ST. FRANCIS METHODIST SCHOOL

COURSE DETAILS - SCHEDULE 1 Yr 11

1) Course entry requirement(s)

a. Completed preceding level with results calculated on the basis of average score of the best 4 subjects with a minimum TER/ATAR score of 50 and a 'C" grade in English or
b. Minimum 3 passes in Singapore-Cambridge GCE "O" level or IGCSE London;
c. Foreign equivalent education level and subjected to passing admission test if required.

2) Course learning outcome(s)

The Curriculum Framework for Western Australian schools is underpinned by seven key principles

1. An encompassing view of curriculum
2. An explicit acknowledgment of core values
3. Inclusivity
4. Flexibility
5. Integration, breadth and balance
6. A developmental approach
7. Collaboration and partnerships

3) Module synopses

The Overarching Statement

This Overarching Statement outlines seven key principles which underpin the Curriculum Framework and describes the Overarching learning outcomes to which all learning areas contribute. It describes learning and assessment strategies that are consistent with the Curriculum Framework and which promote achievement of the outcomes. Particular attention is given to the importance of maintaining a holistic view of curriculum, the responsibility of curriculum as a whole for such vital skills as literacy, numeracy and social cooperation, and the need to integrate knowledge, skills and values across all learning areas. The fundamental role of curriculum in the promotion of students' enjoyment of learning and excellence in learning is also emphasised. This statement provides a guide for whole-school planning and review

4) Course schedule with modules and/or subjects

Students are required to enrol a minimum of 5 subjects including English or ELAD and each subject is allocated between 5 to 7 periods per week.

Students in Year 11 study the following subjects:

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 language. Students learn about the English language, how it works and how to use it effectively.

Or

English as an Additional Language/Dialect

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

Business Management and Enterprise

The course helps students to develop practical skills as well as knowledge and understanding of business activity by focussing on innovation, initiative and entrepreneurship. Course content ranges from the many facets of business to opportunities and issues faced by national and international business. This course uses real businesses and scenarios to develop financial and business literacy, whilst at the same time enhancing interpersonal and intrapersonal skills.

Accounting and Finance

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

Economics

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia's role as an international citizen.

Human Biological Science

The Human Biological Science course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility. Scientific evidence is used treatments, use of chemical substances and the manipulation of fertility. Scientific evidence is used to make informed decisions about controversial issues, such as stem cell research, obesity and euthanasia.

Mathematics

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

The Mathematics course allows for multiple entry points to accommodate the diversity of students' mathematics development at the point of entry into Senior school as well as the diversity of post school destinations. Students can choose units based on their particular need: To develop their general mathematical skills for further training or employment, to enable university entry where further mathematics may not be essential, to prepare them for university courses where further mathematics studies is required or for preparation for higher level training in technical areas.

Mathematics—Specialist

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. It has an emphasis on mathematical reasoning, modelling, recursion and the use of technology, in keeping with recent trends in mathematics education, and in response to the growing impact of computers and the internet. Students engage in posing and solving problems within mathematics itself, and thus appreciate mathematics as a creative endeavour. This course is for university entry to specialist courses such as engineering, physical sciences and mathematics and is usually studied in conjunction with the Mathematics course.

Media Production and Analysis

In the Media Production and Analysis course, students develop skills to make and understand

media ranging from traditional forms such as film, photography, newspapers, magazines, comics, radio and television to new and emerging multimedia technologies. They will consider how people, events and issues are represented. They will also create, produce and present their own works in media of their choice to express their ideas using media technologies and practices.

Physics

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They discover how we exploit radioactivity in industrial testing and in the treatment of diseases, why we use different materials in heating and cooling systems, how we use electric and magnetic fields in machines, and how our understanding of light and sound waves helps us to communicate. Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Chemistry

The Chemistry course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students predict chemical effects, recognize hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making. This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for further study in the sciences.

Chinese Background Speakers Language

These courses are the ideal opportunity for background speakers of languages other than English to practise, preserve and refine their language skills. Students build on their cultural and linguistic background in the target language. Through wide reading, listening and viewing of texts, students gain a general perspective on contemporary themes and sociocultural issues and use language to communicate ideas and opinions.

5) Scheduled holidays (public and school) and/or semester/term break for course

School Holidays:	**Other Holidays:**
13 March – 21 March	1 Jan New Year's Eve
12 June – 27 June	14 – 17 Feb Chinese New Year Holiday
4 September – 12 September	2 April Good Friday
4 November – 31 December	1 May Labour Day

28 May Vesak Day
9 August National Day
10 September Hari Raya Puasa
5 November Deepavali
17 November Hari Raya Haji
25 December Christmas

6) Examination and/or other assessment period

Assessment Structure

Assessment in Year 11 will be based on a variety of tasks with each task individually grade on a scale. Formal written reports and parent teacher interviews will indicate performance of students throughout the year and the skills covered which together should give a clear indication of the strengths and needs of each student. While formal parent/teacher interviews and the formal written reports will be distributed at the middle and end of the year parents are encouraged to contact school if they have concerns during the year.

External moderators will moderate all assessments and internal examinations.

Internal Promotion Criteria for Yr.11 students

It will based on the average score of the best four subjects with a minimum estimated ATAR (Australian Tertiary Admission Rank) score of 50 with at least a C in English/ EALD.

Internal Examinations and Assessments

Term1 Continual Assessment (4 Jan to 12 Mar)
May / June Mid Year Examination
Term 3 Continual Assessment (28 Jun to 3 Sep)
October Year End Examination

7) Expected examination results release date

Internal Examinations

2nd week of June and
1st week of November