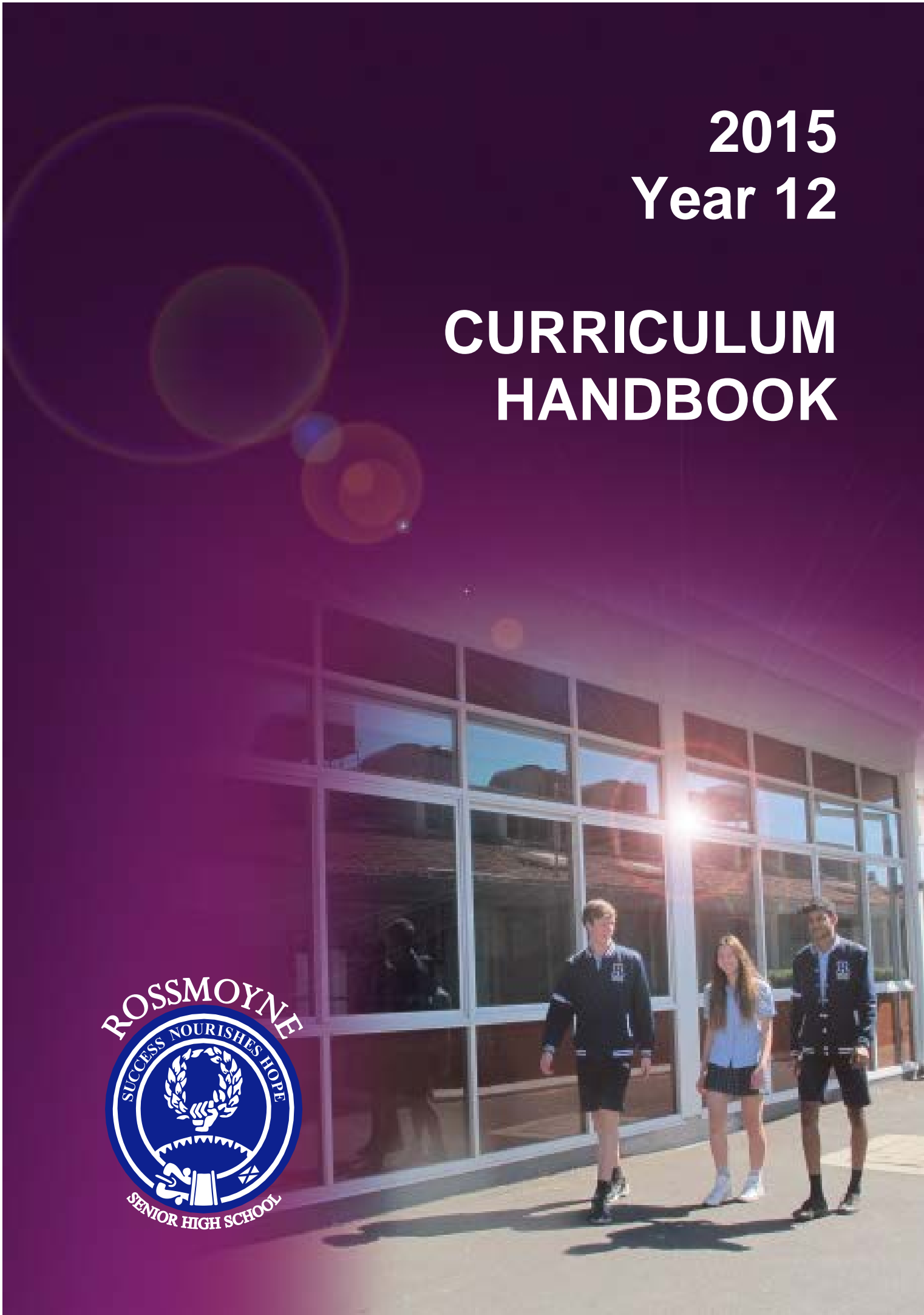


**2015  
Year 12**

# **CURRICULUM HANDBOOK**



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## INTRODUCTION

This handbook contains information for students currently in Year 11. It is designed to provide a reference point for Secondary Graduation and the Western Australian Certificate of Education (WACE) requirements, university and Training WA college (TAFE) requirements and other vital information. In addition, there is a summary of the content of each course being offered to Year 12s in 2015.

Advice and information is also available from students' individual Course Counsellors, Associate Principals, Heads of Learning Areas, Student Services, Year 11 Coordinator and the Vocational Education and Training (VET) Coordinator.

Most current Year 11 students will return to Rossmoyne Senior High School and graduate at the end of 2015.

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

## SECONDARY GRADUATION

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

To qualify for the WACE a student must meet the following requirements:

- 20 WACE course units or acceptable alternatives such as Endorsed Programs and Certificate Courses.
- Complete at least one pair of course units from both List A (arts/languages/social sciences) and List B (mathematics/science/technology) in Year 12 (see table below).
- Achieve an average of C grade or better in your best 16 units, with at least half from Year 12.
- Meet English language competency.

## COURSES AT ROSSMOYNE SENIOR HIGH SCHOOL

Most courses in Year 12 are offered as pairs of units, one unit taken in Semester 1 and the next in Semester 2. In 2015, many students will complete two year VET Certificate courses or complete the Certificate Pathways Program. A limited number of courses are also available which will enable students to complete a WACE and gain accreditation towards Training WA college (TAFE) courses..

In Year 12 courses will be offered at Stage 1, 2 or 3 depending on the particular area of study. Stage 3 units studied in Year 12 do require students to sit an external exam, unless exempt, while those who study a Stage 2 unit can choose to sit an external exam

Many students will continue with the 6 courses that they studied in Year 11. Over the two years, students will be able to complete 24 course units. On application to the Associate Principal, students may choose to select 5 courses in Year 12.

In general, those students intending to enrol in a Training WA college, (formerly TAFE) will study a mix of Stage 1 and Stage 2 course units. Those aiming for university entrance directly from school will typically complete courses at Stage 2 and 3.

Learning Areas can choose to teach one unit per semester (e.g. unit 2A in Semester One and unit 2B in Semester 2) or they may combine two units and teach them together over the full year. It is important that students choose units appropriate to their stage of learning.

**Stage 1 units** are designed as entry-level units.

**Stage 2 units** are designed to challenge and extend students. Most Year 12 students should be capable of achieving them

**Stage 3 units** are generally more difficult and designed to extend more capable students, many of whom will be intent on gaining entry to a university.

## TABLE OF LIST A AND B COURSES

List A	List B
Career and Enterprise	Accounting & Finance
Chinese: Background Speakers	Applied Information Technology - General
Chinese: Second Language	Biological Sciences
Dance	Chemistry
Drama	Engineering Studies (Mechanical)
Economics	Food Science and Technology - Hospitality
English	Human Biological Science
English as an Additional Language/Dialect	Materials Design and Technology – Wood/Metal
French	Mathematics
Geography	Mathematics Specialist
German	Outdoor Education
Health Studies	Physical Education Studies (General and Volleyball)
History (Modern)	Physics
Japanese: Second Language	
Literature	
Media Production and Analysis	
Music	
Politics & Law	
Visual Arts	
Workplace Learning	

### Note:

**Examinations:** All students who are enrolled in a pair of Stage 3 units must sit the external exam in Year 12 unless exempt. If they do not sit, or do not make a genuine attempt in the WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average. Students who are enrolled in a pair of Stage 2 units may choose not to sit the external exam.

**Exemptions:** Students who are doing 3 or fewer Stage 2 or Stage 3 pairs of units and have VET enrolments in units of competency (from related industry areas) in excess of 220 nominal hours in Year 12 that leads to achievement in full or partial qualifications are eligible to apply for an exemption from sitting the WACE exams. Nominal hours completed before Year 12 do not contribute to the 220 hours required for Year 12 exemption in the current year.

Students with 6 or more examinations are only required to sit 5 of them. They need to apply for an exemption and nominate the course for which they are seeking the exemption.

Further information can be found on the School Curriculum and Standards Authority (SCSA) website [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

### Certification

All students who meet the requirements for Secondary Graduation will be awarded the WACE.

### Endorsed Programs

Students undertaking any Endorsed Programs for example Work Skills, Duke of Edinburgh's Award, Bushrangers, Endorsed Music Unit out-of-hours, School Trips, Reunion Island Student Exchange, will have these recorded on their Statement of Results, as well, use these to address graduation requirements. For example when calculating the completion of 20 course units requirement, if a student has only completed 19 course units, they will still graduate if they have completed one Endorsed Program.

### Certificate Courses

Certificate courses give the student greater flexibility when selecting their subjects. For example, many students at Rossmoyne SHS select five WACE courses and one Certificate II course.

## **TERTIARY ENTRANCE**

Students wishing to enter university in 2016 will normally\* need to address the following:

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

\* All universities offer alternative pathways. See below under 'Further Information from Individual Universities', and go to each university's web site for full details. See Appendix 2.

### **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 Stage 2 or Stage 3 English, Literature or EALD, or
- Meet university specific concessions where a scaled mark of 50 has not been achieved. (See below) or
- Demonstrated competence through the Special Tertiary Admissions Test (STAT).

Each university has concessions to students who do not achieve this mark. You can find out more information about these 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. Sufficiently high ATAR**

TISC is responsible for the ranking of students for university entrance. For students who wish to be considered for university entrance, their school assessment and WACE examination results will be used to calculate an Australian Tertiary Admission Rank (ATAR).

The Tertiary Institutions Service Centre (TISC) calculates the ATAR based on the school and exam score provided by the School Curriculum and Standards Authority. The ATAR is based on a student's four best Western Australian Certificate of Education (WACE) course results. Each course result is based 50% on school assessment and 50% on the examinations. TISC then offers university places based on the ranking.

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%, or better than 96% of the Year 12 school leavers. An ATAR of 96 equates to a scaled average of approximately 75%.

The ATAR is derived from the Tertiary Entrance Aggregate (TEA) that is calculated by adding the student's best four scaled scores.

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

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

### **Languages bonus for students of Chinese Background Speakers, Chinese Heritage Mandarin, Chinese Second Language, French, German and Japanese Second Language**

All 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 in the particular language course 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.

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

## **VOCATIONAL EDUCATION AND TRAINING**

### **School Based Apprenticeships**

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

### **School Based Traineeships**

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

### **Workplace Learning**

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 Secondary Graduation. To enrol in Workplace Learning students must be enrolled in Career and Enterprise.

Success in these studies will be shown on the student's Statement of Results from SCSA and contribute to the student achieving a WACE. Students enrolling in any of the VET courses will complete the requirements of at least one Unit of Competency from a National Training Package. As well, students enrolled in a Unit of Competency have the opportunity to enrol and participate in WPL. A Unit of Competency completed at Rossmoyne SHS will be recognised by any other Registered Training Organisation, e.g. a Training WA college, and the student may claim recognised prior learning for such units completed. Success in WPL may contribute significantly to a student's successful entry to a Training WA college.

All Units of Competency at Rossmoyne Senior High School are completed as part of one of the VET courses. WPL is an additional course to the six in which students are required to enrol in Year 11. For those students enrolled in Career and Enterprise the in-class requirements of WPL are done as part of this course.

### **Work Skills**

Work Skills is an Endorsed Program as described above. Students who have a part-time job or who do voluntary work and can show evidence of 180 hours completed over years 10, 11 and 12 will be accredited with this Work Skills Endorsed Program.

### **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.

## TABLE OF CERTIFICATE COURSES

### Certificate Courses Offered by the School in 2015

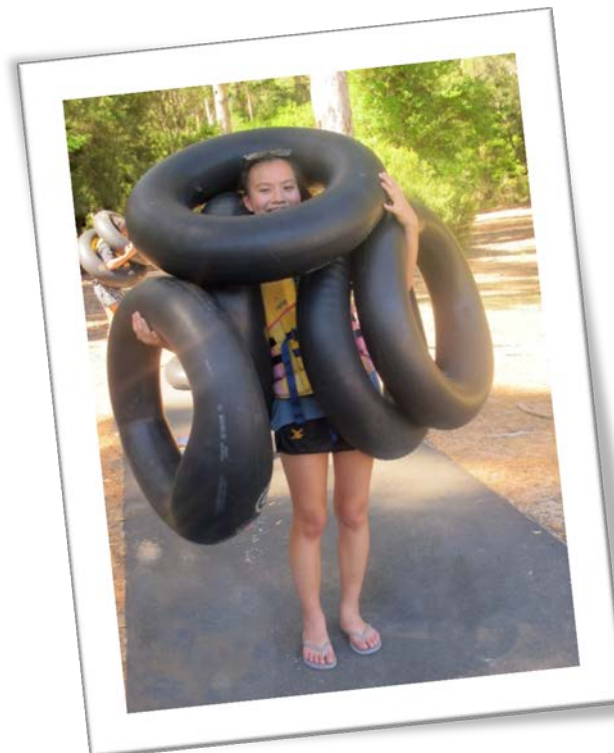
**Certificate II in Business** (2 Year; Year 11 and 12)  
**Certificate II in Information, Digital Media and Technology** (2 Year; Year 11 & 12)  
**Certificate II in Creative Industries: Radio Rossmoyne** (2 Year; Year 11 & 12)  
**Certificate II in Dance** (2 Year; Year 11 & 12)  
**Certificate II in Visual Arts: Photography Focus** (2 Year; Year 11 & 12)  
**Certificate II in Conservation & Land Management** (2 Year; Year 11 and 12)  
**Certificate II in Hospitality** (1 Year; Year 11 or 12)  
**Certificate II in Sports Coaching** (1 Year; Year 12)  
**Certificate II in Outdoor Recreation** (2 Year; Year 11 & 12)

### Certificate Pathways Program (CPP)

#### Certificate Courses Offered by the School in 2015 for new VET students

2014 VET students will continue with their current program for 2015. The following certificates may be offered in 2015 for new students as part of our program with various external providers (TAFES):

**Certificate II in Automotive servicing** (Year 12)  
**Certificate II in Fishing operations** (Year 12)  
**Certificate III in Events management** (Year 12)  
**Certificate III in Tourism** (Year 12)  
**Certificate II in Security operations** (Year 12)  
**Certificate II in Hairdressing** (Year 12)  
**Certificate II in Health assistant** (Year 12)  
**Certificate III in Business** (Year 12)



## **ENROLLING IN YEAR 12, 2015**

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

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 2015.

Enrolment in all courses is dependent on students gaining the signature of the Head of Learning Area (HOLA) or Teacher-in-Charge (TIC) of that subject/Learning Area.

### **Course Selection**

Students will use their Semester One performance to review goals and plan for improvement, as courses in Semester Two usually become more difficult. Those who are successful in Year 11 Semester One may expect to continue with the same course into Year 12. Others will be considering course changes in order to ensure that they meet WACE requirements, maximise their chances of achieving a competitive ATAR, and graduate from Rossmoyne SHS happy that they have gained an excellent and rewarding secondary education. Students should check with their teachers (semester one results may not necessarily be a good indicator of your potential), Head of Learning Area or Teacher-In-Charge, as well as the Year Coordinator and Associate Principal before they change their course.

### **Applying for VET**

Students who have changed their minds about their university aspirations should contact the VET Coordinator to discuss options for 2015. A variety of VET programs are available. Students achieve a WACE, gain accreditation towards further study at Training WA (formerly TAFE) and university as well as acquiring useful background for a variety of employment options.

### **Enrolling in 5 or 6 courses?**

Students who are considering doing 5 courses instead of 6 need to consider the risks associated with their decision (e.g., "Will I meet prerequisites for my university or Training WA course?"), gain parent approval, and seek an interview with the Associate Principal later in the year. If you are already enrolled in 5 courses, select Senior Study on the appropriate line.

### **Meeting course prerequisites**

Ideally, all students will choose challenging and interesting programs that are relevant to their longer term study and/or career plans. But 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 and Teachers- In-Charge based upon student performance in previous years. Be aware of the risks associated with choosing a course which is too difficult.

Don't ask your teacher to sign your course selection form if you have not met the prerequisites. Make an appointment with the Head of Learning Area or Teacher-In-Charge.

### **Changing Selections**

Students who wish to make changes to their course selections after the beige course selection form has been submitted will need to see the Associate Principal. All requests must be accompanied by a letter from the parent.



**Notes:**

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

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

Students wishing to enrol in Outdoor Education must make an appointment with the Teacher-in-Charge and be able to demonstrate that they are strong swimmers, given the nature of this course.

Students selecting Chemistry ATAR and/or Physics ATAR will ideally also be selecting a Mathematics ATAR subject.

Students selecting Engineering ATAR must also choose a Mathematics ATAR course and ideally be studying a Physics ATAR course.

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

When completing the Course Selection Form students should only circle courses for which they are eligible: that is - circle those courses where prerequisites have been met and which have the appropriate HoLA or TIC signature.

Not all courses that were available in Year 11 are guaranteed to run. This is because course changes and other timetabling constraints may affect the viability of smaller classes. The Associate Principal will discuss available options with affected students.



# **Course Descriptions**

## **YEAR 12**

**2015**

# THE ARTS

## DANCE

### Career Possibilities

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

Students will have the opportunity to extend their performing experiences through special projects. Learning will be assisted through classes with guest teachers and theatre performances. Students will be studying the genres of Contemporary, Jazz and Hip Hop.

Students who have done well in Stage 2 Dance should progress to Stage 3 dance.

### DANCE 3ADAN/3BDAN

**Prerequisites:** Preferably a B grade or better in 2A/2B Dance or equivalent studies in outside of school dance.

3A/3B dance is the natural progression for students who have done well in Stage 2. It is designed to extend students' knowledge of the elements of dance, improvisation, choreography, genre specific technique, performance skills, the origins of dance and the contexts that have influenced particular dance styles. Students will also study prominent dancers, choreographers and companies, while exploring their own potential as a dancer and artist. Unit 3A will focus on Youth Voice, and the focus for 3B is Extending the Boundaries.

Students will be required to sit written exams covering the theoretical knowledge covered in class, and practical exams that consist of a chosen solo, the set solo, a manipulation, and a short interview. In Stage 3 students are required to choreograph their own chosen solo and describe the intent in writing for the examiners.

Dance is vibrant, physical, emotional, endurance, comic, story-telling, musical, thought-provoking, fun, creation, performance, costumes and make-up...Dance is so many different things..... What will it be for you??

### Assessments:

- Research, response and evaluation and technique based tasks specific to the genre or style of dance being studied.
- Student choreography, improvisation and performance of both individual choreography and class work.
- Students doing 3A and 3B units will also sit an external examination consisting of:
- Own choreography.
- Practical examination.
- Written examination.
- Interview.

**Notional Course Charge:        \$120.00**



## **DRAMA** **3ADRA/3BDRA**

**Prerequisite:** C in Drama 2A/2B.

### **Unit 3A**

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

### **Unit 3B**

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

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

### **Assessments:**

- A variety of practical assessment pieces
- A public performance.
- An original solo production.
- A written portfolio.

**Notional Course Charge:      \$120.00**



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

**Prerequisite:** C in Media 2A/2B

These units focus on media art forms, and power and persuasion. Students will have the opportunity to explore and select from a range of media art forms and extend their understanding of aesthetics, and study the seductive nature of popular media forms to propaganda and persuasion.

Students view, listen to and analyse contemporary and traditional examples of media art, identifying techniques and themes, meanings that are created and audiences' interpretations. They consider the representation of values and technological developments that influence perceptions of art. Students extend their understanding of both fiction and non-fiction media forms, examining the way the media is able to reflect, challenge and shape values, beliefs and ideologies.

Students are encouraged to experiment with technologies, structures, codes and conventions to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in media of their choice, and express their views and show a distinct flair or personal style, in both collaborative and individual production tasks.

### **Assessments:**

Assessment in both units will include working in groups to create their own productions, as well as group and individual theory tasks.

- Investigation: Research tasks.
- Production: Creative digital video productions – Media art short films, documentaries and persuasive productions.
- Response: Analytical essays.

**Notional Course Charge:      \$100.00**



## **MUSIC 3AMUSW/3BMUSW**

**Prerequisite:** C in Music 2A/2B.

The course continues to develop the skills and knowledge acquired in Music 2A/2B.

It has two main sections:

- Performance and Ensemble that is worth 40%.
- Written (literature of music, aural perception & composition) worth 60%.

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

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

### **Assessments:**

- Course work 50%.
- Examinations 50%.

**Notional Course Charge:       \$80.00**

## **CURRICULUM ENDORSED UNIT (CEU) PSIM1**

**Prerequisite:** Students must have been enrolled in a music unit in Year 11.

The Curriculum Endorsed Unit is a great way for students to focus on their musical performance. The CEU is not assessed like other courses, but a certificate is issued upon completion of the year's work and can be used for the student's personal portfolio and contribute towards achievement of the WACE. There are requirements for each student wishing to enrol in the CEU:

- A weekly journal must be maintained as in lower school;
- Students must attend all instrumental lessons;
- Students must be enrolled in at least one ensemble, as directed by the Music Department; and
- Students must participate in all performances related to their ensemble(s).

### **Assessments:**

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

**Notional Course Charge:       \$71.00**



## **VISUAL ARTS 3AVAR/ 3BVAR**

**Prerequisite:** C in Visual Arts 2A/2B.

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

### **Unit 3A**

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

### **Unit 3B**

The focus for this unit is 'Points of View'. Students research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express and communicate their personal viewpoint or position. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between artworks, audiences and contextual factors, considering how these contribute to the development of different perspectives.

### **Assessments:**

- Investigation: students carry out a case study researching an artist whose work influences their own;
- Production: students produce a 'body of work' culminating in one, two or even three major pieces that are exhibited in a public venue;
- Critical Analysis: students are given frameworks to analyse artworks; and
- Examination 2½ hours consisting of three sections based on the research and written work completed during semester.

**Notional Course Charge:      \$90.00**

## **PHOTOGRAPHY Certificate II in Visual Arts: Photography Focus**

**Prerequisite:** Some previous photographic course work.

### **2 Year Course**

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

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

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

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

### **Assessments:**

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

**Notional Course Charge:      \$160.00**



# CAREER AND ENTERPRISE

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

Career and Enterprise is used by a significant number of students in ATAR calculations. (In 2012 it was the top or second highest ATAR score for 62% of Career and Enterprise students; in 2013 60% used it as their top or second highest score)

## CAREER AND ENTERPRISE GENERAL

Training WA colleges or workplace bound students.

Career and Enterprise is suited to all students, regardless of their commitment to ATAR subjects, and it provides a unique opportunity for students to prepare for life beyond school.

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

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

### Assessments:

The assessment tasks are completed in booklets that have attractive formats and custom designed spaces for answers.

**Notional Course Charge:       \$48.00**

## CAREER AND ENTERPRISE 3ACAE/3BCAE

**Prerequisite:** Successful completion of Career and Enterprise 2A/2B or 55% in Year 11 Semester 1 English

Career and Enterprise is suitable for all students, regardless of their commitment to TEE subjects, and it provides a unique opportunity for students to prepare for life beyond school. This subject will also allow the option of being used for University entry if course 3A/3B is selected in Year 12. (A second list A subject is very useful in gaining university entry).

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

Students may participate in Workplace Learning in addition to Career and Enterprise. It is not compulsory.

### Assessments:

The assessment tasks are completed in booklets that have attractive formats and custom designed spaces for answers.

University entry exams will be available at the completion of Career and Enterprise 3A/3B.

**Notional Course Charge:       \$32.00**

# ENGLISH

General pathway description	Year 11	Year 12
<b>English</b>		
(i) Typical university oriented pathway	2A/2BENG	3A/3BENG
(ii) Typical pathway to further training, university or employment	2A/2BENG	2C/2DENG
(iii) Alternative pathway to university through additional training	1C/1DENG	2C/2DENG
(iv) Typical pathway to further training and/or employment*	Stage One	Stage One
<b>English as an Additional Dialect</b>		
(i) Typical university oriented pathway	2A/2BEALD	3A/3BEALD
(ii) Typical pathway to further training, university or employment	1A/1BEALD	2A/2BEALD
<b>Literature</b>		
(i) Typical university oriented pathway	2A/2BLIT	3A/3BLIT

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

## ENGLISH 1AENG/1BENG

**Prerequisite:** Nil

### Unit 1A – Skill Building

This course is designed to develop basic language skills and understandings to allow students to achieve in other school courses, further training or participate in the workforce. The skills they develop will assist them to participate effectively in the adult world. The course also enables students to understand the use of Standard Australian English (SAE), different reading strategies and the use of text conventions, with a focus on common workplace documents that are used in society.

### Unit 1B – Strengthening Skills

Students study, explore and reflect on the types of language skills and understandings required for various workplace contexts and develop those skills and understandings. They further develop reading skills for written and visual texts, and, in oral, in visual productions and in writing, learn to present themselves so they can meet their specific needs and achieve their goals.

In addition to preparing for workplace contexts, students also investigate a range of other contexts including social (dealing with the expectations of being a young adult in society), cultural (examining representations of groups), and personal (dealing with choices, responsibilities and commitments).

### Assessments:

- Portfolio or Journal Tasks, including homework, comprehension, etc
- Students may be asked to sit an examination.
- 2-4 Comparability Tests
- Assessment Tasks which include Speaking and Listening Tasks

**Notional Course Charge: \$60.00**



## ENGLISH 1CENG/1DENG

**Prerequisite:** Nil

### **Unit 1C Language and Self**

The focus of this unit is language and self. Students learn to use language to present themselves, their ideas, opinions, experiences and responses effectively. They explore contexts and conventions of a range of print and non-print texts.

### **Unit 1D Language and Society**

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

#### **Assessment:**

- Portfolio or Journal Tasks, including homework, comprehension etc.
- 2-4 Comparability Tests.
- 4-8 Assessment Tasks which include Speaking and Listening Tasks.

**Notional Course Charge:        \$60.00**

## ENGLISH 2CENG/2DENG

**Prerequisite:** C Grade and 50% in the Semester 1 1C/D English exam.

The focus of these units is the way that language operates in society and the way that language is used to offer particular representations of topics, events, places or people. Students will examine a range of texts and text types to explore the ways a community may create its own language structures in order to influence attitudes and values. They will examine how language structures/protocols can be used to marginalise privilege and/or exclude individuals and subgroups. They will listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within texts.

#### **Assessment:**

- Portfolio or Journal Tasks, including homework, comprehension etc.
- 2 Examinations.
- 2-4 Comparability Tests.
- 4-8 Assessment Tasks which include Speaking and Listening Tasks

**Notional Course Charge:        \$60.00**



## **ENGLISH 3AENG/3BENG**

**Prerequisite:** C Grade and 60% in the Semester 1 2A/B English exam.

Students will examine the relationships between language and identities and between language and ideas.

Students are invited to see how class, gender and race identities are social constructs.

The course provides opportunities for students to explore these concepts, engage with challenging texts and develop a range of creative and critical skills.

Students produce texts in a range of genres that explore, challenge and subvert conceptions of identity and learn how the use of language and the representation of information vary across particular fields, genres and/or discourses.

### **Assessments:**

- Portfolio or Journal Tasks, including homework, comprehension etc.
- 2 Examinations.
- 2-4 Comparability Tests.
- 4-8 Assessment Tasks which include Speaking and Listening Tasks.

**Notional Course Charge:       \$60.00**

## **LITERATURE 3ALIT/3BLIT**

**Prerequisite:** C and 60% in Semester 1 2A/2B Literature or English 2A/2B exam

Reading literature for pleasure and for the intellectual experience are key elements of the course. In Literature, students learn how to understand the values and attitudes that are privileged or marginalised by texts as well as the cultural and historical contexts in which they are produced and received.

### **Unit 3A/3B**

Students explore the way in which literary texts relate to the historical conditions, value systems and cultural life of particular societies. They explore the various contexts of particular texts and consider how literary texts sometimes challenge and at other times adopt the ideas of the society in which they are produced, as well as influence the judgements we make about these ideas. They consider the ways in which a nation or culture comes to recognise itself through the literary texts it produces. Teachers will choose texts they think are most appropriate for their students.

### **Assessments:**

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

**Notional Course Charge:       \$60.00**

**ENGLISH as an ADDITIONAL LANGUAGE or  
DIALECT  
2AEALD/2BAELD**

Note: Students must meet the SCSA eligibility requirements.

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

Unit 2A includes study of "Ways of Life" through biography and autobiography and Unit 2B is entitled "Making Choices".

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

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

**Assessments:**

- Students are assessed during each semester on key course components.
- Assessments are described as production, investigation or response and include oral and written components.
- At the end of each semester, students sit for a written examination which includes a listening section and an oral examination. The examination mark is worth 20% of the total mark for the course.

**Notional Course Charge:       \$60.00**

**ENGLISH as an ADDITIONAL LANGUAGE or  
DIALECT  
3AEALD/3BEALD**

Note: Students must meet the SCSA eligibility requirements.

This course is only available to eligible non-English speaking background students; that is, students whose first language is not English. Students who enrol in the course must sign a declaration, endorsed by the School Principal, stating that they satisfy the conditions set out by the SCSA.

Unit 3A examines "Australia as a Cultural Community" and Unit 3B is entitled "Language and Empowerment".

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

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

**Assessments:**

Optional creative writing assessments are included.

- Students are assessed during each semester on key course components.
- Assessments are described as production, investigation or response and include oral and written components.
- At the end of each semester, students sit for a written examination which includes a listening section and an oral examination. The examination mark is worth 20% of the total mark for the course.

**Notional Course Charge:       \$60.00**

# HEALTH & PHYSICAL EDUCATION ATAR COURSES

## HEALTH STUDIES 3AHEA/3BHEA

**Prerequisite:** C in 2A and 2B Health Studies. Other entry is via successful interview with the Teacher-In-Charge.

Units 3A and 3B focus on health of specific populations and global, local and regional challenges. The units explore the influence of initiatives to improve health and how individuals and communities within populations can advocate promoting health. Students will also be able to analyse data and make recommendations on improving health status of specific populations.

### Career possibilities:

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

### Assessments:

- Two major assessments each semester:
- A health enquiry and a production task, and
- An exam in each semester to prepare students for the external WACE exam.

**Notional Course Charge:     \$30.00**

## PHYSICAL EDUCATION STUDIES 3APES/3BPES

**Prerequisite:** C in Physical Education Studies 2A/2B or a successful interview with the Teacher-in-Charge.

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

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

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

**Notional Course Charge:     \$100.00**



# CERTIFICATE COURSES

## Certificate II in Outdoor Recreation SIS20210

**Prerequisite:** Given the number of water-based activities, students must be able to demonstrate being strong swimmers.

Year 12 Outdoor Education has an emphasis on leadership where students take greater responsibility in all aspects of expedition planning, participation and debriefing. There is a marine environment theme in Semester 2 and the course culminates in a sea trek expedition.

The course is divided into three specific sections:  
**Outdoor experiences** – planning, skills and safety;  
**Self and others** – interpersonal skills and leadership;  
**Environmental awareness** – minimal impact.

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

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

**Notional Course Charge:        \$230.00**

## Certificate II in Sports Coaching SIS20510

**Prerequisite:** Nil.

The course gives students a hands-on, practical experience in sports coaching. They will have opportunities to plan, assess and peer mentor a variety of sports and physical activities.

### **Assessments:**

There will be two small tasks per semester:

- 50% Practical.
- 50% Theory.

**Notional Course Charge:        \$ 130.00**

# HUMANITIES AND SOCIAL SCIENCES

The following courses will be offered in Year 12.

A Certificate II in Business will continue for those students who began the course in Year 11 and Stage 3 units in Accounting & Finance, Economics, Geography, Modern History and Politics & Law to students who studied Stage 2 units in Year 11.

## Stage 3

### **ACCOUNTING & FINANCE 3AACF/3BACF**

**Prerequisite:** C grade or higher in Stage 2 Accounting & Finance.

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

Accounting students will have the opportunity to meet business leaders and accounting professionals, during the course of the year. They will also be invited to apply for cadetships (employment) with a number of accounting firms. These opportunities are provided by the Institute of Chartered Accountants who continue to provide incentives for talented students who want to pursue a career in Business/Accounting.

#### **Assessments:**

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

**Notional Course Charge:      \$58.00**

### **ECONOMICS 3AECO/3BECO**

**Prerequisite:** C grade or higher in Stage 2 Economics.

#### **Unit 3A – Australia and the Global Economy**

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

#### **Unit 3B – Economic Policies and Management**

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

How will this course help students in the future?

The Economics course develops reasoning, logical thinking and interpretation skills demanded in the workplace, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community.

#### **Assessments:**

The assessment types and number of assessments will be similar to Year 11. There will be approximately eight (8) in-class assessments during the year.

Assessment types include:

- Data Interpretation
- Multiple Choice Topic Tests
- Extended Response
- Examinations

**Notional Course Charge:      \$58.00**

## **GEOGRAPHY**

### **3AGEO / 3BGEO**

**Prerequisite:** C grade or higher in Stage 2 Geography.

#### **Unit 3A**

The focus of this unit is 'the Geography of planning cities'. Challenges exist in designing cities to be more productive, vibrant and sustainable. Urban planning involves a range of stakeholders that contribute to decision making and the planning process. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the different perspectives of stakeholders. Students will examine concepts, processes and roles of planning by comparing Perth with a selected megacity.

#### **Unit 3B**

The focus of this unit is 'the geography of climate change over geological time'. This global phenomenon possesses the capacity to affect significant areas of the planet. Climate change, including the greenhouse effect, is created by both natural and human processes that have local and global consequences. The human response to climate change is affected by social, economic and political considerations, and resource access and distribution. Students will investigate policies and strategies designed to guide future action used to address the effects of the climate change.

How will this course help students in the future?

A strong emphasis is placed on the development of geographical and research skills that are useful in a variety of different professions. The understandings, skills, knowledge and values developed in the course will ensure students are well placed to enrol in post-school studies at tertiary levels and be employed in the workforce. They are important components of all management positions in business, government and non-government agencies. They are also significant to careers associated with tourism, town planning, primary industries (such as agriculture and mining), land evaluation, environmental planning, teaching, overseas aid programs, foreign affairs and trade.

#### **Assessments:**

- Geographical Inquiry.
- Fieldwork / practical skills.
- Short and extended responses and
- Examination.

**Notional Course Charge:      \$58.00**

## **MODERN HISTORY**

### **3AHIM / 3BHIM**

**Prerequisite:** C grade or higher in Stage 2 Modern History.

#### **Unit 3A – Cohesion and Division in Australia**

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

#### **Unit 3B – Ideas that Shaped History**

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

Possible context includes:

- The Russian Revolution: Autocracy, Marxism, Leninism and Stalinism ((1900s – 1940s) or
- The Cold War in Europe: Communism vs. Democracy, Containment, Peaceful Coexistence and Détente (1940s – 1990s).

How will this course help students in the future?

The study of history assists students to develop:

- Critical thinking skills, as it encourages them to identify issues.
- Locate information.
- Determine what is relevant and important from a vast quantity of raw data.
- Recognise the manipulation of evidence;
- Evaluate the accuracy and reliability of sources.
- Organise the information into a coherent, useable format and
- Present it in a way that will inform and persuade.

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

#### **Assessments:**

There are approximately 5 in-class assessments per unit.

- Historical Inquiry.
- Explanation.
- Document Study.
- Examination.



**Notional Course Charge: \$58.00**

## **POLITICS & LAW**

### **3APAL / 3BPAL**

**Prerequisite:** C grade or higher in Stage 2 Politics & Law.

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

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

#### **Assessments:**

- Research Investigation.
- Explanation.
- Source Analysis.
- Examinations.

**Notional Course Charge: \$58.00**





# LANGUAGES

## CHINESE: FIRST LANGUAGE 3ACFL/3BCFL

**Prerequisite:** C in Chinese First Language 2A/2B. Students new to the school in Year 12 wishing to enrol in this course need to be interviewed by the teacher of Chinese.

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

### Unit 3A

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

### Unit 3B

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

### Assessment:

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

- |                          |      |
|--------------------------|------|
| • Listening & Responding | 20%. |
| • Viewing & Responding   | 55%. |
| • Writing                | 25%. |

**Notional Course Charge: \$50.00**

## CHINESE: SECOND LANGUAGE 3ACSL/3BCSL

**Prerequisite:** C in Chinese: Second Language 2A/2B. This course is only available to students who are deemed to be non-background candidates by the SCSA. Students wishing to enrol in this course will be interviewed by the teacher of Chinese and will need to complete an eligibility form from the SCSA.

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

### Unit 3A

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

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

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

### Unit 3B

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

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

### Assessments:

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

Oral communication	30%
Response (Viewing, Reading & Responding)	30%
(Listening & Responding)	20%
Written communication	20%

**Notional Course Charge: \$50.00**



## HERITAGE CHINESE MANDARIN PILOT (2015 ONLY) 3AHCM/3BHCM

**Prerequisites:** This course is available to students who are deemed to be background students by SCSA. Students wishing to enrol in this course will be interviewed by the teacher of Chinese and will need to complete an eligibility form from School Curriculum and Standards Authority (SCSA)

### Aims

The Heritage Chinese language course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that Heritage 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.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

### Outcomes

The overall objective of the Heritage Chinese course is to develop intercultural capability through the integration of language, culture and learning. The study of their heritage language provides students with opportunities to build on their language skills and to develop a strengthened sense of identity.

Students should be able to achieve the following objectives:

1. Interact with others to exchange meaning in spoken Chinese, applying knowledge and understanding of the relationships between language, culture and identity.
2. Create texts to express meaning in written Chinese, demonstrating knowledge and understanding of the relationships between language, culture and identity
3. Analyse spoken and written texts in Chinese to interpret meaning, examining and reflecting on relationships between language, culture and identity.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, individually and in combination.

### Content

The syllabus content is to be studied through a set of **Issues**. The study of these issues will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**.

### Assessment:

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

Oral interaction:	25%
Responding to texts (spoken and written texts)	50%
Creating texts	25%

**Notional Course Charge:       \$50.00**

## FRENCH 3AFRE/3BFRE

**Prerequisite:** C in French 2A/2B. Students new to the school in Year 12 wishing to enrol in this course will be interviewed by the teacher of French.

### Unit 3A

The focus for this unit is French life for young people, media, new technologies, cinema, music and advertising.

### Unit 3B

The focus for this unit is 'le monde qui nous entoure'. Students will look at world issues such as immigration, peer pressure and eating disorders. Students will reflect on the world of work and future plans and dreams. It is aimed at students who have well-developed skills and understanding. They reflect on, evaluate and respond to contemporary issues using more sophisticated language and a wide range of text types. They reflect on past present, and future issues related to the themes of the individual, French-speaking communities, and the changing world.

### Assessments:

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

- Oral Communication       30%
- Reading Response       20%
- Listening Response       20%

Written communication   30%

**Notional Course Charge:       \$50.00**

## GERMAN 3AGER/3BGER

**Prerequisite:** C in German 2A/2B. Background candidates and students new to the school in Year 12 wishing to enrol in this course will be interviewed by the teacher of German.

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

### Unit 3A

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

### Unit 3B

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

### Assessments:

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

- Oral 25%
- Listening 25%
- Viewing and Reading 25%
- Writing 25%

**Notional Course Charge: \$50.00**



## JAPANESE: SECOND LANGUAGE 3AJSL/3BJSJL

**Prerequisite:** C in Japanese: Second Language 2A/2B. This course is only available to students who are deemed to be non-background candidates by the Curriculum Council. New students wishing to enrol in this course will be interviewed by the teacher of Japanese. Students need to complete an eligibility form from the Curriculum Council.

### Unit 3A

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

### Unit 3B

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

### Assessments:

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

- Oral Communication 25%
- Response (Listening) 25%
- Response (Viewing and Reading) 30%
- Writing 20%

**Notional Course Charge: \$50.00**



# MATHEMATICS

## 2AMAT/2BMAT

**Prerequisite:** C in Mathematics 1D/1E or repeating 2AMAT/2BMAT in year 11.

Content: Ratio, rates and direct proportion, profit, loss, discount and commission, algebra and linear relationships in numeric, algebraic and graphical forms, trigonometry, transformations, probability, data analysis including bivariate data and time series, coordinate geometry, network theory.

**Notional Course Charge: \$32.00**

## 2CMAT/2DMAT

**Prerequisite:** C in Mathematics 2A/2B in Year 11.

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

**Notional Course Charge: \$32.00**

## 3AMAT/3BMAT

**Prerequisite:** C in Mathematics 2C/2D in Year 11.

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

**Notional Course Charge: \$32.00**

## 3CMAT/3DMAT

**Prerequisite:** C in Mathematics 3A/3B in Year 11.

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

**Notional Course Charge: \$32.00**

## MATHEMATICS SPECIALIST UNITS

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

**Note:** Students doing the MAS unit will be greatly advantaged by doing the corresponding MAT units concurrently.

## 3CMAS/3DMAS

**Prerequisite:** C in Mathematics Specialist 3A/3B in Year 11.

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

**Notional Course Charge: \$32.00**

### Assessments:

All of the Mathematics (MAT) and Mathematics Specialist (MAS) units in the new courses will be assessed using a combination of:

- Response (tests, examinations etc).
- Investigation (Investigations, extended pieces of work, projects, reports, presentations etc.).

The proportion of each varies with the stage. In 2014 Rossmoyne S.H.S. in line with SCSA recommendations, will be using the following weightings:-

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

# SCIENCE

## Biological Sciences

### BIOLOGICAL SCIENCES 3ABIO/3BBIO

**Prerequisite:** C in Biological Science 2A/2B will be a significant advantage.

#### Unit 3A

The focus for this unit is 'maintaining balance'. Students learn how Survival depends upon an organism's ability to respond to changes in external and internal environments.

Ecosystems change over time. Students will explore the causes and consequences behind a range of environmental issues that may be implicated in such change.

Students will learn of the cellular processes and organelle functions that contribute to the survival of the organism. They will critically analyse data and make judgements based on scientific evidence and biological knowledge

#### Unit 3B

The focus for this unit is 'evolution'. Students will study how Natural Selection and the processes leading to variation and speciation are considered as the main mechanisms of evolution.

Students relate the development of evolutionary theory to evidence of evolution from palaeontology (fossil record), geological time, radioactive dating and biology.

Students explore the challenge of maintaining biodiversity through a range of conservation strategies, including modern biotechnological practices. Students understand that human survival and quality of life depend on the effective conservation of biodiversity to maintain ecosystem stability, supply food and recycle resources as well as preserve the aesthetic value of the natural environment.

Students recognise and analyse ethical issues related to working as a biologist and how context has influenced biological research throughout history.

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

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

Excursion: A full day excursion is planned for Term 2

#### Assessments:

- Major tests.
- Investigations/laboratory assessments.
- Research/extended response tasks.
- Examinations.

**Notional Course Charge: \$40.00**

### HUMAN BIOLOGICAL SCIENCE 3AHBS/3BHBS

**Prerequisite:** C in Human Biological Science 2A/2B will be an advantage.

#### Unit 3A

The focus for this unit is 'human regulation'. Students will learn how the body works to maintain a constant internal environment despite changes in the external environment. Students will study both the endocrine and nervous systems.

Students will learn how the range of variation seen in humans today is not always the result of simple genetics and may involve more complicated models of inheritance.

#### Unit 3B

The focus for this unit is the 'future of humans'. Movement of the body requires complex processes of coordination. Students learn how the malfunction of these systems can occur through trauma, disease and/or ageing. They learn about the key role of DNA and bio techniques that have lead the way to new diagnosing and treatments.

Students will learn that if the body becomes damaged or infected, modern medical technology can be used to enhance trauma recovery, to deal with specific pathogens or alleviate the impact of ageing.

More detailed information about this course can be viewed at

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

#### Assessments:

- Major tests.
- Investigations/laboratory assessments.
- Research/extended response tasks.
- Examinations.

**Notional Course Charge: \$40.00**

It is not recommended that students do Biological Science 3A/3B and Human Biological Science 3A/3B as only one will count towards the calculation of the ATAR.



## Physical Sciences

### CHEMISTRY 3ACHE/3BCHE

**Prerequisite:** C in Chemistry 2A/2B.

#### Unit 3A

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

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

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

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

#### Unit 3B

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

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

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

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

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

#### Assessments:

- Major tests.
- Laboratory Reports .
- Major Open Investigation.
- Examinations.

**Notional Course Charge:      \$40.00**

### PHYSICS 3APHY/3BPHY

**Prerequisite:** C in Physics 2A/2B.

#### Unit 3A

Within the unit students study 'motion and forces in a gravitational field' and 'electricity and magnetism'. Learning contexts for motion and forces in a gravitational field include:

- Planetary motion
- Fairground physics
- Learning contexts for electricity and magnetism may include:
- Power generation and distribution
- Motors and generators.

#### Unit 3B

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

More detailed information about this course can be viewed at

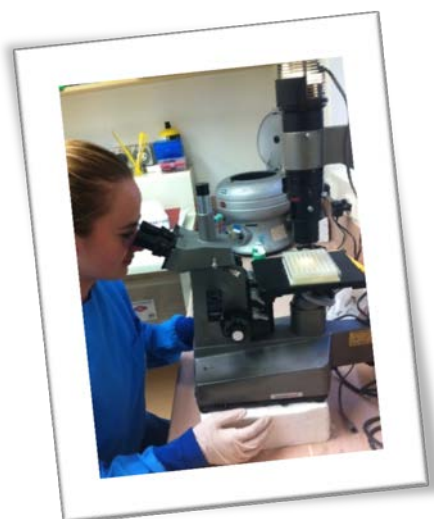
[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

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

#### Assessments:

- Major tests.
- Laboratory assessments.
- Major investigations.
- Examinations.

**Notional Course Charge:      \$40.00**



# TECHNOLOGY & ENTERPRISE

## Information Technology

Almost every area of employment involves some understanding and use of ICT to allow for greater productivity and creativity. Every school graduate needs to be capable of using ICT in his/her personal community and future professional lives. The courses offered aim to address that need by providing students with opportunities to be creative through interesting practical experiences using exciting and innovative software and equipment.

### Radio Rossmoyne Certificate II in Creative Industries (Media)

**Context:** Live Production.

**Prerequisite:** Completed Year 11 course

**2 years**

Radio Rossmoyne combines live music production, DJ workshops and recording studio skills development with audio/visual Technical knowledge.

You will run our Intranet radio station-recording, interviewing and cueing up daily broadcasts. You will record and studio mix live musicians, vocalists and bands, co- ordinate our DJ "Battle of the Beasts" competitions and run our regular competitions and gigs and of course become expert (AKA Radio Rossmoyne roadie) at hooking up all of our industrial PA gear.

**Notional Course Charge: \$86.00**



## Design and Technology

### MATERIALS DESIGN AND TECHNOLOGY (Wood) 1CMDTW/1DMDTW

**Prerequisite:** Nil.

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

Unit 1C The students are free to design and construct a 'piece of furniture that solves the question of a storage system. This can be of any type or size they wish.

Unit 1D follows on concentrating on frame construction. Again the students are free to design and construct a furniture piece of their choosing. Solutions can range from actual frames such as mirrors or pictures but can also extend to such pieces as tables and chairs etc.

In each unit the students complete a design folio for their chosen piece of furniture and one written assignment.

Students continue to develop their skills in material manipulation, finishing, problem solving, tool and machine use and maintenance.

#### Assessments:

Students will design and make projects from wood.

This will include:

Skill exercises.

An assignment.

A design portfolio.

**Notional Course Charge: \$100.00**



## ENGINEERING STUDIES 1CEST/1DEST

**Prerequisite:** Nil.

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

This course extends the range of skills presented to the students in 1A/B.

The students will have the opportunity to design and construct innovative solutions to design tasks. They will continue to develop their skills in metal fabrication. Welding and machining.

In each unit students will need to complete a design folio for their chosen idea and written responses.

### **Assessments:**

Students will make projects from metal.

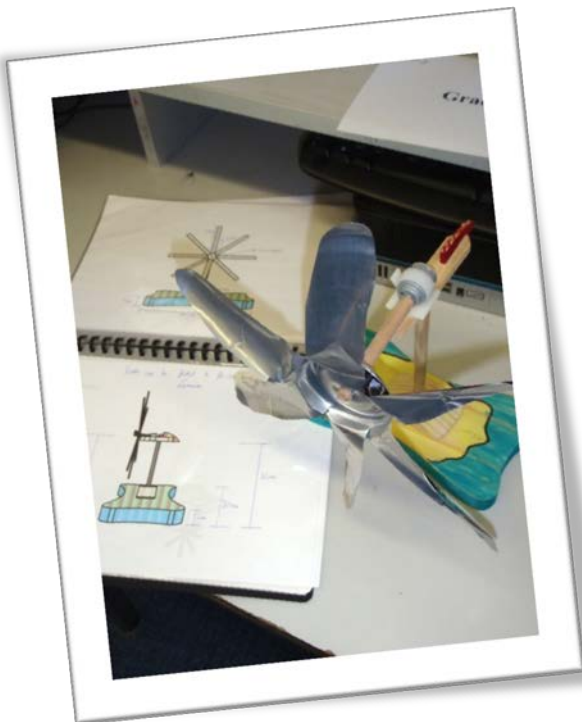
This will include:

Skill exercises.

An assignment.

A design portfolio.

**Notional Course Charge:      \$100.00**



## ENGINEERING STUDIES (Mechanical) 2AEST/2BEST

**Prerequisite:** Successful completion of Engineering Studies 1A/1B.

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

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

The engineering course provides a focus on design through computer aided design software, with practical and relevant opportunities for students to turn ideas into reality. Metal fabrication would be the context for this course. Areas included are machining, sheet metal, welding and fabrication. Students will be able to complete units of competency in a Certificate I in Engineering within these units. Students studying this subject are not required to sit the external exam.

### **Assessments:**

Assessments for this course will be based on:

Class-made project work.

Investigations and

A portfolio.

**Notional Course Charge:      \$100.00**



## ENGINEERING STUDIES (Mechanical) 3AEST/3BEST

**Prerequisite:** Successful completion of Engineering Studies 2A/2B.

### Unit 3A

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

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

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

Within the broad area of alternative engineering systems, teachers may choose contexts such as:

- production processes and systems
- small run production lines
- power generation systems

### Unit Content

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

### Unit 3B

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

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

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

### Unit Learning Contexts

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

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

### Unit Content

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

### Assessments:

Project work 30%.

Research assignments 30%.

In class tests 15% and

Exams 25%.

**Notional Course Charge:        \$100.00**



## **FOOD SCIENCE AND TECHNOLOGY (Hospitality) 3AFSTH/3BFSTH**

**Prerequisite:** Nil

### **Unit 3A**

The focus for this unit is 'food diversity and equity'. We have a variety of foods and cuisines in Australia, but does everyone have the food they need? Students investigate food consumption patterns in Australian society to identify diversity and equity issues. They consider dietary guidelines and national goals in response to current societal issues and trends. Students examine technological innovation, markets, relationships between consumers and enterprises and their impact on food, product and service development. They examine political, economic and ethical values so that everyone has food to satisfy diverse needs. Students understand how to apply critical thinking and enterprising capabilities to manage the production of food products, services or systems that reflect diverse needs, beliefs and values. They evaluate products and consider risks that endanger equity of distribution across our diverse society.

### **Unit 3B**

The focus for this unit is 'food innovation and the future'. Students explore how innovative processes and systems result in the introduction of new food to the market. The relationship between globalisation, emerging technologies and food sustainability is examined. Students look at the way this facilitates change and innovation as they explore impacts and issues for communities and the broader society. They apply product development principles and innovative design practices to meet identified local or global consumer needs. Market research, product testing and promotion are used with ongoing monitoring and evaluation to predict the success of products, services or systems to address consumer and producer needs, wants, beliefs and values. They form efficient work teams and incorporate ideas, understanding and emerging technologies to facilitate project monitoring and management.

### **Assessments:**

Each unit of work will include:

Two tests.

Two practical assessments.

Semester exam.

**Notional Course Charge:        \$228.00**



# VOCATIONAL EDUCATION AND TRAINING (VET)

## WORKPLACE LEARNING (WPL) 1AWPL/1BWPL - 1CWPL/1DWPL

**Prerequisite:** Nil

Workplace Learning (WPL) 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 Certificate Pathways Program, if not they will complete work placement during the school exam periods. Students need to complete a minimum of 100 hours in the workplace if they are not in the Certificate Pathways Program.

WPL is a seventh course on the SCSA Statement of Results and will contribute to Secondary Graduation. Successful completion of WPL will gain additional credit points for entry to Training WA colleges.

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

This includes:

- Investigating career opportunities
- Induction to workplace practices.
- Development of employability skills
- Development of interview skills

The practical component will occur in the workplace.

Students who did not complete WPL in Year 11 may enrol in this course in Year 12.

### **Assessments:**

Assessment tasks and employer feedback. Grades will be allocated at the end of the course.

A WPL certificate is a valuable addition to a student's portfolio and recognised by employers and training providers.

**Notional Course Charge:       \$30.00**

## WORK SKILLS PGWS

**Prerequisite:** Part-time employment or volunteer work.

Students enrolled in Career and Enterprise (1A/1B, 1C/1D, 2A/2B or 3A/3B) in Year 11 and Year 12 and who have a part-time job or are doing voluntary work can receive credit towards Secondary Graduation.

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

### **Assessments:**

Work Skills contributes 2 unit equivalents towards WACE completion.

Work skills is an Endorsed program and is not used in the calculation of the WACE grade average, but may reduce the number of course units over which an average is calculated.

The Student's final result is recorded as "achieved" or "not achieved".

**Notional Course Charge:       \$5.00**

### **Work Experience.**

Students **MUST** be enrolled in Career and Enterprise to take part in Work Experience. Students are not to organize a placement without seeing a Workplace Learning Coordinator first.





## BUSH RANGERS WESTERN AUSTRALIA

**Prerequisite:** Application by interview with the Unit Coordinator.

### **Bush Rangers Western Australia**

The Bush Ranger course offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.15pm to 5.15pm. Bush Rangers Levels 1, 2 and 3 are SCSA Endorsed Units and achievement of these levels can be added to the student's WACE.

The program has four main components:

**Practical conservation:** encourages teamwork, leadership, self-confidence and responsibility.

**Theory:** develops knowledge of conservation techniques.

**Community Service:** creates a sense of value in contributing to society

**Vocational Training:** teaches skills useful in many workplaces.

Bush Rangers is part of the Cadets WA program.

### **Assessment:**

Bushrangers are required to produce a Log Book that illustrates their knowledge and participation in both the theoretical and practical components.



## Appendix 1

# FINANCIAL ASSISTANCE

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### 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 2013

### Printing Resource Charge

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

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

Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

### Notice of Contributions and Charges and Personal Items List

Each student will receive a Contributions and Charges sheet and a Personal items List at the end of 2014 detailing the individual's costs for 2015.

### Refunds

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

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

### Youth Allowance

Youth Allowance is a Federal government funded scheme.

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

The actual amount and the levels of the means test vary from year to year. The means test

consists of a parental income test, a parental assets test and a personal income test.

For information on the Youth Allowance telephone 132468 or visit [www.humanservices.gov.au/customer/services/centrelink/youth-allowance](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 Services at Rossmoyne Senior High School or a Centrelink office. The nearest Centrelink offices to Rossmoyne are:

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

### Scholarships

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

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

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

### Secondary Assistance Scheme

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

Eligibility is for students whose birth date is on or after January 1 1996, and include students who turn 18 during the school year.

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

## Appendix 2

# UNIVERSITIES

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

### Curtin University

Prospective Students Office 08 9266 1000  
[www.futurestudents@curtin.edu.au](mailto:www.futurestudents@curtin.edu.au) or  
1300cu1000

### Edith Cowan University

Students Recruitment 134 328  
[www.futurestudy@ecu.edu.au](mailto:www.futurestudy@ecu.edu.au)

### Murdoch University

Prospective Student Centre 1300 687 3624  
[www.study@murdoch.edu.au](mailto:www.study@murdoch.edu.au)

### University of WA

Prospective Student Advisors 08 6488 2477  
[www.studyat.uwa.edu.au](http://www.studyat.uwa.edu.au)  
[www.uwa.edu.au/askuwa](http://www.uwa.edu.au/askuwa)

### University of Notre Dame

Prospective Student Advisors 08 9433 0533  
Freecall 1800 640 500  
[future@nd.edu.au](mailto:future@nd.edu.au)

## TAFE

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

- **Central Institute of Technology** 1300 300822  
(East Perth, Leederville, Mt Lawley & Northbridge) (Follow the prompts – [www.central.wa.edu.au](http://www.central.wa.edu.au))
- **Polytechnic West**  
Course Information Centre 08 9267 7500  
(Covers Thornlie, Carlisle, Balga, Armadale, Midland & Bentley)  
[www.info.centre@polytechnic.wa.edu.au](mailto:www.info.centre@polytechnic.wa.edu.au)
- **Challenger Institute of Technology**  
Course Information Centre 08 9239 8189  
(Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel)  
[www.challenger.wa.edu.au](http://www.challenger.wa.edu.au)
- **West Coast Institute of Training**  
Joondalup 1300 134881  
(Follow the prompts)  
[www.wcit.wa.edu.au](http://www.wcit.wa.edu.au)

## TAFE Handbook on line

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

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

(go to skills calculator)

## Career Information Centre

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

Telephone:..... 132398

Fax: ..... 08 9224 6500

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

Open: Monday to Friday 9.00 am to 4.30 pm

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

## Careers

Job search and career related sites:

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

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

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

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

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

(Career information service)

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

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

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

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

## The Job Guide online

[www.jobsguide.deewr.gov.au](http://www.jobsguide.deewr.gov.au)

(Includes links to other careers sites)

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

(Employment opportunities for graduates)

## WA Department of Training & Workforce Development

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

(Training opportunities in WA)

## Education

School Curriculum & Standards Authority  
(formerly Curriculum Council of WA)

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

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

Tertiary Institutions Service Centre

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

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

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

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

Department of Education – Student Services

<http://www.det.wa.edu.au/inclusiveeducation/detcms/navigation/assigned-category.jsp?assignedCategoryID=213421>

## Defence Force Recruiting Centre

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

Careers Information:..... 131901

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

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

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

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

## Australian Apprenticeships

To find a new apprenticeships Centre in your region.....

..... 133 873

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