40% |
| • Text Production       | 30% |

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# CHINESE: BACKGROUND LANGUAGE

ATAR COURSES: LANGUAGES

ATCBL



**PREREQUISITE:** Minimum 60% in Year 11 Chinese: Background Language.

New students wishing to enrol in this course need to be interviewed

Background Chinese language students are typically those who have been brought up in a home where the Chinese language is used and who have a connection to Chinese culture. They have some degree of understanding and knowledge of Chinese, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or another language different from Chinese) is the medium of instruction.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese Background will be permitted to enrol.



# CHINESE: BACKGROUND LANGUAGE

ATAR COURSES: LANGUAGES

ATCBL

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 course encompasses the following four areas:

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

## ASSESSMENTS

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

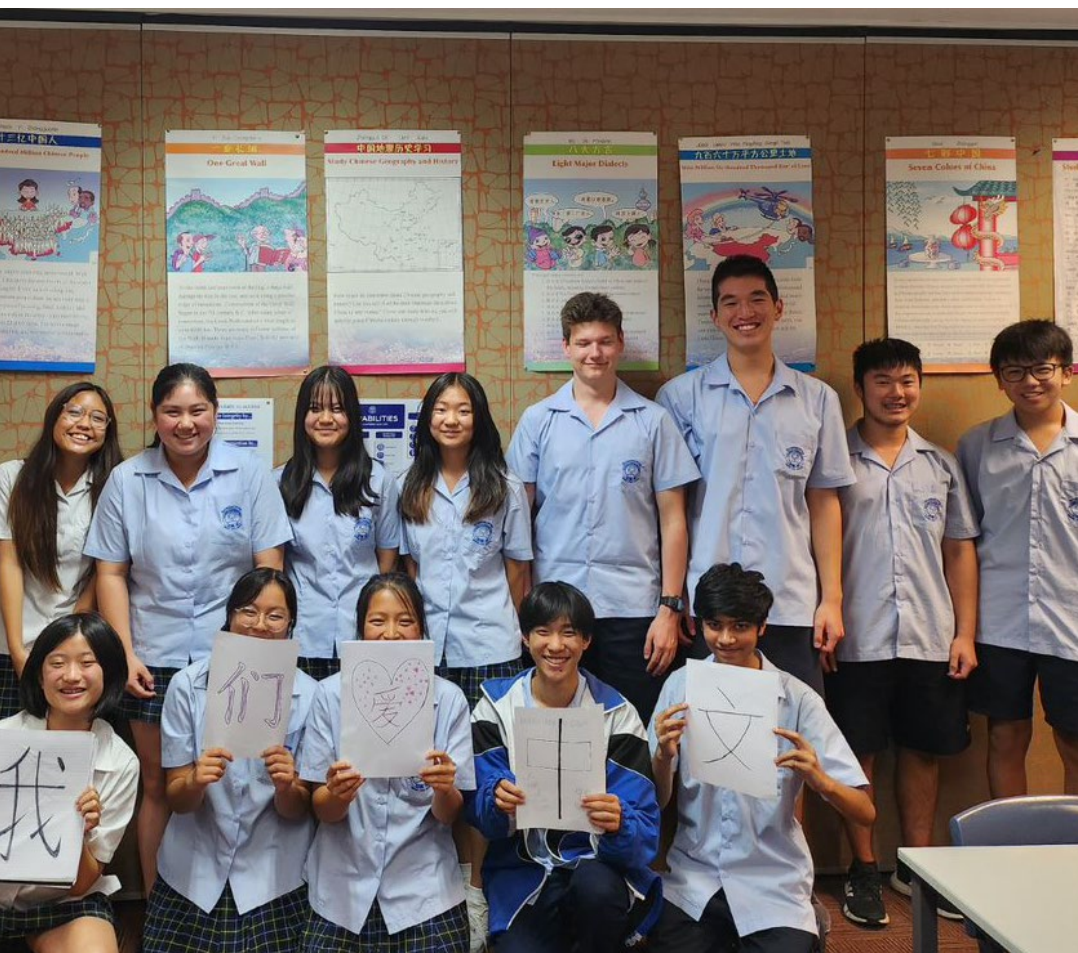
**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# CHINESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATCSL



**PREREQUISITE:** Minimum 60% in Year 11 Chinese: Second Language. New students wishing to enrol in this course need to be interviewed

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.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Chinese Second Language will be permitted to enrol.



# CHINESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATCSL

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 - 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 - 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

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

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# FRENCH: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATFSL



**PREREQUISITE:** Minimum 60% in Year 11 French: Second Language.

New students wishing to enrol in this course will be interviewed. 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.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for French Second Language will be permitted to enrol.



# FRENCH: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATFSL

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 - 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 - 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

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

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# GERMAN: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATGSL



**PREREQUISITE:** Minimum 60% in Year 11 German: Second Language.

New students wishing to enrol in this course will be interviewed

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

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for German Second Language will be permitted to enrol.



# GERMAN: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

ATGSL

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 - 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 - 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

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

**NOTIONAL COURSE CHARGE**  
**\$80.00\***



# JAPANESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEJSL



**PREREQUISITE:** Minimum 60% in Year 11 Japanese: Second Language.

New students wishing to enrol in this course need to be interviewed

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. 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.

Students wishing to enrol in this course are required to complete an Application for permission to enrol in a WACE language form from the School Curriculum and Standards Authority. Only students who have received notification from SCSA that they are eligible for Japanese Second Language will be permitted to enrol

# JAPANESE: SECOND LANGUAGE

ATAR COURSES: LANGUAGES

AEJSL

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 - 若い旅行者 (Young travelers)

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 - かこと未来 (Reflections and horizons)

Through the three topics: This year and beyond今年と将来 Youth events and pathways 若者の行事と進路 and Future plans 未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

## ASSESSMENTS

• Oral Communication	15.0%
• Response (Viewing & Reading)	14.0%
• Response (Listening)	10.5%
• Written communication	10.5%
• Oral Exam	15.0%
• Written Communication Exam	35.0%

NOTIONAL COURSE CHARGE  
\$80.00\*





# ATAR COURSES MATHEMATICS



# MATHEMATICS

## ATAR COURSES: TEA BONUS

Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia have a Tertiary Entrance Aggregate bonus to encourage students to undertake the more challenging Mathematics ATAR course options, Mathematics Methods and Mathematics Specialist.

The bonus applies to the calculation of the Tertiary Entrance Aggregate (TEA). Ten percent of the final scaled score/s in Mathematics Methods ATAR and Mathematics Specialist ATAR will be added to the TEA, from which the ATAR is derived. Bonuses from both courses may be counted and will apply even if the scaled scores from the courses are not one of the student's best four scores.

The brochure of University Admission has been updated to reflect the bonus and is available from the TISC website: TISOnline - School Leavers Applicants.

## ATAR COURSES: COMBINATION RULES

The following combination rules apply to Mathematics ATAR courses:

- If students enrol in Mathematics Specialist, they **MUST** be concurrently enrolled in Mathematics Methods.
- Methods and Application is now an **acceptable** combination for ATAR calculations.
- Specialist and Applications is still an **unacceptable** combination.
- If students do all three ATAR Mathematics. Methods will count, followed by the best scaled score from either Applications or Specialist (but not both). All 3 will however count towards their WACE achievement (ie breath & depth, number of C grades)



# MATHEMATICS APPLICATIONS

ATAR COURSES: MATHEMATICS

ATMAA



**PREREQUISITE:** Minimum 'C' grade in Year 11 Mathematics 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.

# MATHEMATICS APPLICATIONS

ATAR COURSES: MATHEMATICS

ATMAA

## UNIT 3

- 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

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

## ASSESSMENTS

- |                    |     |
|--------------------|-----|
| • Response (Tests) | 40% |
| • Investigations   | 20% |
| • Exams            | 40% |

**NOTIONAL COURSE CHARGE**  
**\$72.00\***



# MATHEMATICS METHODS

ATAR COURSES: MATHEMATICS

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.



# MATHEMATICS METHODS

ATAR COURSES: MATHEMATICS

ATMAM

## UNIT 3

- Further differentiation and applications
- Integrals
- Discrete random variables

## UNIT 4

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

## ASSESSMENTS

- |                    |     |
|--------------------|-----|
| • Response (Tests) | 40% |
| • Investigations   | 20% |
| • Exams            | 40% |

**NOTIONAL COURSE CHARGE**  
**\$72.00\***



# MATHEMATICS SPECIALIST

ATAR COURSES: MATHEMATICS

ATMAS



**PREREQUISITE:** Minimum 'C' grade in Year 11 Mathematics Specialist and must enrol in Mathematics 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.



# MATHEMATICS SPECIALIST

ATAR COURSES: MATHEMATICS

ATMAS

## UNIT 3

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

## UNIT 4

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

## ASSESSMENTS

- |                    |     |
|--------------------|-----|
| • Response (Tests) | 40% |
| • Investigations   | 20% |
| • Exams            | 40% |

**NOTIONAL COURSE CHARGE**  
**\$72.00\***





# ATAR COURSES SCIENCE



# BIOLOGY

ATAR COURSES: SCIENCE

ATBLY



## **PREREQUISITE:** 'C' Grade in Year 11 Human Biology ATAR or Biology ATAR

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.

# BIOLOGY

ATAR COURSES: SCIENCE

ATBLY

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.

## 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	20%
• Extended Response	10%
• Investigations/Reports/Field work and Laboratory skills	20%
• Semester Examinations	50%

## CAREER POSSIBILITIES

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

**NOTIONAL COURSE CHARGE**  
**\$81.00\***



# HUMAN BIOLOGY

ATAR COURSES: SCIENCE

ATHBY



**PREREQUISITE:** 'C' Grade in Year 11 Human Biology ATAR or Biology ATAR

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.

# HUMAN BIOLOGY

ATAR COURSES: SCIENCE

ATHBY

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.

## 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 hominids.

## ASSESSMENTS

• Major Tests	25%
• Extended Response	15%
• Laboratory Skills and Investigations	10%
• Semester Examinations	50%

## CAREER POSSIBILITIES

An understanding of Human Biology will assist students to make lifestyle decisions for everyday life and will be valuable for a variety of possible career paths. The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work.

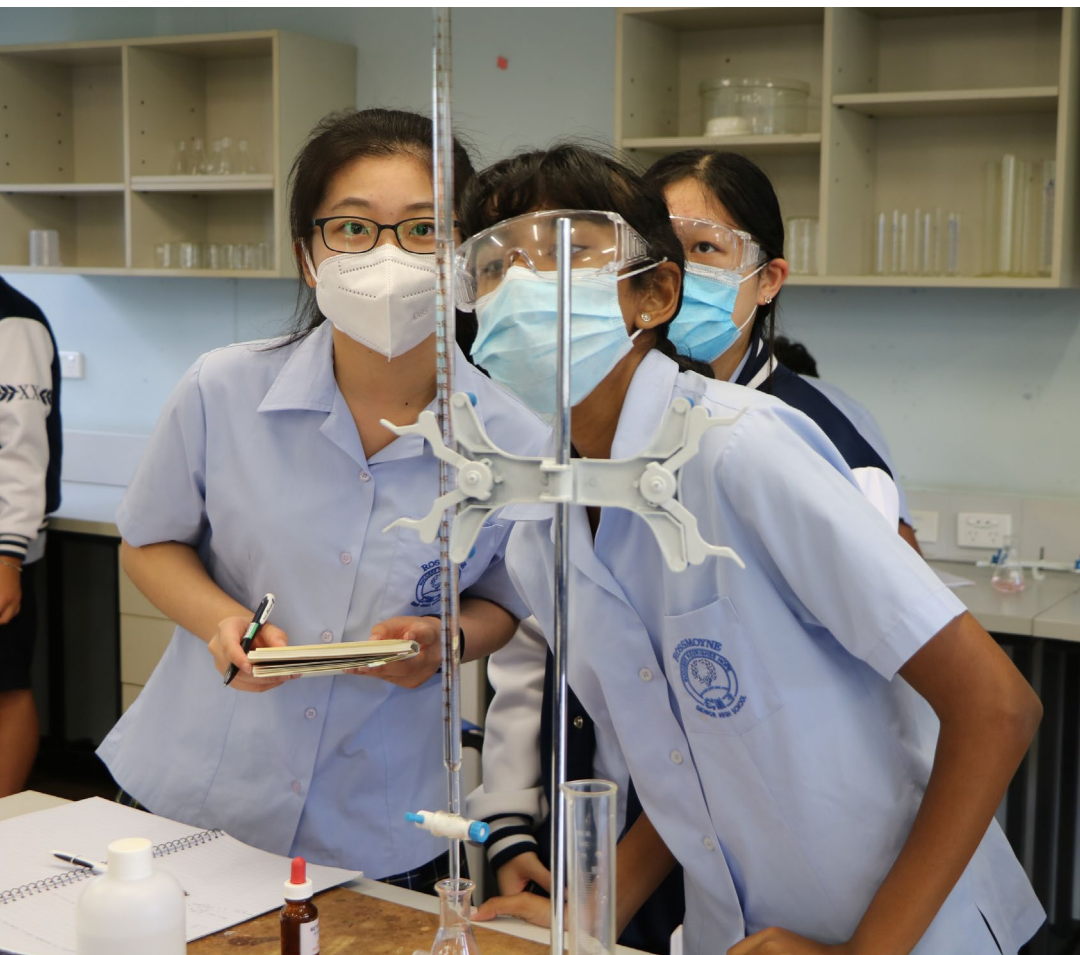
**NOTIONAL COURSE CHARGE**  
**\$75.00\***



# CHEMISTRY

ATAR COURSES: SCIENCE

ATCHE



## PREREQUISITE: 'C' Grade in Year 11 Chemistry ATAR

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.



# CHEMISTRY

ATAR COURSES: SCIENCE

ATCHE

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.

## ASSESSMENTS

- Semester Examinations  
50%
- Laboratory Assessments & Investigations  
20%
- Tests  
20%

## CAREER POSSIBILITIES

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

**NOTIONAL COURSE CHARGE**  
**\$85.00\***



# PHYSICS

ATAR COURSES: SCIENCE

ATPHY



**PREREQUISITE:** 'C' Grade in Year 11 Physics ATAR

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.

# PHYSICS

ATAR COURSES: SCIENCE

ATPHY

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.

## ASSESSMENTS

- Laboratory Reports and Investigations  
20%
- Major Tests  
30%

## CAREER POSSIBILITIES

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.

**NOTIONAL COURSE CHARGE**  
**\$81.00\***





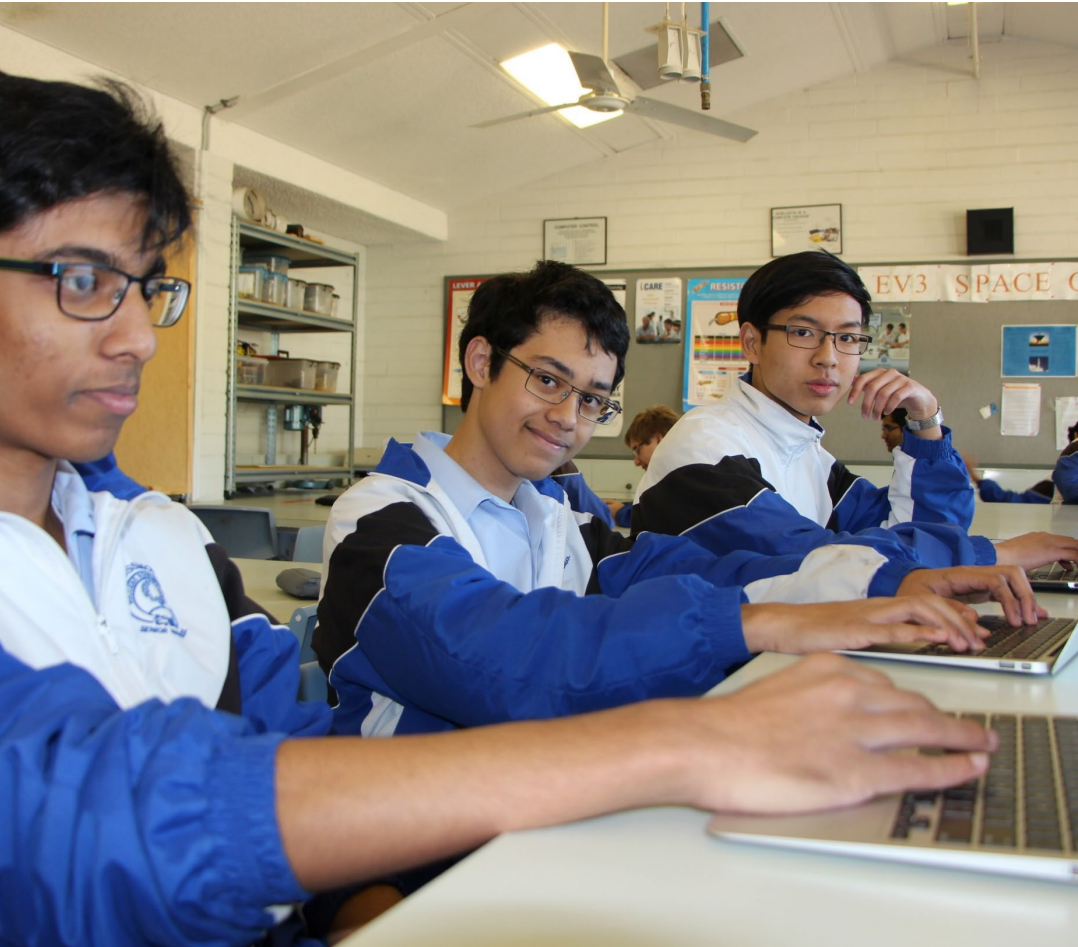
# ATAR COURSES TECHNOLOGIES



# APPLIED INFORMATION TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

ATAIT



## PREREQUISITE: 'C' grade in English ATAR

It is a well-known fact that most future jobs require a high level of digital literacy. A core part of the course is developing strong technological-based 21st Century skills which will foster problem solving and critical analysis skills, which are proven to improve performance in all subject areas.

This course also explores how digital technology informs everyday life, and how society informs the design, development, and use of digital technologies. Projects include, but are not limited to, how digital technologies present both social possibilities (such as new types of self-expression and social connectedness) and social problems (including, privacy concerns, the digital divide etc.). Projects are based on a number of existing and emerging technology trends such as, but not limited to:

- Developing digital-based solutions such as web design and E-Publications etc.
- Understanding how computers and networks work
- Big Data, Data Development and Management

# APPLIED INFORMATION TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

ATAIT

The knowledge gained in this course will help students compete in an ever-changing technological driven landscape.

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, entertainment, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks.

In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in order to use them in a responsible and informed manner.

## ASSESSMENTS

The ATAR AIT course involves study in the following areas, Design Concepts, Managing Data, Hardware, Networks, Impacts of Technology, Application skills and Project management.

- Project based work: 40%
- Short answer questions: 15%
- Extended questions: 15%
- Examinations: 30%

## CAREER POSSIBILITIES

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology-based careers.

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# COMPUTER SCIENCE

ATAR COURSES: TECHNOLOGIES

ATCSC



**PREREQUISITE:** Recommended completion of Units 1 and 2 in Year 11 Computer Science ATAR

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills associated with computer hardware, programming and networking.

The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, while the connectivity between computers, peripheral devices and software used in the home, workplace and in education are examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

# COMPUTER SCIENCE

ATAR COURSES: TECHNOLOGIES

AECSC

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 based work	30%
• Theory Tests	20%
• Practical Tests	10%
• Exams	40%

**NOTIONAL COURSE CHARGE**  
**\$82.00\***



# FOOD SCIENCE AND TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

ATFST

**PREREQUISITE:** '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 12 ATAR course, students explore innovations in science and technology and changing consumer demands. Students study new and emerging foods trends and how these impact the design, development and marketing. 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. This is a rigorous ATAR subject students develop a detailed understanding of food related topics through practical lessons supported by related theory lessons.



# FOOD SCIENCE AND TECHNOLOGY

ATAR COURSES: TECHNOLOGIES

ATFST

## 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.

## 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.

## ASSESSMENTS

• Investigation	25%
• Production Analysis	15%
• Response	20%
• Examination	40%

## CAREER POSSIBILITIES

These courses are designed for those students who have an interest in food and/or in the hospitality industry, health promotion and product development. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology ATAR course enables students to connect with further education and training, university and employment pathways. A feast of learning.

**NOTIONAL COURSE CHARGE**  
**\$269.00\***





# GENERAL COURSES

**NOTE:** All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

\*Notional charges do not include extracurricular activities.

## THE ARTS

## ENGLISH

## HEALTH AND PHYSICAL EDUCATION

## HUMANITIES AND SOCIAL SCIENCES

## MATHEMATICS

## SCIENCE

## TECHNOLOGIES





# GENERAL COURSES THE ARTS



# DANCE

GENERAL COURSES: THE ARTS

GTDAN



## PREREQUISITE: Nil

This Dance General 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. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. 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.

### UNIT 3 - Popular Culture

Through practical lessons, students will use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students will solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends. The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.

### UNIT 4 - Australian Dance

Through practical lessons, students incorporate safe dance practices and demonstrate consistent improvement in physical competencies in acquiring genre-specific technique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence. An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They will analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop deeper understandings of their own dance heritage.

For both Unit 3 and Unit 4 genres studied include contemporary, jazz and hip-hop.

### Possible Excursions/ Events

As students will be involved in several productions and excursions, there is a requirement for outside-of-class-time commitment to rehearsals, productions and viewing professional dance works e.g.

- Professional dance reviews & workshops
- Spotlight – Year 11-12 OSC Night
- Genesis
- Unified
- YOH Fest
- MADDD Festival (Term 4)

### ASSESSMENTS

- Performance/Production 70%
- Response 30%

### CAREER POSSIBILITIES

Students with a special interest in Dance may pursue a career as a performer, dance teacher, choreographer or go on to study dance locally at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA), Brent Street Studios and Dance World Studios. Knowledge of dance can also be of great benefit in the study of other fields such as Physical Education, Movement and Health Sciences. Transferable skills include; written and verbal communication, interpersonal skills, creativity, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

# DESIGN PHOTOGRAPHY

GENERAL COURSES: THE ARTS

GTDESP



## PREREQUISITE: Nil

The Year 12 Design General Course is offered in the Photography context. The course allows students to develop a range of creative and technical skills necessary to progress and work in the areas of Photography and Design.

The Design General Photography Course gives students the opportunity to explore photographic skills, techniques and processes used in the fields of both Photography and Graphic Design. Students will develop an awareness of the basic safe working practices as well as develop and apply these to the Design industry. At Rossmoyne SHS we use a wide variety of new technologies which Year 12 students have the option to explore, including Canon DSLRs, Fujifilm Mirrorless Cameras, Bridge Cameras, GoPro Action Cameras, Wacom Design Tablets, studio lighting set ups and industry standard software Adobe Photoshop, Illustrator and InDesign.

Students work to compile a series of Design Photography projects and portfolio work that will allow them to demonstrate their skills and understanding of Design elements, principles and processes. There are two Units of Study that are completed throughout the Year 12 Design General Photography course.



# DESIGN PHOTOGRAPHY

GENERAL COURSES: THE ARTS

GTDESP

## UNIT 3 - Product Design

Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. Using the design process, students create portfolios of work which may include magazine design, fashion photography, still life, product, landscape, food and/or lifestyle photography. They will use relevant and appropriate production skills and processes, materials and technologies relevant to their designs.

## UNIT 4 - Cultural Design

Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and use different forms of visual communication to convey this. Students will create designs that link to a culture or sub-culture as they develop a design process with an understanding of codes and conventions. They will consider communication strategies and audience throughout their portfolios as they use contemporary production skills and processes.

## Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community Events
- Solas – All years Photography Exhibition
- Kaleidoscope – Year 12 Exhibition

## ASSESSMENTS

• Production	65%
• Response	20%
• Externally set task	15%

## CAREER POSSIBILITIES

Students with a keen interest in our Design course may pursue a career in all areas of Photography; freelance, commercial, fine art, industry, studio and portraiture. Other career opportunities include Advertising, Marketing, Architecture and Interior Architecture, Education, Fashion Design, Fine Art & Illustration, Graphic Design, Game Design, Animation and Media studies.

Design and more specifically, design thinking, assists in creative problem-solving and supports innovation in diverse fields. From medical research, software and app design to politics and social planning, the value of design skills is recognised and embraced globally. Transferable skills of the design course include creativity, design thinking, creative thinking, critical thinking, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$176.00\***



# DRAMA

GENERAL COURSES: THE ARTS

GTDRA



## PREREQUISITE: Nil

The Drama General course focuses on 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, design 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 and sound and lighting. They present drama to a range of audiences and work in different performance settings.

# DRAMA

## GENERAL COURSES: THE ARTS

GTDRA

### UNIT 3 - Representational, Realist Drama

Students will explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students will have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

### UNIT 4 - Presentational, non-realist drama

Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

### Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community Events
- Professional Reviews and workshops
- Year 12 Production
- Year 12 Solo showcase

### ASSESSMENTS

- |                          |     |
|--------------------------|-----|
| • Performance/Production | 55% |
| • Response               | 30% |
| • Externally set task    | 15% |

### CAREER POSSIBILITIES

Students with a keen interest in Drama may pursue a career as an actor, director, scenographer, lighting designer, sound designer, costume designer, theatre/ film director and dramaturge. Further study can occur at the Western Australian Academy of Performing Arts (WAAPA), interstate at institutions such as Victorian College of the Arts (VCA) and the National Institute of Dramatic Arts (NIDA)., Murdoch and UWA. Knowledge of drama studies can also be of great benefit in other fields i.e. teaching, arts administrator, public relations, broadcasting, drama therapist, public speaking. Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$140.00\***



# MEDIA PRODUCTION & ANALYSIS

GENERAL COURSES: THE ARTS

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 multi-modal media work. The production of media work enables students to demonstrate their understanding of the key concepts of media language, 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 work and their own production work. They will work both collaboratively and individually to create their own media productions, using the latest digital technologies. Students will access popular culture trends to produce their own marketing podcast.

# MEDIA PRODUCTION & ANALYSIS

GENERAL COURSES: THE ARTS

GTMPA

## UNIT 3 – Creative Media

The focus for this unit is on creative media. Students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media. Students will examine the process of representation and the way values are constructed in creative media work. Students will also consider how the experiences of audiences influence their responses to media and how media work is shaped by the production context and through the production process.

## UNIT 4 – Persuasive Media

The focus for this unit is on representation and reality. Representation is the act of re-presenting or constructing identities, places or ideas based on shared values and understandings. Students will consider different types of representations and how they relate to the construction of news journalism. Students will have the opportunity to choose from a range of media genres and styles and examine ways in which codes, conventions and techniques are used to dramatise and re-present reality while at the same time engaging and informing audiences.

### Possible Excursions/Events

As students will be involved in a number of productions and excursions, there is a requirement for outside of class time commitment e.g.

- Community Events
- ATOM Media Perspectives
- Kaleidoscope – Year 12 Graduate Media showcase

## ASSESSMENTS

- |                       |     |
|-----------------------|-----|
| • Production          | 60% |
| • Response            | 25% |
| • Externally set task | 15% |

## CAREER POSSIBILITIES

Students with a keen interest in Media may pursue a career in Film Making, Communication and Media Studies, Journalism, Multimedia Specialist, Media Planner, Programme researcher-broadcasting/film/video, Public Relations, Runner- Advertising graphic designer, Broadcasting/film/video, Social media manager, Producer, IT, Events manager, Market researcher, Digital Designer, Writer, Editor, Animation, digital game design, coding.

Transferable skills include, written and verbal communication, interpersonal skills, problem solving, organisational and time management, self-assessment, leadership, specialist IT skills, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$180.00\***



# VISUAL ARTS

GENERAL COURSES: THE ARTS

GTVAR



**PREREQUISITE:** Nil, Year 10 or 11 Visual Arts is recommended

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.



# VISUAL ARTS

GENERAL COURSES: THE ARTS

GTVAR

## UNIT 3 - 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.

## UNIT 4 - 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.

## Possible Excursions/Events

As part of this course students will be involved in multiple exhibiting opportunities and an excursion which may take place outside of school hours. These are non-compulsory but participation in these real-world art experiences is highly encouraged:

- Solas – All years
- Kaleidoscope – Year 12 Showcase
- MADDD Festival (Term 4)

## ASSESSMENTS

- |             |     |
|-------------|-----|
| • Practical | 65% |
| • Written   | 35% |

## CAREER POSSIBILITIES

Students with a keen interest in Visual Arts may pursue a career in all areas of Visual Arts; public art, fine art, graphic design, architecture, and arts management. Other career possibilities include; art instructor, exhibition designer, teaching, art therapist, designer, game design, art preservation, illustration, film/ TV set/ prop design and animator.

Transferable skills include, creativity, written and verbal communication, interpersonal skills, problem solving, organisation and time management, self-assessment, leadership, IT skills, collaboration, critical thinking, research and analytical skills.

**NOTIONAL COURSE CHARGE**  
**\$145.00\***





# GENERAL COURSES ENGLISH



# ENGLISH GENERAL

GENERAL COURSES: ENGLISH

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. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

# ENGLISH GENERAL

GENERAL COURSES: ENGLISH

GTENG

## Unit 3

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

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

## Unit 4

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

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

## ASSESSMENTS

- |                       |     |
|-----------------------|-----|
| • Responding          | 40% |
| • Creating            | 45% |
| • Externally set task | 15% |

**NOTIONAL COURSE CHARGE**  
**\$70.00\***





# GENERAL COURSES HEALTH AND PHYSICAL EDUCATION



# PHYSICAL EDUCATION STUDIES

GENERAL COURSES: HEALTH AND PHYSICAL  
EDUCATION

GTPES



## PREREQUISITE: Nil

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

# PHYSICAL EDUCATION STUDIES

GENERAL COURSES: HEALTH AND PHYSICAL  
EDUCATION

GTPES

## Unit 3

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

## Unit 4

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

The course content is divided into six interrelated content areas:

- Developing physical skills, strategies and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology

## ASSESSMENTS

Practical	50%
Investigation	15%
Response	20%
Externally set task	15%

*\*Please note that practical sports have not been confirmed due to timetabling confirmation*

## CAREER POSSIBILITIES

It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

**NOTIONAL COURSE CHARGE**  
**\$155.00\***



# OUTDOOR EDUCATION

GENERAL COURSES: HEALTH AND PHYSICAL  
EDUCATION

GTOED



**PREREQUISITE:** Due to the Marine Education Boat shed requirements, students who have not completed the recreational skippers ticket qualification are unable to undertake the Seatrek Expedition in term 1. For more information on this and to understand how to obtain the correct qualifications Please see Mr. Forlonge.

Following on from Year 11 General this course continues that experiential learning cycle within outdoor environments with a focus on building confidence in the outdoors and outdoor leadership. Students will plan for outdoor experiences, participate in these experiences and reflect on their involvement.

Term 1 - Sailing with an overnight Seatrek expedition to Carnac Island and Woodman Point/ 6 nights Shark Bay expedition every second year.

Term 2 - Advanced Backpacking and Navigation with a three-night expedition to the Cape-to-Cape track

Term 3 - Body Boarding

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.

There is a mandatory Department of Education swim test students must pass: 200m in under 7 minutes and tread water for 15 minutes.



# OUTDOOR EDUCATION

GENERAL COURSES: HEALTH AND PHYSICAL  
EDUCATION

GTOED

## 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.

## ASSESSMENTS

Investigation	15%
Performance 1	30%
Performance 2	20%
Response	20%
Externally Set Task	15%

## CAREER POSSIBILITIES

This course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental planning, facilities management, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry.

**NOTIONAL COURSE CHARGE**  
**\$795.00\***





# GENERAL COURSES HUMANITIES AND SOCIAL SCIENCES



# CAREER AND ENTERPRISE

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

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.

The General course is a compulsory course in the VET Program.

# CAREER AND ENTERPRISE

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GTCAE

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.

• Investigation	30%
• Production/Performance	20%
• Individual Pathway /Career Portfolio	20%
• Response	15%
• Externally Set Task	15%

**NOTIONAL COURSE CHARGE**  
**\$47.00\***



# PSYCHOLOGY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GTPSY



## PREREQUISITE: Nil

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. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. 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.

In this course, students apply knowledge and understandings to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Relational influences, including factors which determine friendships and conflict resolution, are explored. Students also examine brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice.

# PSYCHOLOGY

GENERAL COURSES: HUMANITIES AND SOCIAL SCIENCES

GTPSY

## UNIT 3 - Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research. In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting. The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts. Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.

## UNIT 2 - Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing and apply this to the development of effective strategies related to stress and sleep. This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts. The unit emphasises the role and relevance of Science inquiry, where the psychological research is applied to contemporary concerns.

## ASSESSMENTS

• Investigation	25%
• Response	40%
• Project	20%
• Externally Set Task	15%

## CAREER POSSIBILITIES

Psychologist, criminologist, human relations officer, welfare worker, teacher, counsellor, registered nurse.

**NOTIONAL COURSE CHARGE**  
**\$75.00\***





# GENERAL COURSES MATHEMATICS



# MATHEMATICS ESSENTIAL

GENERAL COURSES: MATHEMATICS

GTMAE



## **PREREQUISITE:** Minimum 'C' Grade in Year 11 Essentials

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.

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.

# MATHEMATICS ESSENTIAL

GENERAL COURSES: MATHEMATICS

GTMAE

## 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

## ASSESSMENTS

- |                                           |     |
|-------------------------------------------|-----|
| • Response (Tests)                        | 40% |
| • Practical Applications (Investigations) | 45% |
| • Externally Set Task                     | 15% |

**NOTIONAL COURSE CHARGE**  
**\$72.00\***





# GENERAL COURSES SCIENCE



# HUMAN BIOLOGY

GENERAL COURSES: SCIENCE

GTHBY



## PREREQUISITE: Nil

In the Year 12 Human Biology General course, students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues, such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene.

With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.



# HUMAN BIOLOGY

GENERAL COURSES: SCIENCE

GTHBY

## UNIT 3 - Coordination

Students explore bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

## UNIT 4 - Infectious disease

Student explore the causes and spread of disease and how humans respond to invading pathogens.

## ASSESSMENTS

Practical/Investigation	30%
Extended response	20%
Tests	35%
Externally set task	15%

## CAREER POSSIBILITIES

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in areas, such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science and health education.

**NOTIONAL COURSE CHARGE**  
**\$60.00\***





# GENERAL COURSES TECHNOLOGIES



# APPLIED INFORMATION TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GTAIT



## **PREREQUISITE:** Nil

Students enrolling in AIT General will focus on the application of computer technologies to living in the community and working in industry and business environments. They will study the impact on workplaces, individuals and society. This course provides opportunities for students to develop knowledge and skills relevant to the use of ICT to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, business and the wider community.

# APPLIED INFORMATION TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GTAIT

## 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 work	50%
• Short answer	20%
• Extended answer	15%
• Externally set task	15%

**NOTIONAL COURSE CHARGE**  
**\$90.00\***



# MATERIALS DESIGN TECHNOLOGY (METAL)

GENERAL COURSES: TECHNOLOGIES

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.

# MATERIALS DESIGN TECHNOLOGY (METAL)

GENERAL COURSES: TECHNOLOGIES

GTMDTM

## 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

• Design	25%
• Production (Practical)	50%
• Response (Written)	10%
• Externally Set Task	15%

## CAREER POSSIBILITIES

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.

**NOTIONAL COURSE CHARGE**  
**\$125.00\***



# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

GENERAL COURSES: TECHNOLOGIES

GTMDTT



**PREREQUISITE:** Nil, although lower school sewing units and/or Materials Design Technology (Textiles) Year 11 is recommended

Year 12 Materials Design and Technology- Textiles General is a practical course focusing on the design and manufacture of products using a wide range of textile and other materials. Students use inquiry, experimentation and research techniques to develop an understanding of textiles. A range of manipulation, processing, manufacturing and organisational skills will be applied in the production of practical projects. When designing with materials, students will also develop cognitive skills such as solving problems, generating ideas, creative design strategies and communication skills. Students can utilise the sewing machine, overlocker and computer-linked embroidery machine to create their own designs.

Throughout this course the impacts of the use and long-term sustainability of materials are examined. There is a strong focus on the global impacts of the textile industry. Year 12 Materials Design and Technology- Textiles General course aims to prepare all students for a future in a technological and material world by providing the understanding of and the impacts or consumer choices.



# MATERIALS DESIGN TECHNOLOGY (TEXTILES)

GENERAL COURSES: TECHNOLOGIES

GTMDTT

## 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

- |                                |     |
|--------------------------------|-----|
| • Design (Practical portfolio) | 25% |
| • Production (Practical)       | 50% |
| • Response (written)           | 10% |
| • Externally set task          | 15% |

## CAREER POSSIBILITIES

The Materials Design and Technology General course connects to the world of work, further vocational education and training within the textiles, clothing, manufacturing and design environments.

**NOTIONAL COURSE CHARGE**  
**\$200.00\***



# MATERIALS DESIGN TECHNOLOGY (WOOD)

GENERAL COURSES: TECHNOLOGIES

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.



# MATERIALS DESIGN TECHNOLOGY (WOOD)

GENERAL COURSES: TECHNOLOGIES

GTMDTW

## 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

• Design	25%
• Production (Practical)	50%
• Response (Written)	10%
• Externally Set Task	15%

## CAREER POSSIBILITIES

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.

**NOTIONAL COURSE CHARGE**  
**\$120.00\***



# FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GTFST



## PREREQUISITE: Nil

This vibrant hand-on 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. Food Science and Technology Year 12 General is a practical course which provides opportunities for students to explore and develop food-related interests and skills.

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.

Student will explore principles of dietary planning, adapting recipes, and processing techniques for nutritional needs of specific demographic groups. Students apply occupational safety and health requirement and safe food handling practices to produce a range of produce safe, high quality and delicious food products. Students develop a detailed understanding of food related topics through practical lessons supported by theory lessons.



# FOOD SCIENCE AND TECHNOLOGY

GENERAL COURSES: TECHNOLOGIES

GTFST

## UNIT 3 - Food Science

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

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning, preparation and processing of food. Students develop their expertise with technology skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

## UNIT 4 - The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision.

Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties.

### ASSESSMENTS

• Investigation	30%
• Production	40%
• Response	15%
• Externally Set Task	15%

### CAREER POSSIBILITIES

This course enhances employability, leading to further education and training, university and employment pathways. This course can enhance employment opportunities that include nutrition, health, food and beverage manufacturing, hospitality, food processing, retail and community services fields.

**NOTIONAL COURSE CHARGE**  
**\$300.00\***





# CERTIFICATE COURSES

**NOTE:** All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

CAREER AND VOCATIONAL EDUCATION  
HEALTH AND PHYSICAL EDUCATION  
TECHNOLOGIES





# CERTIFICATE COURSES CAVE



# CERTIFICATE II COMMUNITY SERVICES

CERTIFICATE COURSES: CAVE

CHC22015



**PREREQUISITE:** Nil

## **ONE YEAR COURSE**

This qualification provides students experience and knowledge as workers who provide first point of contact and assist individuals in meeting their immediate needs. This may include workers in the medical profession (Doctors and Nurses) and those in the education field (Teachers and Education Assistants). Students also explore how to work under direct, regular supervision within clearly defined guidelines.

On completion, students gain four "C" grade equivalents (two for Year 11 and two for Year 12) towards their WACE.



# CERTIFICATE II COMMUNITY SERVICES

CERTIFICATE COURSES: CAVE

CHC22015

Students will have the opportunity to participate in community service programs throughout the course. These may include fundraising activities for a charity, creating interactive lessons for primary school students, assisting at aged care facilities and renewal projects for organisations. These activities are designed that students gain valuable experience in communication, building resilience, connecting with the local community and ensuring students are future ready.

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

UNIT CODE	UNIT NAME
<b>CORE (5)</b>	
CHCCOM001	Provide 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
<b>ELECTIVES (5)</b>	
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
HLTAID011	Provide First Aid
FSKOCM07	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information

## ASSESSMENTS

This has competency based, ongoing assessment that is coordinated with the training package. 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.

- Practical 50%. (Scenarios, Community Services Work, Observations)
- Class work 50%. (Completion of theory tasks underpinning each unit.)

**NOTIONAL COURSE CHARGE**  
**\$351.00\***





# CERTIFICATE COURSES HEALTH AND PHYSICAL EDUCATION



# CERTIFICATE III SPORT AND RECREATION

CERTIFICATE COURSES: HEALTH AND PHYSICAL EDUCATION

SIS30122



**PREREQUISITE:** Current Enrolment in Year 11 Certificate III Sport & Recreation

## 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 a Certificate II course across Year 11 and 12. Students must be well organised and be comfortable speaking in front of others to complete their practical tasks.



# CERTIFICATE III SPORT AND RECREATION

CERTIFICATE COURSES: HEALTH AND PHYSICAL EDUCATION

SIS30122

UNIT CODE	UNIT NAME
<b>CORE (6)</b>	
HLTWHS001	Participate in workplace health and safety
SISXEMR003	Respond to emergency situations
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISXCCS004	Provide quality service
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes
SISXFAC006	Maintain activity equipment
<b>ELECTIVES (9)</b>	
SISXIND012	Select and use technology for sport, fitness and recreation work
SISSPAR009	Participate in conditioning for sport
HLTAID011	Provide first aid
SISSSOF002	Continuously improve officiating skills and knowledge
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISXIND009	Respond to interpersonal conflict
SISXPLD004	Facilitate groups
CHCDIV001	Work with diverse people
SISXPLD002	Deliver recreation sessions

## 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, Assisting at carnivals and events)
- Class work 50%. (Completion of theory tasks underpinning each unit.)

## CAREER POSSIBILITIES

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.



**NOTIONAL COURSE  
CHARGE  
\$200.00**





# CERTIFICATE COURSES TECHNOLOGIES



# CERTIFICATE II IN HOSPITALITY

CERTIFICATE COURSES: TECHNOLOGIES

SIT20322



**PREREQUISITE:** Year 11 Cert II Hospitality

## TWO YEAR COURSE

The focus of this certificate course is to develop skills in the hospitality industry. This two-year course enables students to gain a nationally recognised industry qualification whilst remaining at school. Students are provided with a range of unique opportunities including functions, catering, customer service, basic barista training, precision knife skills and general mise en place kitchen skills. The emphasis is on the development of industry knowledge and the preparation of dishes from a variety of cuisines that could be served at social functions.

Alongside the Cert II, Hospitality students gain the following certificates:

First Aid

RSA

Basic Barista Skills

Students enrolling in these courses will be expected to work out of hours when catering for special school functions.



# CERTIFICATE II IN HOSPITALITY

CERTIFICATE COURSES: TECHNOLOGIES

SIT20322

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

UNIT CODE	UNIT NAME
<b>CORE (6)</b>	
BSBTWK201	Work effectively with Others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
<b>ELECTIVES (6)</b>	
SITXFSA005	Use hygienic practices for food safety
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve espresso coffee
SITHCC025	Prepare and Present Sandwiches
HLTAID011	Provide first aid

## ASSESSMENTS

This qualification assesses student's skills and knowledge to become competent in a variety of context, for example; hygiene, food safety, service of food and beverages, working effectively with others, interaction with customers. As a certificate course, a number of competencies are assessed. These include 6 core and 6 elective units of competency as shown in the table.

## CAREER POSSIBILITIES

The Hospitality Industry is one of the fastest growing industries in Australia offering a wide range of employment opportunities. Certificate II in Hospitality SIT20322, is a nationally recognised qualification enabling a choice of careers in the Food and Beverage Industry. This includes preparing and serving espresso coffee in cafes, working as cooks, service attendants and apprentice chefs. Further study could see opportunities in Small Business Management, Environmental Health, Ethical and Sustainable marketing. Further information: <http://training.gov.au/Training/Details/SIT20322>

**NOTIONAL COURSE CHARGE**  
**\$591.00\***





# ENDORSED PROGRAMS

**NOTE:** All courses are offered on the understanding that courses that do not attract a viable number of students will not run. Similarly, some courses may be oversubscribed; that is, there are more students wanting to do the course than available places. Some courses are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed. Preference will be given to those students who meet the prerequisites and complete their online course selections (SSO) by the due date.

BUSHRANGERS WESTERN AUSTRALIA

MUSIC

WORKPLACE LEARNING



# 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

A more comprehensive list of Endorsed Programs can be found on the SCSA website.

For more information contact:

Ms Morris

Program Co-Ordinator Vocational Education and Training

[lucy.morris@education.wa.edu.au](mailto:lucy.morris@education.wa.edu.au)

Tel: 9235 1600



# BUSHRANGERS WESTERN AUSTRALIA

## ENDORSED PROGRAMS



### PREREQUISITE: Nil

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. 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:

Mr Ryan McRedmond

Bushrangers Co-ordinator

[ryan.mcredmond@education.wa.edu.au](mailto:ryan.mcredmond@education.wa.edu.au)

Tel: 9235 1600



# MUSIC

## ENDORSED PROGRAMS

PSIM 2



**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 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**  
**\$90.00**



# WORKPLACE LEARNING

ENDORSED PROGRAMS

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

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 skills journal to demonstrate understanding of the skills.

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

## CAREER POSSIBILITIES

Many students have gained apprenticeships or employment in careers such as Electrical, Plumbing, Carpentry, government services, Education Assistants, Events Management, Mechanical Engineering, Retail, Vet Nursing, Hospitality, Hairdressing, Child Care, Auto mechanics, Human Resources, Landscaping.

**NOTIONAL COURSE CHARGE**  
**\$40.00**





# ENABLING COURSES

MURDOCH UNIVERSITY FlexiTrack

CURTIN UNIVERSITY UniReady



# MURDOCH UNIVERSITY

## ENABLING COURSES

### FLEXITRACK PROGRAM

Students are required to have a “B” in General English or “D” in ATAR English . All students applying for this course must attend an interview with the course coordinator.

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.



**Murdoch**  
UNIVERSITY

**NOTIONAL COURSE CHARGE**  
**\$1200.00**



### 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



**NOTIONAL COURSE CHARGE**  
**\$355.00**



# APPENDICES



# FINANCIAL ASSISTANCE

## APPENDIX 1

### 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 the previous year.

### 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 \$6.00. 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.

### 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 further information contact:

Tel: 132 468

Web: [www.humanservices.gov.au/customer/services/centrelink/youth-allowance](http://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 Central 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

### NOTICE OF CONTRIBUTIONS AND CHARGES AND RESOURCE ITEMS LIST

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



# FINANCIAL ASSISTANCE

## APPENDIX 1

### 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 2005 or before are ineligible in 2024.

For further information contact:

Department of Education - Schools Resourcing and Support Directorate

Tel: 08 9264 4516

Fax: 08 9264 5162

Email: [student.allowances@education.wa.edu.au](mailto:student.allowances@education.wa.edu.au)

Schools Resourcing and Support Directorate, Department of Education,

151 Royal Street, East Perth, WA 6004

[www.education.wa.edu.au/secondary-assistance-scheme](http://www.education.wa.edu.au/secondary-assistance-scheme)

### SCHOLARSHIPS

Some private organisations make scholarships available to secondary school students to assist in continuing their education.

For further information contact: Department of Education - Student Services

Tel: 08 9264 5341

Web: [www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships](http://www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships)

Student Services, Department of Education, 151 Royal Street, East Perth, WA 6004

### 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.



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### UNIVERSITIES

Curtin University Prospective Students Office <a href="http://www.futurestudents.curtin.edu.au">www.futurestudents.curtin.edu.au</a>	08 9266 1000
Edith Cowan University Students Recruitment <a href="http://www.ecu.edu.au/future-students/overview/">www.ecu.edu.au/future-students/overview/</a>	134 328
Murdoch University Prospective Student Centre <a href="http://www.murdoch.edu.au/study/">www.murdoch.edu.au/study/</a>	1300 687 3624
University of WA Prospective Student Advisors <a href="http://www.study.uwa.edu.au">www.study.uwa.edu.au</a>	08 6488 2477
University of Notre Dame Prospective Student Advisors Freecall <a href="http://www.nd.edu.au/fremantle/future-students/">www.nd.edu.au/fremantle/future-students/</a>	08 9433 0533 1800 640 500

### TAFE

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

North Metropolitan TAFE  East Perth, Leederville, Mt Lawley & Northbridge <a href="http://www.northmetrotafe.wa.edu.au">www.northmetrotafe.wa.edu.au</a>	1300 300 822
North Metropolitan TAFE Joondalup <a href="http://www.northmetrotafe.wa.edu.au">www.northmetrotafe.wa.edu.au</a>	1300 134 881
South Metropolitan TAFE Thornlie, Carlisle, Balga, Armadale, Midland & Bentley <a href="http://www.southmetrotafe.wa.edu.au">www.southmetrotafe.wa.edu.au</a>	08 9267 7500
South Metropolitan TAFE Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel <a href="http://www.southmetrotafe.wa.edu.au">www.southmetrotafe.wa.edu.au</a>	08 9239 8189
TAFE Handbook <a href="http://www.tafecourses.com.au">www.tafecourses.com.au</a>	



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### CAREERS

Career Information Centre

Tel: 136 464

Email: [career.centre@dtwd.wa.gov.au](mailto:career.centre@dtwd.wa.gov.au)

[www.careercentre.dtwd.wa.gov.au/pages/contactus.aspx](http://www.careercentre.dtwd.wa.gov.au/pages/contactus.aspx)

Level 7, 3 Forrest Place Perth WA 6000

Open: Monday to Friday 8.30 am to 4.30 pm

Job Search

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

Career information service

[www.careercentre.dtwd.wa.gov.au/findingajob/pages/wheretogoforhelpandinformation.aspx](http://www.careercentre.dtwd.wa.gov.au/findingajob/pages/wheretogoforhelpandinformation.aspx)

Range of services /payments to students / job opportunities

[www.australia.gov.au/information-and-services/jobs-and-workplace/](http://www.australia.gov.au/information-and-services/jobs-and-workplace/)

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

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

Information for school leavers, includes links to many good sites

[www.education.gov.au/youth/](http://www.education.gov.au/youth/)

The Job Guide

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

Employment opportunities for graduates

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

WA Department of Training & Workforce Development

Training opportunities in WA

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



# UNIVERSITIES AND USEFUL CONTACTS

## APPENDIX 2

### EDUCATION

School Curriculum & Standards Authority

Email: [info@scsa.wa.edu.au](mailto:info@scsa.wa.edu.au)

[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

Tertiary Institutions Service Centre

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

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

Department of Education

[www.education.wa.edu.au](http://www.education.wa.edu.au)

Universities Guide

A useful site that rates Australian Universities and outlines their facilities/courses

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

### DEFENCE FORCE RECRUITING CENTRE

This centre provides information on the careers available in the Airforce, the Army and the Navy. Take link to Careers Explorer that lists all jobs in the Defence forces.

Tel: 131 901

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

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

### AUSTRALIAN APPRENTICESHIPS

To find a new apprenticeships centre in your region

Tel: 133 873

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

