Dear Parents and Students,

In the 16th Century St. Angela Merici established the Ursuline sisters famous for their education of women from all classes of society.

Today, Merici College continues to follow Angela Merici’s vision in working with young women in a Catholic context. The learning that takes place in the final years of secondary education is vitally important. It is the time when students grow to adulthood, clarifying their values and beliefs, developing their academic skills and preparing for their futures in further education and training, employment and as active citizens. During these years the College Mission Statement is particularly relevant to our students, challenging them, in keeping with the message of Christ, to:

- Love life
- Have hope
- Be faithful

And to build futures more wondrous than you dare to dream.

Our school environment supports young women as they pursue their studies, offering a pastoral care system which looks after them as individuals and a curriculum which is broadly based, challenging and responsive to the diverse needs and learning styles of our students. As a Registered Training Organisation, we also offer extensive vocational options where students can obtain nationally recognised Certificate I, II and III qualifications. Our new state of the art Trade Training Centre for Hospitality was opened in 2011.

In addition to our formal courses of study, there are many opportunities for students to engage in activities of special interest. Our registered courses give students the opportunity to gain credit for their sporting, spiritual, cultural and community building efforts.

As a Catholic college, we believe positive participation in community is vitally important and therefore strive to involve students actively in all aspects of college life. As a 7-12 school, we see all our senior students as school leaders and encourage them to take advantage of opportunities in this area. In nurturing younger students and in participating in the organization of College activities, senior students have excellent opportunities for personal growth.

Our vertical pastoral care structure ensures that students feel known and valued as individuals, fosters a sense of security within a small group and promotes closer links between the College and families.

We also seek to actively involve parents and students in the educational process. During Year 10, our extensive program of preparation for students enables families to make informed decisions about the two years of senior college. Throughout the senior years we place great emphasis on being available for advice at every level - teacher, Coordinator, Careers Advisor and members of the Executive – and we monitor student progress closely. Our statistics show that Merici students make the transition from school to further study and employment very successfully. Our high academic standards together with our outstanding system of pastoral care mean that students feel confident and well equipped to take up active lives beyond school.

Merici College offers a wonderful environment to further our students’ academic, emotional, spiritual and physical growth. Please feel free to contact me if I can answer questions you might have about the College.

Yours sincerely,

Catherine Rey
Principal
May 2012
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CATHOLIC ETHOS AND VALUES

As a Catholic school, our specific aim is to guide our students towards full human development in an authentic Catholic community. As such, we are committed not only to academic excellence but to the holistic development of each student. We seek to nurture students intellectually, spiritually, culturally, emotionally and physically in an environment where they feel cared for and supported. We believe in the innate dignity of every person, and seek to have all of our relationships reflect the love of God as witnessed through the person of Jesus Christ.

ST ANGELA MERICI

The College is named for St Angela Merici whose life provides inspiration to us in the way we structure our community and care for our students.

Angela Merici was born in Desenzano, Italy, sometime between 1470 and 1474. Her birthplace and the area where she worked for a major part of her life are in that section of northern Italy that can rightly be called the “cradle of the Renaissance Movement.”

During the time of Angela, religious revolt rocked the Church, the Venetian Lombardy area was at war and family life was threatened. Inspired by Gospel challenges, Angela served the needs of the rich and poor alike. Those of prominent position sought her as their guide and their inspiration; to the lowly and the poor she brought help and comfort. Her love and sensitivity to human needs won her the title, “Madre Angela,” from the people of Brescia.

Angela was concerned about the lives of girls, as they were generally uneducated at that time, as well as the life of people in slums. After trips to many places including the Holy Land and Rome, in 1535 she, with others, founded the Order of Ursulines in Italy, named for its patron saint, Saint Ursula, a martyr.

Angela’s spirituality is one which affirms and celebrates each individual person; we are all children of God and therefore precious. The individual should be nurtured and cared for in a supportive community, which works for the good of all. St Angela is a model for us in her deep relationship with God, her practical love for others, her simplicity and her wisdom. In 2007, we celebrated the two hundredth anniversary of her canonisation as a saint.

Angela was beatified in 1768 by Pope Clement XIII and canonized in 1807 by Pope Pius VII. Her major shrine can be found at the Church of Saint Afra, Brescia, Italy. Angela’s feast day is observed on 27th of January.

MISSION STATEMENT

The Merici College Mission Statement:

MERICI CHALLENGES YOU TO
LOVE LIFE, HAVE HOPE, BE FAITHFUL
AND TO BUILD FUTURES MORE WONDEROUS
THAN YOU DARE TO DREAM
As a Catholic school, we are explicit about the values we espouse. The diagram above was developed from a whole school survey aimed at identifying and clarifying those values central to our community. In stating these, the diagram links the values to the environment we are seeking to create and to our goals, both for religious and pastoral education and for the development of the individual.
PASTORAL CARE AND STUDENT WELFARE

Through our formal and informal pastoral care structures and processes we aim to affirm the dignity and worth of each individual student and to provide a sense of security and well-being as a member of a caring, Christian community. We strive to develop in students resilience, self-awareness, emotional maturity and self-control. A Merici student should display generosity of spirit and be prepared to reach out to others in the school and wider community. As a Catholic school, we believe that Christ-centred relationships are the foundation on which all our work is based, and so we encourage all to develop relationships of care and support which are characterised by compassion, tolerance and reconciliation.

House System

Our House system is the formal structure for pastoral care in the College. There are six Houses, each associated with one of the original orders of nuns who founded the College. Each House is led and supported by a House Coordinator who takes pastoral responsibility for the students in the House. The seven Pastoral Care Groups in each House are vertically streamed and students remain in the same Pastoral Care Group throughout their six years at Merici. This encourages positive relationships and a sense of belonging and continuity for students and their families. It also provides leadership opportunities for older students who support and mentor the younger ones. The ongoing nature of the Pastoral Care Teacher’s role enhances relationships and communication between teachers, students, co-coordinators and parents.

Other Support

College Chaplain
Our College Chaplain participates in the life of the College. As an integral member of the community, he celebrates Masses and also attends the Year 11 Conference and the Year 12 Retreat.

Counselling Services
Merici College has access to the services of student and family counsellors from CatholicCare. Students are welcome to make appointments to discuss any issue of concern to them. Appointments are made with the Attendance Office. Our counsellors are also available to parents and families for consultation on any matter relating to the well-being of their daughter.

Defence Transition Mentor
Merici College has a Defence Transition Mentor (DTM), who is available to Defence families and students who may need assistance. The role of the DTM is to:
- help students who are having difficulties adjusting to a new area and school
- inform parents and the College of Defence resources that are available to help with this transition
- help the College to understand the life of Defence families.

Personal Health and Safety and Behaviour Management

Merici College is committed to ensuring that all members of the community, particularly students, feel safe and are free from verbal and physical abuse and harassment in the school grounds, classroom and allied teaching and sporting areas. The College endorses the Principles of a Safe School from the ACT Department of Education and Training’s Safe Schools Policy Framework.

Within the parameters of the Safe Schools Framework, Pastoral Care and behaviour management at Merici are closely linked, as both aim to promote a respectful, secure and healthy environment for all members of the College. Our Behaviour Management protocols and systems in the College are designed to ensure the welfare of all members of the community and to encourage the development of responsible behaviour in students. Our approach is based on a Glasser model where students are aware of their rights and responsibilities and where, if difficulties arise, they discuss their behaviour with their teacher, recognize the impact of that behaviour and take responsibility for it and formulate a mutually acceptable plan for the future.
Expectations of Student Behaviour

In the classrooms students should:

- be courteous and considerate at all times
- respect each other’s opinions and property
- be punctual and well prepared
- participate in all classroom activities
- not endanger their own health and safety and that of others by their behaviour.

Within the College they should demonstrate:

- respect and care for others in all interactions
- respect for school and personal property
- avoidance of dangerous or unsafe practices.

In setting good health habits, students are not permitted to smoke or use alcohol or drugs when at school, on a school-organised activity, or when wearing school uniform.

All senior students and their parents sign an agreement about their attendance, work ethic, uniform, behaviour and commitment to the College.

Positive Peer Relations

Merici College does not tolerate bullying in any form. All members of the College community are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. This involves mutual respect for the dignity of every individual. Our policy recognises the fact that bullying and harassment can undermine our learning environment and be detrimental to the individual. Our Policy to Promote Positive Peer Relations and to Deal with Incidents of Bullying is available on our website.

Induction of New Students

Merici is committed to ensuring that new students and their parents feel welcomed and comfortable in the new environment and has processes in place for all new students. We have an extensive induction process.

We try to ensure that new students to the College have a personal interview with the Principal and their House Coordinator prior to beginning at the College. The House Coordinator and Pastoral Care Teacher take particular responsibility for ensuring that the student settles in quickly. A student “buddy” from their Pastoral Care Group is assigned to ensure that new students are able to find their way to classes and are looked after at breaks in the early days. All new students also have an induction in the Information Centre and to the College network, and undergo some simple testing of literacy and numeracy skills to enable us to identify areas of strength and/or areas where the student may require some support.

TEACHING AND LEARNING

Through our innovative curriculum, Merici seeks to nurture within our students a lifelong love of learning, an ability to think critically and independently and a belief in their ability to work towards their chosen goals. The curriculum is structured to encourage the development of responsibility for active learning, with students being involved in the choice of, and commitment to, their own learning program of study.
Merici Principles of Powerful Learning

Our teaching practice is based on the Merici Principles of Powerful Learning. These were developed by staff in 2005 and revised in 2008. They reflect the most recent research and best practice in teaching and learning tailored to our Catholic, all girls environment. Students, who develop a love of learning and the ability to apply what they have learned to new and challenging situations, will be well equipped to face the many challenges of life. These are outcomes of Powerful Learning. The Principles are the basis of best practice in teaching and they underpin all aspects of teaching strategies, from lessons in the classroom to assessment and beyond. The four rings of the Powerful Learning diagram contain our fundamental purpose as a Catholic school, our foundational values (presented diagrammatically in the separate Merici College Values poster on page 5), the essential elements of the learning culture of the school and relevant teaching strategies and the interconnectedness of all of these elements.
STRUCTURE OF THE SENIOR CURRICULUM

1. The ACT Education System

The ACT has its own system of senior studies operated by the Board of Senior Secondary Studies (called the BSSS). Years 11 and 12 form a two-year program that culminates in the awarding of the ACT Year 12 Certificate. The BSSS specifies requirements that apply to all colleges across the ACT, and additionally, each college has its own requirements. All colleges work on the principle of continuous assessment.

2. The BSSS

The BSSS maintains equivalent standards between the colleges by accrediting the courses that are taught. Many courses are common to all colleges in the ACT. Copies of the Merici curriculum and the course frameworks are held at the College and are also on the BSSS website (www.bsss.act.edu.au).

Whilst assessment in ACT colleges is school-based, the BSSS oversees all processes, accredits courses and moderates results. In Years 11 and 12, grades in all ACT colleges are awarded based on common grade descriptors set out in BSSS documents (http://www.bsss.act.edu.au/curriculum/frameworks).

Attendance Regulations

The BSSS specifies “It is expected that students will attend all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time/structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied”.

In relation to senior students, family holidays are not considered approved leave unless, under extenuating circumstances, they are given prior approval by the College Principal.

Non-Attendance

Students are legally obliged to attend school until the age of 17. The Education Act mandates that Principals must refer parents and children to support services when school procedures encouraging attendance are not successful.

Where a student is not regularly attending, every effort is made by the Pastoral Support Team to identify the reasons for this and re-establish a pattern of regular attendance. This will happen in the first instance through the Pastoral Care Teacher and the House Coordinator. The College Counsellors, the Assistance Principal (Student Welfare) and the Principal may become involved as appropriate. Under the ACT Education Act, the Principal may require a student and her parents to meet with an authorised person from the Non-Government Schools Section, ACT Department of Education and Training, if a student is not regularly attending without a valid reason.

3. General Terminology

What is a Standard Unit?

A Standard Unit is a class studied for 55 hours usually over a semester. A Standard Unit is classified as a 1.0 or a semester unit. There are also 0.5 Units sometimes referred to as quadrimester units.

What is a ‘Course’?

A Course is made up of combinations of Standard Units within a subject area. There are different kinds of course patterns that indicate the number of units studied. Normally a Minor is completed in one year in consecutive semesters and a Major is completed over two years in four consecutive semesters.
### Course Pattern

<table>
<thead>
<tr>
<th>Course Pattern</th>
<th>Number of Standard Units</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>2 or 3</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Major</td>
<td>4 or 5</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Major-Minor</td>
<td>6 or 7</td>
<td>6 or 7</td>
</tr>
<tr>
<td>Double Major</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

### Types of Courses

There are different categories of Courses:

- **Accredited Course (A)**

  This is a Course that has been accredited by the BSSS with the symbol (A) indicating that the course has been found to be educationally sound and suitable for students in Years 11 and 12. Accredited courses are suitable for students studying a pathway leading to CIT or the workforce.

- **Tertiary Accredited Course (T)**

  This is a Course that has been accredited by the BSSS with the symbol (T) indicating that its standard is such that it provides a suitable predictor for success at tertiary level. Tertiary courses are required for students who are intending to pursue further study at a university when they leave school. Tertiary courses are available to other students as well, and if a student has a particular strength or interest in a subject, they may study it as a Tertiary course even if they don't intend to go to university. Some CIT courses also have Tertiary courses as pre-requisites.

- **Vocational Course (V)**

  Vocational Courses are also either Accredited or Tertiary Accredited. They have the added dimensions of being nationally recognised and designed to provide knowledge and skills directly relevant to a particular area of employment and/or further vocational education and training. A student who has successfully completed a V Course will have an attested level of performance in the knowledge and skills involved and may also receive a Certificate of Competence. (See the separate section of this handbook for further information on Vocational Education at Merici.)

- **University Course (H)**

  H classification is given to a Year 11 and 12 Course, which is designed and accredited by a tertiary institution and where successful completion of the Course will be recognised towards an undergraduate degree. H courses may contribute to a student's ATAR calculation and to her Year 12 Certificate.

  Currently ANU offers programs to high achieving Mathematics, Physics and Chemistry, Conservation, Biology and Japanese students. Students may complete Major-Minors in Physics or Chemistry or use the Mathematics units as part of a Major-Minor or Double-Major. The ANU Secondary College charges a fee for these units and depending on interest the College would consider contributing towards the cost associated with these courses. Enrolment occurs directly through the ANU Secondary College though Merici plays a liaison role.

- **Modified Course (M)**

  M Classified courses (Modified Courses) are designed for students who satisfy the ACT Department of Education and Training Disability Criteria accepted as a common definition for census and other system processes. M units are developed to suit the individual needs of the student.

- **Registered Units (R)**

  A Registered or R Unit is usually designed to further students’ social, artistic, sporting and/or personal development or to assist students with an academic program (eg The Duke of Edinburgh Award Scheme). These units are school developed and contribute to the overall number of points for the Year 12 Certificate but cannot be used towards the student's Australian Tertiary Admission Rank. (See below for more information about the ATAR.) Registered Units recognise that students' learning can occur outside the classroom environment. Students can also apply to have their learning activities outside of school recognised as Registered Units, so students engaged in intensive sporting programs, for example, can have the time they spend in training recognised on their Year 12 Certificate.
4. Student Packages at Merici College

A structured process exists at Merici College to enable students and parents to choose a Package most suitable to the student's interests and abilities. The system is flexible and students can take combinations of Tertiary, Accredited and Vocational Courses.

There are many destinations available to students after Year 12 and only students who wish to gain direct entry into university need to take a Tertiary Course package as mentioned above. Regardless of a student's Course package they may still access a university pathway after successfully completing an appropriate course at a CIT.

Students at Merici College choose six subjects in Year 11 in order to gain a broad educational experience. At Merici students must study English and Religious Education as two of their six subjects although there are no other compulsory subjects. In Year 12, students who are in a Tertiary Course package may move to five subjects provided they have discussed this with the Assistant Principal (Curriculum) or the Senior School Coordinator. Religious Education can be studied as a Minor and completed in Year 11, although, students who do a Minor in RE must complete a compulsory Registered Unit involving some community service. Unless special circumstances exist English must be studied at Tertiary level if a student is in a Tertiary package. Students studying a Tertiary package are encouraged to study Tertiary Mathematics.

Students may alter their course package during the two years; however, students doing a Tertiary Course package must fulfil the requirements as listed previously, especially with regards to completing Majors. Students who begin a new subject after the first semester is finished will not usually be able to complete a Major in that new subject. Students are advised of the consequences of changes and advice is always available for students or parents from the Assistant Principal (Curriculum), the Senior School Coordinator, or the Vocational Education Coordinator.

Packages are individualised for each student to best meet their personal interests and needs. Requirements set by institutions of further education and employers change frequently and you should always check relevant handbooks and seek career advice.

Making Up a Student Package

There are two main streams of study in Years 11 and 12. One pathway is a pathway suitable for students interested in continuing at Canberra Institution of Technology (CIT) or entering the workforce following the completion of Year 12. The second option is a university pathway, designed for students interested in studying at university soon after they leave college. There is overlap between the two pathways, but the first decision students need to make is whether they want to keep open the option of attending a university straight from school.

The ACT requirement is that each student will make up a course package according to the following criteria:

- For the awarding of the **Year 12 Certificate**, all students will study a course package, which includes at least 17 Standard Units. The package must contain a minimum of three (A or T) Minors. Students who do not complete a Year 12 Certificate (ie students who have obtained less than 17 points) will receive a **Secondary College Record** on leaving.
- Students desiring to go directly to university after Year 12 need to follow a **Tertiary Course Package** that will lead to the award of a Tertiary Entrance Statement (TES) and Australian Tertiary Admission Rank (ATAR).

The Tertiary Course Package is based upon the following criteria:

- Students must complete at least 20 standard units that must include at least 18 standard accredited units. Of these 18, at least 12.5 units must be standard ‘T’ units).
- The accredited units (either ‘T’ or ‘A’) must be arranged into courses to form the following patterns:
  - Either four Majors and one Minor or three Majors and three Minors:
  - At least three Majors and one Minor must be ‘T’ courses;
  - Students must sit the ACT Scaling Test (AST). (See below for more information about the AST.)
  - These studies must be completed in no fewer than two years and no more than 5 years.
v) Students will receive a Tertiary Entrance Statement (showing the ATAR itself and scaled Course Scores considered for the ATAR) as well as the Year 12 Certificate. (See below for explanations of Scaling, Course Scores and the ATAR.)

5. Vocational Education at Merici College

Vocational Education is competency-based training designed to meet the requirements of industry as well as individual needs. Vocational Education:

- trains people in the skills required in the workplace to current industry standards
- makes entry-level industrial training more flexible, i.e. people are given credit and recognition for the skills they have already learnt
- provides training to the national framework and results are recognised anywhere in Australia.

Merici College – a Registered Training Organisation

Merici College is a Registered Training Organisation certified to deliver and assess nationally accredited qualifications through Vocational Education courses. Students receive credit for units completed on their Year 12 Certificate as well as recognition of competencies attained up to Certificate III level. This may give advanced standing into institutions of higher learning. Because of the dual recognition of these courses, the workload can be demanding; however, due to the practical nature of most of these courses, students find them rewarding and appreciate the life-long skills they attain.

In 2013, there will be 8 Vocational Education Courses at Merici College

<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>John Cave</td>
</tr>
<tr>
<td>Fashion</td>
<td>John Cave</td>
</tr>
<tr>
<td>Hospitality</td>
<td>John Cave</td>
</tr>
<tr>
<td>Information Technology</td>
<td>John Cave</td>
</tr>
<tr>
<td>Information and Cultural Services</td>
<td>Jill Wisbey</td>
</tr>
<tr>
<td>Media</td>
<td>Sue Birch-Marston</td>
</tr>
<tr>
<td>Sport, Fitness and Administration</td>
<td>Rob Higginbotham</td>
</tr>
<tr>
<td>Active Volunteering</td>
<td>Kerry McDonnell</td>
</tr>
</tbody>
</table>

Why are Vocational courses different from other courses?

Vocational Education units are assessed in two ways:

i) School assessment, as for all other BSSS accredited courses, which means students will receive a grade from A to E at the completion of the semester.

ii) Competency-based assessment, which is the process of collecting evidence and making judgments about whether or not the student has the knowledge and skill to meet the performance criteria required in the workplace. Provided the student has successfully completed the requirements for the qualification, they will receive the relevant Certificate recorded along with their Year 12 Certificate. The requirements will vary for each vocational subject. If students have not obtained competency in all units they will receive a Statement of Attainment, which records successful units of competencies or learning outcomes. Statements of Attainment are recognized if students continue with these competency areas outside of Merici College. A written test will assess some if not most competencies for a particular unit but some may have to be assessed by observation and through workplace learning carried out during vocational placements. Therefore, in some vocational subjects students will be required to undertake an industry work-placement.
Competency–Based Training

Competency looks at workplace expectations rather than the actual learning process. It refers to skills and knowledge that can be transferred and applied to new situations and environments. Competence is a combination of knowledge, skills and attitudes required in the workplace and their application to the standard expected in the workplace.

Training is undertaken in a classroom, workshop, in the workplace or a combination of all these. It can lead to a qualification, which is recognisable, portable and consistent across the country. What a person already knows is taken into account irrespective of how the knowledge and skills were gained.

![Attitude - Knowledge - Skills - Competence](image)

Competence cannot be observed – it can only be implied from performance.

**What is to be gained from all this extra effort?**

- Certificates I, II and III are recognised in the work force and by institutions of higher education.
- A giant step into a job using acquired Vocational Education and Training (VET) skills.
- Advanced standing in recognised national courses.
- The satisfaction at having achieved more than a Year 12 Certificate.

**Recognition of Prior Learning (RPL)**

If students have already had experience that may be relevant to the Vocational Course in which they are enrolled, they are entitled to seek acknowledgment of this experience through the Recognition of Prior Learning process known as “RPL”.

The main focus for RPL is what students know, not how or where they learnt it. RPL recognises skills, knowledge and attitudes that students have learnt from their life experience so far, time in the work place and other training or education. RPL will identify whether students current skills and experience are similar to that required by the coursework they will do. For instance, many students work at fast-food outlets, family restaurants, etc. This experience may demonstrate competence in some of the Hospitality Competencies.

If students apply for RPL they will be asked to supply evidence to support the application. This evidence may include examples of relevant life experiences, work experiences, details of study undertaken and their completed Student Training Record Books.

Information is contained in the Vocational Education Student and Parent Handbook.

**Australian School-Based Apprenticeship (ASBA)**

Merici College offers Year 10, 11 and 12 students the opportunity to do a traineeship or apprenticeship. These are called **Australian School-Based Apprenticeships or ASBAs**. The Australian School-Based Apprenticeships are part-time and they incorporate all the features of full-time traineeships and apprenticeships.

The ASBA includes:

- a training agreement that is signed by both the employer and the trainee or apprentice and is approved by the Training and Adult Education Branch of the Department of Education and Training.
- a formal training program with training delivery supported by a Registered Training Organisation (RTO) that leads to a nationally recognised qualification e.g. Certificate I, II or III in the area of your choice.
- paid employment under an appropriate industrial arrangement.
An ASBA Traineeship is a privilege not a right and students who wish to apply for one in their Vocational area must prove they are ready to accept the responsibilities that go with working and completing training requirements. Achieving competencies in the classroom is just as important as achievement on-the-job.

Students doing an ASBA are able to drop a subject at Merici, taking into account the large time commitment required outside of school. While it is possible to combine an ASBA with a Tertiary package, this combination requires a great commitment for the student and may not be a suitable choice for all students.

If you are interested in an Australian School Based Apprenticeship, see your Vocational Teacher or the Vocational and Further Education Coordinator, Mrs Kerry McDonnell.

**Vocational Education Student Handbook**

All students undertaking a Vocational course will have access to a Vocation Moodle page which contains a lot of very important documentation relating to Vocational Education.

6. Assessment and Grades

**Unit Assessment**

An assessment is made of student achievement in each Semester or Quadrimester Unit. (Quadrimester units occur only in some courses.) By the end of the second week of the commencement of each unit of study, students are notified in writing on a *Unit Assessment Outline* of the method of assessment, and of the relative weighting of assessment items. The Unit Assessment Outline also includes information about moderation, calculation of unit scores, appeal procedures, late penalties and voiding. Copies of the Unit Assessment Outline are on the Shared Drive (Student Network) in the Curriculum Coordinator’s folder and are available through Moodle.

Methods of assessment include essays and other written assignments, oral presentations, research work, practical work, reports, written tests both during and at the end of units. Assessment items are marked by teachers using the grade descriptors and are moderated.

For more information about moderation procedures, please see page 88 of this handbook.

Specific detail of course requirements and attendance are also contained in the Merici Senior Assessment Handbook. Students are reminded of these requirements at the start of every unit. A copy of the Merici Senior Assessment Handbook is on the Shared Drive (S: - the Student Network), the senior Moodle page and in the Curriculum Coordinator’s folder.

**Unit Grades**

Students can access a copy of the grade descriptors for each subject through their Unit Assessment Outlines. A Unit Grade from A to E is arrived at by decision-making by the teacher based on the grade descriptors from the Course Framework. Please note that students in accredited units do not receive scores, only grades.

7. Tertiary Courses

**Scaled Scores for 'T' Courses**

In addition to obtaining grades, Tertiary students are also given Scaled Scores on their reports and can find their subject rankings for each Tertiary unit on the lists that are posted at the end of each semester by the Assistant Principal (Curriculum) in a centrally located area. Raw scores are given for subjects that have ten students or less with Tertiary packages.

The raw results from teachers (calculated from the performance by students in the assessment tasks for the unit) are submitted for each subject and then scaled at the College. Scaling involves changing the mean (average) and the standard deviation (the measure of spread of scores). While scaling may change the score awarded to a student, it does not change the ranking or the relative differences between students. It is a requirement of the BSSS to give students as accurate as possible a prediction of Course Scores through their progressive Unit Scores given each semester. The scaling done by the College is only preliminary and final Course scaling occurs by the BSSS at the end of Year 12 according to the results of
the student group in the AST for each scaling group. The aim of Scaled Scores is to ensure that the student’s results are not a function of the college they attend or the subjects they study.

All subjects can yield high scores. This does not mean, however, that all subjects have the same range of scores. Scores in subjects reflect the range of abilities demonstrated by the students in them.

To create the parameters (mean and standard deviation) for scaling the scores the College looks at historical parameters for each subject, internal skill testing results for those students at the end of Year 10, and from common tasks in Maths and either Religious Education or English at the start of Year 11. We may also look at NAPLAN results from when the students were in Year 9 as this also has some correlation with student performance in the AST.

More information regarding scaled scores is provided at an information evening held for senior parents, coinciding with the later part of one of the first Parent Teacher evenings held in March/April.

Course Scores
From the Unit Scores a Course Score is calculated at the end of Year 12. A Course Score is calculated using the best 80% of scores for each Tertiary subject.

For a four unit Major (i.e. four semesters of work), 3.2 scores are used. (i.e. the best three scores and 20% of the fourth score)

For a two unit Minor (i.e. two semesters of work), 1.6 scores are used. (i.e. the best score and 60% of the second score)

When students complete more than the minimum number of standard units, two course score calculations are made and the higher result is used. In this way students cannot receive a lower result by completing further units. (e.g. a minor with 2 or 3 units – 80% calculation on first two units = 1.6 scores, 80% calculation on all three units = 2.4 scores – the result which is highest is used.) If students repeat units, however, the most recent score is automatically used.

The BSSS rescales every course using the AST results. More information on scaling procedures is available from the College.

Aggregate Scores and the ATAR
From the Course Scores a student’s best 3.6 Course Scores (four Majors or three Majors and one Minor) are used to produce an Aggregate Score, which can range from around 300 up to 750. This is then translated into an ATAR.

The ATAR (Australian Tertiary Admission Rank) is a percentile ranking used by the universities to assist in the selection of school leavers for entry into their undergraduate courses.

ATARs are used solely for the purpose of making offers of university entrance. Students who have no intention of going to university directly do not need to obtain an ATAR. This does not preclude the possibility of entry into university after completing appropriate CIT or TAFE courses.

More information is contained in the BSSS booklet called ‘What’s the ATAR?’ available from the Assistant Principal (Curriculum) or from the BSSS website (http://www.bsss.act.edu.au/) under Publications, Brochures.

The ATAR is reported with a range of 99.95 for the highest ranked students down to around 30.00. For example, an above average student with an ATAR of 85.00 is in the top 15% in relation to all students who started school at the same time as she did.

To get a high ATAR a student does not have to receive a large Scaled Course Score. As a rough guide, an averaged Course Score over a student’s best four Tertiary subjects of 78 may be expected to gain an ATAR of approximately 85.

To access a University in Canberra an ATAR of approximately 65-70 would be required, although lower cut-offs exist in some courses and also in some interstate universities.
ACT Scaling Test (AST)

Students studying a Tertiary Package desiring to gain an ATAR and direct entry into university must also sit the AST. The BSSS organises the AST that is used to moderate scores submitted by colleges to produce scaled scores. It is the only test that all students in the ACT do in common so that there is a valid way of comparing students across the system. It is like an aptitude test that tests logical and critical thinking. It is narrow in its focus in that it does not test creativity or talents in other areas.

The AST is held in September each year and students have to apply to sit for the AST early in Year 12.

The AST scores of those students who complete a Tertiary package provide the basis for the BSSS to scale Course Scores awarded to students by the colleges they attend. It determines the parameters (i.e. the mean and standard deviation) used for each subject.

Whilst the AST is comparable to an aptitude test and therefore does not allow students to demonstrate all of their talents, Merici College has an extensive range of practices planned over the period of Years 11 and 12 in order to familiarise all students with the format.

Students sitting AST are required to perform three distinct tasks:

1. Multiple Choice Components
The multiple-choice component of AST consists of one session in which 80 questions are presented. The test items are intended to measure a student's ability to reason, comprehend, interpret and make inferences from a variety of verbal and quantitative material from the Humanities, Sciences, Social Sciences and Mathematics.

2. Writing Task
This component requires a student to produce a 600 word drafted argumentative essay using supplied stimulus material.

3. Short Response Item
This task is a test of the substance and quality of the student’s reasoning and thinking and of their ability to explain and justify points of view with precision.

Each AST candidate receives a total score for the aggregate of the scores of the three tests involved. The weightings of the various components of the AST are not equal and can change each year. The total AST scores are used for moderation throughout the ACT.

It is important to note that the individual student's AST does not determine the score used for course scaling; the mean and standard deviation for the group doing the course does.

More information is contained in the BSSS booklet called 'What's the AST?' available from the Assistant Principal (Curriculum) or from the BSSS website (http://www.bsss.act.edu.au/) under Publications, Brochures.

AST Preparation

The AST components assess higher order thinking skills, which are inherent to our curriculum across the high school years. In order for students to develop their higher order thinking skills and to gain confidence and familiarity with the various components that make up the AST, students throughout Years 11 and 12 do a number of formal practices in each component of the AST.

In addition, students also:

- practice full trials of AST tasks after semester exam periods and on Moderation Days.
- complete additional practices in small groups. Students work with the AST Coordinator, and other teachers, analysing task requirements and together exploring ways to maximise performance through the use of effective problem-solving strategies.

Estimates

Estimates of ATARs are encouraged by the BSSS in order to minimise surprises at the end of Year 12 and to enable students to make the best possible decisions during the two years of study about package adjustments (i.e. subject choices) and also post-school options. The school calculates an estimate for each Tertiary student at the end of Year 11/early Year 12 and again at the end of Semester 1 of Year 12. The estimates are usually sent out with the semester reports.
Parents and students need to be aware that the College cannot be precise when giving estimates before the AST and therefore a range of possible scores is given. There are some assumptions made when giving an estimate:
1. The last semester's scores are of a similar standard to the previous scores.
2. The student results from the AST are as expected by the College

8. Reporting to Parents

Attendance Reports
Senior Attendance Reports are sent home on a regular basis detailing the total number of explained and unexplained absences for each subject on a cumulative basis for that semester.

If unexplained absences exceed five in a semester unit or three absences for a quadrimester unit (following ACT system-wide policy) then the student will be deemed to have voided the unit. This may have an impact on the student's package and affect the student's Year 12 Certificate. The student must provide documentation for absences within five school days of the return to school. More information is in the Senior Assessment Handbook given to the students at the beginning of their senior studies.

Interim Reports and Parent-Teacher Evenings
Interim Reports are sent home towards the end of Terms 1 and 3 indicating any concerns about progress. Parent-teacher evenings follow shortly after Interim Reports are issued. Students are encouraged to attend parent-teacher meetings with their parents to facilitate authentic conversations about improved learning and achievement.

Semester Reports
The College prepares a comprehensive report at the end of each semester for Year 11 students and at the end of the first semester for Year 12 students. For each unit of work studied, the report includes:
- the key learning outcomes,
- an assessment of student achievement in each of the learning outcomes
- an overall achievement grade (A to E) based on Grade Descriptors from the Course Frameworks
- a description for effort and application
- a diagnostic comment on progress which makes suggestions for improving achievement in individual learning outcomes.

Students in most 'T' courses also receive a Scaled Score for that unit. Students in moderation groups of less than eleven students are given a Raw Score for that unit and moderation of scores occurs late in Year 12. (See above information about Scaled Scores.)

THE JUDITH FOLLETT INFORMATION CENTRE

The Judith Follett Information Centre’s Mission Statement: Enriching Learning reflects the Information Centre’s commitment to the powerful learning of our Merici students. The Centre reflects the culture of dynamic learning at Merici, the requests of staff and senior students for a dedicated college study area, and the 21st Century demand for independent, self-directed learners well versed in the Inquiry Process.

The Information Centre, known as iC Merici, focuses on three areas:

The Physical Environment
- A dedicated Senior Study Centre where senior students can work individually or in small group discussion areas
- Two classroom areas:
  - A flexible learning area with twenty desktop and twenty laptop computer workstations and a flexible learning area facilitating individual, group and class learning
  - A multi media learning area with thirty computer workstations, active board and full data projection facilities
• A small group room with active board and full data projection facilities which can be used for a variety of teaching and learning experiences
• A Reading Lounge surrounding the fiction collection and providing a wonderful reading space for students in both lesson and recreational time
• Media workstations for viewing videos and DVD's
• Individual and group work areas
• Extensive print resources – fiction and non-fiction books, periodicals, newspapers, current issue resources to support the curriculum and recreational reading
• Digital and electronic resources – Oliver online catalogue, online databases, online encyclopaedias, ebooks – reference and fiction, Clickview videos

The Online Presence
• An online gateway accessible at home on the iC, Moodle page, providing digital and electronic resources – Oliver online catalogue, online databases and encyclopaedias, Facts on File, ebooks – reference and fiction
• ‘Ask a Librarian’

The Staff
• A staff of teacher librarians and library assistants who are knowledge providers actively supporting and nurturing both formal and informal learning
• Support for Senior Students on Study Lines
  • Small group and Individual coaching to develop study skills
  • Guided group and individual assignment help
  • Guidance for presentation of assignments correct citation and bibliographies

General Services
• Photocopying
• Printing
• Scanning
• Video DVD viewing facilities
• Current issues services
• Periodicals available on three day loan
• Books available for a two week period
• DVDs available for overnight borrowing
• Software programs include Citation (bibliography writing) and Inspiration (mind mapping)
• Clickview video collection accessible at school or at home

Opening Hours
• Monday to Thursday  8.30 am - 5pm (closed Monday recess)
• Friday 8.30 am - 4pm
• iC Merici is open at recess (except Monday) and lunchtime.

Contact iC Merici
• ‘Ask a Librarian’
  • from the website
• Information Services Coordinator
  • Phone: 62434115
  • Email: jill.wisbey@merici.act.edu.au
• Teacher Librarian
  • Phone: 62434175
  • Email: tracey.kent@merici.act.edu.au

Learners do learning

Good learners are created not born. It is about developing skills and a love of learning. The sooner these skills are developed the easier learning becomes.

“The Senior Study looks tidy, sounds quiet and feels productive....working effectively in a way that will not disturb the learning of other seniors” Year 11 student
## COURSES OFFERED at MERICI in 2013

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The following Registered Units are available for students to pursue their co-curricular interests in the Senior College. Each is worth a proportion of a Standard Unit and contributes towards the Year 12 Certificate. The accumulation of Registered Units helps to build an important profile of a student’s contribution to the life of the College.

**College Programs**
- Across-Age Tutoring
- All My Own Work – Anti-Plagiarism
- AST Study Skills Program
- Christian Community Action
- Conference Presenter
- Canteen Work Experience
- Debating
- Flute Group
- Ideas to Grow my Mind
- Literature is Good
- Mock Trial Competition
- Music Events Co-ordination
- Music Practice Time
- Outdoor Education and Leadership
- Overseas Study Tours
- Pastoral Care
- Production of the College Newsletter
- Production of the School Magazine
- School Productions
- Science Enrichment
- Senior Choir
- Set Design and Construction
- Shakespeare Competition
- String Group
- Student Administration
- Study Groups
- Year 11 Conference

**Community Involvement**
- Community Choir
- Community Drama
- Community Service
- Community Service (Blood Donation)
- Social Justice Group
- St Vincent de Paul Society
- Young Carers Caring

**External Dance Studies**
- Dance Study and Performance

**Recreational Activities**
- Martial Arts
- Equestrian Events Dressage

**ACT Representative Sport**

**Recognition – Outside Learning**
- Australian Air Force Cadets
- Australian Army Cadets
- Australian Navy Cadets
- Aromatherapy
- Canberra Youth Orchestra
- Canberra Youth Theatre – Acting
- Cosmetic and Skin Care
- Crime Prevention Debating
- Duke of Edinburgh Award
- Interior Decoration
- Leadership
- Philosophy Mind and Morality
- Production Costuming
- Questacon Schools Volunteer Program
- Young Achievers

**Sport**
- National Representative Sport
- Sport
- Sports Administration

**Vocational Learning**
- Aged Care Traineeship External RTO
- Art and Design Portfolio Presentation
- Automotive Apprenticeship External RTO
- Bar Service
- Business Traineeship External RTO
- Childcare Traineeship External RTO
- Community Service Traineeship External
- Diploma of Beauty Therapy
- First Aid
- Fitness Traineeship External RTO
- Hairdressing Apprenticeship External RTO
- Hospitality Apprenticeship External RTO
- Introduction to Massage
- IT Traineeship External RTO
- Make a Presentation
- Retail Traineeship External RTO
- Sports Admin Traineeship External RTO
- Pharmacy Traineeship External RTO
- Work Experience

If students are involved in these activities and wish to have them acknowledged on their Year 12 Certificate, they need to see the Assistant Principal (Curriculum). If students are involved in other organised activities not included in this list then they should see the Assistant Principal (Curriculum) to see if the activities can be included in the list of Registered Courses.
The English Department offers two courses, English (T) & (A). A Major in either English (T) or English (A) is compulsory.

**English (T)**

Students may complete a Major in English (T) (4 units over two years), a Major-Minor (6 units), or a Double-Major in English (8 units over two years).

Students are given an opportunity to indicate their preferences for English units but it is not always possible to get their first choice, as not all units are available in each semester. Please note that the degree of difficulty is the same in each of the units. Students in vertical classes (Year 11 and 12 together) are reminded that they are only compared with their own cohort (year group).

Students should note that English at Tertiary level requires strong reading, analytical and writing skills. Students intending to study English at Tertiary level should pay close attention to the requirements of their unit. All units in Tertiary English will have assessment tasks that require close study of a text and critical analysis of the text.

**Course Pre-requisites**

There are no prerequisites for either the (A) or the (T) English course. It is suggested that students need to have achieved a mid ‘C’ and above in Year 10 (Level 1) to successfully attempt a Tertiary English course.

**Units**

Units included in the English (T) course at Merici College.

**Australian Texts**
In this unit students will read texts that reflect different aspects of Australian society. Analysis and discussion centre on the concerns and issues explored in Australian writing.

**Celtic Texts**
In this unit students explore a range of texts by Celtic writers and gain an understanding of the diversity and common threads of Celtic literature.

**Comedy and Satire**
In this unit students explore the roles of satirists and comic writers in past and present societies. The role of the satirist in society and the differences between satire and comedy are investigated.

**Comparative Texts**
In this unit students assess how contemporary stories are derived from earlier texts. Connections are made between past and contemporary literature. This is done through critical analysis and evaluation of the way in which similar themes and preoccupations are evident in texts past and present.

**Contemporary Texts**
In this unit students read and view a range of texts that mark the end of the 20th and early 21st Century. Students respond to the variety of styles and explore the concerns and cultural influences evident in the literature. Attitudes and themes are examined and links made to our own lives.

**Crime and Espionage**
Students explore and respond to the conventions and techniques that detective, crime and/or spy authors use to achieve their purposes. The evolution of the genre is examined as well as the popularity of these texts.

**Cultural Contexts**
This unit is for those who are ready for something a little different, sometimes called world literature this unit has students read, view and listen to a range of texts that are not from the Anglo/ Australian literary tradition and develop an understanding of some of the social, political, literary and philosophical contexts in which the writers operate.
Feature Writing and Documentary Journalism
In this unit students read and respond to feature writing in newspapers and magazines and critically view documentaries. They will develop an awareness of the influences of the medium, the publishing institutions and how class, gender and race are constructed in journalistic forms.

Film
In this unit students will critically analyse films in their social, artistic, political and historical contexts and examine cinematic techniques and visual codes.

Gothic and Modern Horror
In this unit students will interpret a variety of modern and gothic horror texts in their historical contexts, gain an understanding of the horror genre and its origins and show insight into the supernatural, spiritual and psychological issues explored by horror texts.

Journeys and Quests
In this unit students critically read, view and respond to a variety of written and visual texts dealing with journeys and quests, literal and metaphorical. The transformation associated with journeys and the classic tradition of the epic hero is investigated.

Life Stories
In this unit students gain a critical understanding of the construction and convention of biographies and autobiographies through reading and viewing a range of biographical and autobiographical texts.

Literary Perspectives
This unit introduces students to interpretation and critical analysis of a variety of literary texts. Students will respond orally and in writing to the way language is shaped and constrained by the user’s attitudes, context, purpose and sense of audience. The development of writing skills through analytical and creative responses is a key emphasis of the unit.

Literature of the Romantic Period
In this unit students view and read texts which reflect the distinctive features and achievement of the literature of the period known as the Romantic period, from 1798 – 1870. As well as discussing the context and culture, which inspired the literature, students may respond to the attitudes and feelings reflected in the works.

North American Texts
North American literature reflects a diversity of cultures and experiences. In this unit students will analyse the way in which North American writers and film makers explore themes such as the Frontier, the Puritan Ethic, the American Dream, the Melting Pot, Native American issues, black-white relations, immigration issues, the experience of the Vietnam and Middle Eastern wars, guns and violence in society.

Perspectives on Gender
This unit encourages students to critically explore gender representations of both men and women in a range of texts. The intellectual, moral and social values affecting authors of both genders over time as well as the responses of male and female authors to gender will be discussed and analysed.

Shakespeare
Students will read and respond to the range of concerns explored in plays by Shakespeare as well as the ways in which language and action convey meaning in Shakespeare’s works. Theatrical conventions and socio-cultural contexts of Shakespeare’s world are also explored in this unit.

Speculative Texts
Students will critically examine a range of works that speculate about technological and social possibilities. New writing and future worlds are analysed and the capacity for speculative fiction to become reality is explored.

Texts for Children and Adolescents
This unit explores the styles, techniques and purposes of writers for children and adolescents. The relationship between child development theories and styles of writing will be examined. Students will work towards showing an understanding of the historical developments and modern issues evident in texts for children and adolescents.

Tragedy
Students will examine the structure and conventions of tragedy and the social and cultural contexts in which the texts were written. Elements such as the tragic hero and the human response to tragedy are explored.

Writers in Depth
This unit explores the works of a critically recognized author, students will discuss and analyse distinctive features such as style and content, their perspective on the world and the historical, social, intellectual and
cultural context of their times. See the course document for the list of writers who may be studied in this unit.

**Writers’ Workshop**
This is a creative unit in which students will write and experiment with a range of text types and manipulate a range of linguistic tools to manipulate audiences. Texts will be analysed in terms of identifying social and cultural values, attitudes and personal perspectives. Style, language, imagery and tone will be identified and utilized.

**Students for whom this Course is Designed**

The English (T) Course is designed for students who:
- intend to pursue the formal study of English when they leave school
- intend to pursue courses which require a score in English (T)
- wish to include English as one of the subjects for the ATAR
- wish to develop their language skills and deepen their appreciation and enjoyment of literature.

**Assessment in T English**

**Assessment Tasks and Criteria**
Assessment criteria are to be used holistically on a given task and in determining the unit grade. Students will be assessed on the degree to which they demonstrate:
- an ability to respond critically to texts and logically justify viewpoint
- effective and competent use of language for a range of purposes and audiences
- imagination and originality
- ability to locate, synthesise and reference material from various sources
- control of appropriate medium.

Across the course, the relative weightings of assessment tasks should fall within the following ranges:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Analytical</th>
<th>Creative</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.0 Unit</td>
</tr>
<tr>
<td>Analytical Response</td>
<td>Analytical essay 800 – 1000 words in Year 11</td>
<td></td>
<td>45 – 60%</td>
</tr>
<tr>
<td>(Written)</td>
<td>1000 - 1200 words in Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Suggested tasks:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>literary essay*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>argumentative essay review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>writing journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>close textual analysis commentary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*One literary essay is compulsory with the exception of writing units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

At least one task to the value of 25% (of the total unit assessment) is to be completed in class.
| Creative response (written/ non-written) | All creative tasks must include a written analysis/rationale. Recommended 400 – 600 words. | Creative (written) 800 – 1000 words in Year 11 1000 – 1200 words in Year 12 **Suggested tasks** for Creative (written) responses: short stories, diaries/journals, poetry, letters, biographies/autobiographies, children's stories, feature articles OR  **Creative (non-written)** **Suggested tasks** for Creative (non-written) responses: electronic art, websites, digital story-telling, films, collages, radio plays, photographs, paintings, stage sets, short films | 20 – 25% 50% |
| Oral | 8 minutes per student in Year 11 (minimum) 12 minutes per student in Year 12 (minimum) To be assessed individually Oral Presentations may be research based, analytical and/or creative in nature. However, all oral presentations must include an analytical component even if the presentation is creative in nature. | 20 - 30% |

**English (A)**

**Course Pre-requisites**

There are no pre-requisites for this course.

**Units**

Groups of five units are offered to students to choose from to which students allocate preferences.

**Children’s Literature & Fantasy**

In this unit students will read, view, listen to and respond to a wide range of children’s and fantasy books and other media forms. There will be a focus on why particular books and programs are popular.

**Communication & Write your Way**

Students will develop effective interpersonal and communication skills and use various methods for gathering and structuring information for delivery to a specific audience. They will also write about various topics using a range of writing styles and drawing on their own experiences.

**Contemporary Issues & Popular Music**

Students will view and discuss a variety of texts dealing with issues in society that affect and interest them and respond critically to the ideas and values raised. They will also listen to, view, read and analyse a range of popular music from the 1950s to the present.

**Heroes & Images of War**

This unit examines the concept of the hero and explores some of the contexts in which heroes are found. It will also cover a variety of books and media dealing with people from various walks of life and their experiences of war.

**Images of Australia & Images of Sport**

Students will analyse aspects of Australian culture, society and in particular the significance of sport in our lives using Australian literature and explore the role the media has played. They will also examine their perceptions of Australia and their own values.
**Print and Multimedia Texts & Film/TV**
This unit enables students to critically evaluate a range of print media, films and television programs. Different techniques used, journalistic styles and the role of advertising will be examined.

**Real Life Stories & Reading for Enjoyment**
Students will read and analyse a range of fictional and real-life texts relating to human experiences and influences that have shaped their lives. They will gain confidence in their reading skills and in their ability to respond in written and non-written forms.

**Advertising & Understanding Gender Issues**
In this unit students will investigate a variety of advertising media and examine the purpose and techniques of marketing. They will also explore a range of texts dealing with gender stereotypes and roles in our society and respond critically and imaginatively to the issues raised.

**Students for whom this Course is Designed**
The English (A) course recognises the need to equip students for a variety of pathways to further study, employment and leisure. It is also designed for those students who need language support, but it is not a remedial course.

The course is designed for those students who:
- do not intend to pursue the formal study of English when they leave school
- do not wish to, or are unable to, pursue the English (T) course
- intend to pursue courses which do not require a score in English (T).

**Assessment in A English**

**Assessment Tasks and Criteria**
Students will be assessed on the degree to which they demonstrate:
- an ability to respond critically to texts and logically justify viewpoint
- effective and competent use of language for a range of purposes and audiences
- imagination and originality
- ability to locate, synthesise and reference material from various sources
- control of appropriate medium

Across the course, the relative weightings of assessment tasks should fall within the following ranges:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Analytical</th>
<th>Creative</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Tasks</td>
<td></td>
<td></td>
<td>40 - 60%</td>
</tr>
<tr>
<td>300 - 500 words in Year 11</td>
<td>500 - 700 words in Year 12</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td><strong>Suggested tasks:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>short answer response</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>sustained argument</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>report writing</td>
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<td></td>
<td></td>
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<tr>
<td>review</td>
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<tr>
<td>journal writing</td>
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<td></td>
<td></td>
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<tr>
<td>essay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Creative response (written/non-written)

<table>
<thead>
<tr>
<th>Non-written creative tasks</th>
<th>Creative (written)</th>
</tr>
</thead>
<tbody>
<tr>
<td>must include a written analysis/rationale. Recommended 100 – 200 words</td>
<td>300 – 600 words in Year 11</td>
</tr>
<tr>
<td></td>
<td>400 – 600 words in Year 12</td>
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<tr>
<td></td>
<td><strong>Suggested tasks</strong> for Creative (written) responses: short stories, diaries/journals, poetry, letters, biographies autobiographies, children's stories, feature articles</td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Creative (non-written)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Suggested tasks</strong> for Creative (non-written) responses: electronic art, websites, digital story-telling, short films, PowerPoint presentations, collages, radio plays, photographs, paintings, dioramas, stage sets, sculptures, films</td>
</tr>
</tbody>
</table>

### Oral

<table>
<thead>
<tr>
<th>Oral Presentations:</th>
<th>20 – 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes per person in Year 11 (minimum)</td>
<td></td>
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<tr>
<td>5 minutes per person in Year 12 (minimum)</td>
<td></td>
</tr>
<tr>
<td>assessed individually</td>
<td></td>
</tr>
<tr>
<td>must include an analytical component</td>
<td></td>
</tr>
<tr>
<td><strong>Suggested Tasks</strong></td>
<td>50%</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Imaginative/Creative response (any form)</td>
<td></td>
</tr>
<tr>
<td>Group Presentations</td>
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<tr>
<td>Individual Oral Presentations</td>
<td></td>
</tr>
<tr>
<td>Panels</td>
<td></td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
</tbody>
</table>
EXPRESSIVE ARTS DEPARTMENT  Coordinator: Mrs S Birch-Marston

The Expressive Arts Department offers courses in the following subjects which can be studied as majors or minors. Students may achieve a Major-Minor in Art by adding two Graphic Design units.

| Dance T, A | Media T, AV |
| Drama T, A | Photography T, A |
| Music T, A | Visual Art T, A |

**Dance Studies (T)**
**Dance Studies (A)**

The Dance Studies Courses (Tertiary and Accredited) encourage students to express themselves physically and creatively through dance. Students study a variety of dance techniques, basic principles of choreographic processes and gain confidence through performance in class and to other audiences.

Theory covers anatomy and injury prevention, dance history, production elements and dance composition. These courses promote self-reliance, individual initiative and the ability to work with others. Students wishing to pursue Tertiary Dance Studies will benefit from the course, as well as students who may continue dance as a leisure activity in their adult life.

Students wishing to complete a major will study at least four of the following units and at least two for a minor. Students who wish to complete a major must complete Dance Foundations and/or Dance History.

**Course Pre-requisites**

While there are no pre-requisites for these courses, strong interest and individual commitment are essential.

**Units**

**Dance Foundations**
This unit is designed to give students a grounding in dance technique and composition. Important theoretical considerations will be covered such as: the relationship between dance, music, art and drama; anatomical awareness and safe dance practices and dance injury prevention.

**Dance History**
A broad overview of classical ballet is achieved through a study of classical ballet form and modern dance form as well as the study of the development of ballet from its beginnings, through the ages, its pioneers and its early inception into Australia.

**Contemporary Dance**
This unit develops modern dance skills in the style of one or two specific modern dance pioneers, knowledge of terminology, and understanding of the elements of choreography. Students will study significant works from the repertoire of modern and contemporary Australian and international choreographers.

**Theatrical Dance Styles**
This unit covers jazz, tap and other appropriate dance styles used in musical theatre. Students will research the origins and development of theatrical styles and relate this to current dance styles.

**World Dance**
Tasks in this unit will be based on a style selected from the following technically demanding styles: Character (for example, Hungarian, Polish, Russian, Ukrainian), Scottish Highland, Irish National, Eastern European, Mediterranean or Middle Eastern national dances.

**Dance Production**
This unit explores the creative, technical and administrative aspects of production work as they relate to dance performance. Students will participate in public dance performances that involve the use of costumes, lighting, sound and make-up.

**Dance and the Media**
This unit addresses, in a practical way, the relationship between dance and media such as photography, film and video.
Dance in the Community
This involves creating and organising dances for presentation in the community. Also includes students teaching creative movement, improvisation and dance workshops to a selected community group.

Students for whom this Course is Designed (T Course)
The course is designed for students who wish to study dance for its intrinsic value. It is also designed to cater for students who are aiming at tertiary studies in dance and related areas. Students undertaking a Tertiary package studying Tertiary Dance Studies have the possibility of counting their Dance Score towards their ATAR.

Students for whom this Course is Designed (A Course)
This course is designed to cater for those students with a keen interest in dance who would like to develop their movement skills in a variety of dance styles. It is also aimed at students who value dance as an art form and as a medium for enjoyment and personal development.

Assessment in T/A Dance

Assessment Task Types (A Courses)

<table>
<thead>
<tr>
<th>Creating</th>
<th>Presenting</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, design of production elements</td>
<td>Performances (eg. plays, exercises/dance</td>
<td>Descriptive/research essay or assignment</td>
</tr>
<tr>
<td>Composition</td>
<td>sequences</td>
<td>Seminar presentation (eg. PowerPoint, oral) of</td>
</tr>
<tr>
<td>Response to stimuli</td>
<td>Minor (in-class) performances</td>
<td>research material</td>
</tr>
<tr>
<td>Development of original works</td>
<td>Major performance/s (with an audience)</td>
<td>Performance review</td>
</tr>
<tr>
<td>Response to texts</td>
<td></td>
<td>Journal/log book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short answer test</td>
</tr>
<tr>
<td>Examples of Assessment Types</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30% - 50%</td>
<td>20% - 30%</td>
</tr>
<tr>
<td>All A Units must include a written task type.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units will include at least one task from each Task Type to a maximum of six items.</td>
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<td></td>
</tr>
</tbody>
</table>

Assessment Task Types (T Courses)

<table>
<thead>
<tr>
<th>Creating</th>
<th>Presenting</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvisation, design of production elements</td>
<td>Performances (eg. plays, exercises/dance</td>
<td>Analytical essay (eg 1000 words)</td>
</tr>
<tr>
<td>Composition</td>
<td>sequences</td>
<td>Seminar presentation (eg. PowerPoint, oral) of</td>
</tr>
<tr>
<td>Response to stimuli</td>
<td>Minor (in-class) performances</td>
<td>research material</td>
</tr>
<tr>
<td>Development of original works</td>
<td>Major performance/s (with an audience)</td>
<td>Performance review</td>
</tr>
<tr>
<td>Response to texts</td>
<td></td>
<td>Journal/log book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-class essay</td>
</tr>
<tr>
<td></td>
<td>30% - 40%</td>
<td>30% - 40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30% - 40%</td>
</tr>
<tr>
<td>Examples of Assessment Types</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>All T Units must include a written task type.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units will include at least one task from each Task Type to a maximum of five items.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Criteria
Students will be assessed on the degree to which they demonstrate:

- understanding and analysis of key concepts and content
- creativity in forming their own works
- acquisition and communication of practical skills in performance and/or production
- ability to communicate through performance
- ability to work and learn individually and collaboratively
- understanding of OH&S in Performing Arts
Drama (T) and (A) aim to promote students’ reliance on their own resources; intellectual, physical, emotional - helping to develop imagination, individual initiative and the ability to work with and relate to other students.

Drama is a unique form of artistic expression through which people construct, explore and convey meaning. It has the potential to bring together all other art forms. By blending intellectual and emotional experience, drama offers a unique means of enquiry that contributes to an understanding and knowledge of the world. The individual and collaborative nature of the art form enables students to value their own creativity and that of others. Drama is a source of unique expression and communication.

Course Pre-requisites

There are no pre-requisites for these courses.

Units

A sample of some of the units offered:

**Actor and Director**
The focus of this unit is to explore the role, purpose and focus of the actor and the director and to understand their relationship in making theatre.

**Australian Theatre**
The emphasis of this unit is to develop an understanding of the relationship between theatre practices and content and Australian cultures, both historical and developing.

**Comedy**
In this unit students explore the many facets of comedy in performance. They will develop a knowledge and understanding of theatrical styles such as Commedia dell’Arte and melodrama and experiment with techniques such as farce, satire, status and comic timing.

**Design for the Stage**
The focus of this unit is to understand the importance of stage design, and the development and application of set, costume, props and makeup.

**Devised Theatre**
The focus of this unit is to provide students with opportunities and strategies to create and present original theatrical work(s) for an intended target audience. This unit may serve as a production unit.

**Dramatic Explorations**
The main emphasis of this unit is to provide students with an understanding of the fundamental elements of drama.

**The Golden Ages of Classic Theatre**
This unit provides the opportunity for an in-depth study of a number of pre-twentieth century theatrical traditions significant to the development of Western Theatre. Styles explored may include, but are not limited to, Greek and Roman Theatre, Spanish, Medieval Theatre, Elizabethan and Jacobean Theatre, Restoration Theatre and Melodrama.

**Modern and Classical Tragedy**
In this unit students will explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.

**Performing Shakespeare**
The focus of this unit is to develop and apply an understanding of Shakespeare’s plays, through a variety of performance contexts and interpretations. While this will inevitably require an understanding of the language, the explicit focus of this unit is performance skills and contextualisation.

**Realism versus Expressionism**
The main emphasis of this unit is to investigate the expressionist movement as a reaction to realism, and the performance styles appropriate to each.
**Theatre Production and Performance**
In the unit students work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives; performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.

**Voice and Movement**
The focus of this unit is to provide students with an understanding of a range of voice and movement techniques and opportunities to utilise these in a variety of practical contexts.

**Students for whom this Course is Designed**
The courses are designed for a wide range of student abilities and interests including: acting, technical production, directing, stage design and history of theatre.

These courses are presented as integrated A and T courses with the A course being the basis upon which the T course is built. The written tasks for the T course are designed to incorporate greater depth and complexity than the A course.

**Assessment in T/A Drama**

**Assessment Task Types (A and T Courses)**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Creating</th>
<th>Presenting</th>
<th>Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Assessment Types</td>
<td>Improvisation Design of production elements Composition Response to stimuli Development of original works Response to texts</td>
<td>Performances (eg. plays, exercises/dance sequences Minor (in-class) performances Major performance/s (with an audience)</td>
<td>Analytical/research essay • T 800 – 1200 words • A 500 – 800 words Seminar presentation (eg. PowerPoint, oral) of research material Performance review • approx. 300 words Journal/log book In-class essay • 600 - 1000 words</td>
</tr>
<tr>
<td>A courses</td>
<td>30% - 50%</td>
<td>30% - 50%</td>
<td>20% - 30%</td>
</tr>
<tr>
<td>T courses</td>
<td>30% - 40%</td>
<td>30% - 40%</td>
<td>30% - 40%</td>
</tr>
</tbody>
</table>

It is recommended in T units that 60% of assessment is practical and 40% written to maintain the academic rigour of the course.

The Board recommends 3-5 assessment items per standard unit and 2-3 items per half standard unit. All units must include a written task type.

**Assessment Criteria**
Students will be assessed on the degree to which they demonstrate:
- understanding and analysis of key concepts and content and Performing Arts terminology
- creativity in forming their own works
- acquisition and communication of practical skills through performance and/or production sills for a variety of audiences
- communication through performance and an understanding of the Performing Arts in its artistic, cultural, historical, technical and spiritual contexts
- individual and collaborative working methods
- understanding of Occupational Health and Safety (OH&S) in the Performing Arts
- use of a range of technologies and mediums to support learning and performance
- empathy and understanding about life and the human condition.
Holistic Music (T)
Holistic Music (A)
Holistic Music Extension (T)

(T) Extension Course Pre-requisites

This course assumes students have a highly developed knowledge and skills base in notation, literacy, performance, composition and appraising. The entry level for Extension T course is Grade 5 from a relevant examination body at the discretion of the Principal.

(T) Course Pre-requisites

This course assumes that students have a formal knowledge of musical notation, developed literacy and performance skills and a general knowledge and understanding of some musical styles. The entry level for T courses is Grade 3 from a relevant examination body at the discretion of the Principal.

(A) Course Pre-requisites

This course caters for students with little or no prior knowledge of musical notation and performance skills.

Units

For a minor in Music one of the following core units must be studied.
For a major in Music two of the following units must be studied:

- Baroque and Classical Vocal Music
- Baroque and Classical Instrumental Music
- Romantic and Twentieth Century Vocal Music
- Romantic and Twentieth Century Instrumental Music
- Romantic Music
- Twentieth Century Art Music.

The following units may then be studied:

- Medieval and Renaissance Music
- Music Australian
- Jazz
- Music for Theatre
- Music for Screen
- Popular and Rock Music
- Music of Another Culture
- Women in Music: An Historic Overview
- Chamber Music
- Directed Study Unit (not for minor packages)

Students for whom this Course is Designed (Extension T and T Course)

This Course will allow students to continue the study of music at a Tertiary Institution.

Students for whom this Course is Designed (A Course)

This Course is designed for students who want to pursue Music as an interest at a non-tertiary level.
### Assessment in T/A Music

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Task Types</th>
<th>Weighting T courses</th>
<th>Weighting A courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td>One or two tasks to be composed per semester (1.0 value).</td>
<td>30–40%</td>
<td>25–40%</td>
</tr>
<tr>
<td></td>
<td>1 task</td>
<td>2 tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Original complete work</td>
<td>Original works</td>
<td>One original works</td>
</tr>
<tr>
<td></td>
<td>Ext T 48 bars T 32 bars A 24 bars</td>
<td>Ext T - 24 bars each T - 16 bars each A - 12 bars each</td>
<td>Ext T 24 bars T 16 bars A 12 bars</td>
</tr>
<tr>
<td></td>
<td>Option 1</td>
<td>Option 2</td>
<td>Option 3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ext T 24 bars T 16 bars A 12 bars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A folio of composition tasks</td>
</tr>
<tr>
<td><strong>Performing</strong></td>
<td>A minimum of two performances to be presented per standard unit (1.0 value), or one work per half unit (0.5 value). At least one work should directly relate to the unit of study. Task types include:</td>
<td>30–40%</td>
<td>30-50%</td>
</tr>
<tr>
<td></td>
<td>Solo or ensemble work(s)</td>
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<tr>
<td></td>
<td>One movement of a work (this is equivalent to one performance piece)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Electronic music presentation must include a live performance with a lecture performance presentation (see below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Musicology</strong></td>
<td>One or two tasks per semester (1.0 value) to be set A variety of assessment tasks types must be used over the course (defined to be a minor). Task types include:</td>
<td>30–40%</td>
<td>25-40%</td>
</tr>
<tr>
<td></td>
<td>Research assignment/essay minimum word count</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A 500 words T 1000 words Ext 1500 words</td>
<td></td>
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<tr>
<td></td>
<td>Task content must include elements of historical and analytical concepts, and music theory.</td>
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<tr>
<td></td>
<td>Seminar/analysis minimum duration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A 5 mins T 15 mins Ext 25 mins</td>
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<td></td>
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<tr>
<td></td>
<td>Task content must include elements of historical and analytical concepts, and theory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The exam task must be comprehensive with a multi-focus i.e. recall, aural/listening, analysis and application of music theory. Examples of question styles in the exam are theory/analytical questions, short answer questions and short essay questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-class essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Must only be used when completing more than one musicology task per semester unit except when undertaking a 0.5 unit. Minimum word count:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A 300 words T 500 words Ext 700 words</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Media is regarded as one of the most powerful cultural influences on contemporary society. It informs, educates and entertains. Through Media education, students explore the most powerful forms of mass communication and the social, political and commercial structures that create them; in local national and global communities.

By studying Media students will be empowered to critique, deconstruct and produce a wide range of media products. To create effective media requires a clear understanding of targeting audiences along with the technical elements of media construction.

Students will gain skills as producers of media products. Also, they will develop multi-literacy, artistic expression, technical skills, and independent and group management skills. All these combine not only to give a holistic understanding of how media works but also as competencies that make up nationally recognised Certificate II in Media.

In analysing the media, media education encourages students to understand and to critically analyse society’s values including those to do with issues of gender, religion, politics, equity, economics, race, industry and the environment. All of these are crucial to being an informed citizen in today’s society.

To attain a Certificate II in Creative Industries (Media), 8 units must be achieved:
- four Core units plus
- two Specialist units plus
- two Elective units and
- one Media - Structured Workplace Learning unit (0.5) and
- involvement in media industry projects.

The 2 Elective units may be selected from the remaining Specialist and Elective units listed below. Elective units must be relevant to the work outcome and local industry requirements.

Industry projects could include: community radio, film festivals, folk and cultural festivals, ACT film Makers Network and production crews for tertiary media student shoots.

Assessment of competence must be comprehensive and include: industry projects with real clients managed within acceptable timeframes, observation, case studies, interviews, workplace projects, structured work place learning placements, and third party on the job assessment reports.

### Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT101A</td>
<td>Apply critical thinking techniques</td>
</tr>
<tr>
<td>BSOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
</tbody>
</table>

### Specialist Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
</tr>
<tr>
<td>CUFAIR201A</td>
<td>Develop techniques for presenting information on radio</td>
</tr>
<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcast or publication</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>CUFSSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
<tr>
<td>CUSSOU04A</td>
<td>Record sound</td>
</tr>
<tr>
<td>CUSSOU09A</td>
<td>Mix sound sources</td>
</tr>
<tr>
<td>ICPMM296A</td>
<td>Create and test a CD-ROM/DVD</td>
</tr>
</tbody>
</table>
**Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBDES201A</td>
<td>Follow a design process</td>
</tr>
<tr>
<td>BSBDES202A</td>
<td>Evaluate the nature of design in a specific industry context</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>ICAU2006B</td>
<td>Operate computing packages</td>
</tr>
</tbody>
</table>

**Course Pre-requisites**

There are no pre-requisites for these courses.

**Units**

The units set out below are 1.0 standard units. Classes are combined with both (T) and (A) students and all will work towards (V) certificates.

**Media Foundation**

This unit introduces technical, symbolic and narrative elements, as well as production and media issues. This also investigates the codes and conventions applicable to the study of communication theory. It is designed as a generalist unit – in which the basic codes and conventions of media communication and production are identified and developed. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences.

**Documentary**

This unit develops critical understanding of how and why documentaries are made. Students investigate film language and documentary styles including docu-dramas, documentary film, bias and the interpretation of reality/propaganda. They will cover the development of documentary and early documentary film making. Finally, students will examine its status in modern cinema and the role of audience in documentary, how a specific target audience shapes a production and documentary as a vehicle for social change.

**Journalism Genre**

This unit should enable students to develop knowledge of the history of journalistic domains including print, television, radio, and their web versions. Students will learn to critically analyse a variety of programme types including children’s journalism shows, e-tainment, sport and current affairs. Students will develop an understanding of the nature of audience and how journalism genres reflect emerging commercial and journalistic needs. Students will also encode and decode media images and narrative structures. Finally, students will analyse how journalism can be effective to influence, give perspective and create, alter or perpetuate stereotypes.

**Television Genre**

Students will cover:
- analysis of the codes of conventions of television, including such aspects as: content, format, production techniques, target audience, niche markets and genre styles.
- theories related to the effect of television on society in such areas as: violence, social behaviour, national identity, and the social responsibility of programme-makers and broadcasters.
- economic and political factors and their influence on programming and station style and policy.
- narrative structures, such as sequence of action, turning points, climaxes, development of motivation and resolution.
- narrative techniques, such as the development of dialogue, characterisation and setting.
- treatment of reality and the portrayal of social issues related to culture, politics and race.
- stereotypes, gender/family/age presentation, censorship, selection and omission of representations.
- skills in video production such as camera operation, editing, teamwork and post-production sound
- scriptwriting skills such as narrative structure, dialogue, characterisation and correct layout.

**Popular Culture**

This unit should enable students to:
- analyse and evaluate the social construction of pop culture
- identify and evaluate the processes of media communication
• apply the skills and processes involved in the production of a cultural product
• use codes and conventions to critically analyse relationships between context, producers, audience and products
• appraise the role of values in popular culture
• develop a range of products specific to the genre

**Film, Genres and Cultures**
In this unit students will cover:
• historical, social and political backgrounds of film genres or film cultures
• significant films and directors from genres of film cultures
• the nature of and changes in established production techniques and styles of particular genres and or film cultures through practical production
• roles representation and stereotypes
• codes and conventions of film theory and practice
• codes and conventions associated with film analysis which explores the role of indigenous peoples and the portrayal of their culture, and their influence on western cinema.
• script writing
• emulate established motifs, styles and techniques through practical production.

**Students for whom this Course is Designed**

These courses are designed for students who are interested in the media industry. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of areas including: communication and media studies; advertising and marketing; journalism; television; media arts and production; and public relations.

These courses are presented as integrated A and T courses with the A course being the basis upon which the T course is built. The written tasks for the T course are designed to incorporate greater depth and complexity than the A course.

**Assessment in T/A Media**

**Assessment Task Types**

<table>
<thead>
<tr>
<th>Written</th>
<th>Oral</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>Seminars</td>
<td>Video</td>
</tr>
<tr>
<td>Essays</td>
<td>Pitch</td>
<td>Radio</td>
</tr>
<tr>
<td>Reviews/Critiques</td>
<td>Presentation</td>
<td>Sound</td>
</tr>
<tr>
<td>Reports</td>
<td>Evaluation</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Surveys</td>
<td>Interviews</td>
<td>Animation</td>
</tr>
<tr>
<td>Work Book</td>
<td>Video diary</td>
<td>Storyboards</td>
</tr>
<tr>
<td>Evaluations</td>
<td>Reviews/Critiques</td>
<td>Scripts</td>
</tr>
<tr>
<td>Test/Exam</td>
<td>Emulation of media role</td>
<td>Design</td>
</tr>
<tr>
<td>Script</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Production Folio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Press releases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research assignment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Task Types (with weightings) groups assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks

**Assessment Weightings for both T and A**
(A standard unit is also called a Semester unit)

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>Oral</th>
<th>Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Standard Unit</td>
<td>20 - 30 %</td>
<td>20 - 30%</td>
<td>40 - 60%</td>
</tr>
</tbody>
</table>

Assessment must include at least one of each of the above assessment task types

Assessment will generally include a production task and one other assessment task type

Within any A or T course (Major or Minor) students must complete 40 – 60% production work.
Assessment Criteria

Students will be assessed on the degree to which they demonstrate:
- depth and breadth of knowledge
- critical analysis
- creativity
- appropriate communication
- practical skills

Photography (T)
Photography (A)

These courses encourage an analytical approach to the study of photography and its effect on society.

Photography is an important form of visual communication that develops visual perception, creativity and analytical skills. These skills facilitate self-expression, discrimination, synthesis of ideas, problem solving and calculated risk-taking.

The production of photographic images encourages independence, initiative, cooperation, flexibility, imagination, self-confidence and efficient work practices. Photography provides opportunities for students to successfully achieve personal goals not possible in other curriculum areas.

Photography is a powerful social, vocational and artistic tool, which documents and influences our perception of the world. Society has become increasingly visual and career opportunities in Photography are constantly growing. These courses broaden the student's understanding of the huge possibilities of this medium.

The units to be studied are outlined in their order below.

Course Pre-requisites

There are no pre-requisites for these courses. Any studies undertaken at high school level are not considered for exemption/recognition.

Units

Foundation Photography A/T
This unit provides an introduction to the nature and early history of photography and the various parts of the camera, as well as processing and printing.

Continuing Photography A/T
This unit covers such areas as composition and design, creative use of light, photographic techniques.

Photographic Applications A/T
This unit studies the applications of photography in various contexts, e.g. photojournalism, magazine design, digital manipulation, newspaper, scientific, etc. as well as covering a folio of self-directed work on a theme.

Art Photography A/T
Students produce a series of photographs investigating the use of photography as an art form.

Students for whom this Course is Designed

The Photography courses are intended for students wishing to continue in Photography (either CIT or university) or as a fascinating life skill. Photography combines very effectively with media, graphics and art/design related career opportunities.

These courses are presented as integrated A and T courses with the A course being the basis upon which the T course is built. The written tasks for the T course are designed to incorporate greater depth and complexity than the A course.
### Assessment Task Types

<table>
<thead>
<tr>
<th>Explanation and examples of task types</th>
<th>Photographic Practice</th>
<th>Analysis &amp; Research</th>
<th>Workbook/Journal/Visual Diary</th>
</tr>
</thead>
<tbody>
<tr>
<td>May include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• technical exercises (teacher directed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• creative exercises (teacher directed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• major task: a portfolio of original work that demonstrates technical achievement and personal expression, eg:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o themes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o self-directed work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o exhibition images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o interview/portfolio images</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• essay/research report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• technical/exhibition report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• oral/seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May include:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• technical research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• folio research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• research for practical exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• photography in context research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• process record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• work proposals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• critical reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Mode of presentation                  | May include a reflective written component, workbook activities, photographic processes, and/or a presentation of the portfolio. | May include: written/oral/multi-modal (may include images collected or produced by students). | May include: written responses, technical research, a research workbook in electronic or hard format, proposals, evaluation. |

| Weighting (A)                          | 70 – 80%                           | 20 – 30%              |                              |
| Weighting (T)                          | 55 – 70%                           | 30 – 45%              |                              |

The ACT Board of Senior Secondary Studies recommends 4-6 assessment tasks across a unit. A minimum of one of each Task Type must be included in each A and T unit.

### Assessment Criteria

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students’ performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts;
- critical, analytical and research skills;
- an ability to communicate ideas in written, oral and visual form;
- understanding and application of design concepts;
- production skills in photographic material;
- application of photographic practice;
- organisational and problem solving skills

### Visual Art (T)
### Visual Art (A)

All units are offered as full semester units and the package of units is negotiated depending on the needs and interests of teachers and the majority of students. Students can complete each unit at either A or T level. A greater percentage of time and task weightings are placed on theoretical study in a T course package. The course package usually consists of:
Year 11
- Exploring Visual Art
- other elected unit after discussion with participants.

Year 12
- Elected units after discussion with participants.

Graphic/Art Design Minor

These units are available to Year 12 students who may wish to complete a major-minor in Art by adding a minor in Graphic/Art Design. It is also available for students who have not chosen to do Art and Design in Year 11, to pick up the Graphic/Art Design course as a minor in Year 12. The units studied aim to provide opportunities for students to explore the world of design and develop design products.

Course Pre-requisites

There are no pre-requisites for these courses.

Units

Exploring Visual Arts
This unit will provide an introduction to basic skills in using a variety of media, the study of aspects of the art making process, techniques, terms and concepts related to painting, drawing, printmaking and other workshop areas will be an important focus.

Painting
This unit will examine a variety of painting techniques and will focus on a wide variety of artists from other times and cultures as well as Contemporary Artists and, or Designers.

Illustration
This unit is based on an investigation into the art of illustration, its techniques, historical traditions and practitioners.

Sculpture
The focus of this unit will be on the development of technical and conceptual skills related to sculpture and installation practice.

Printmaking
This unit will examine colour theory; selected printmaking techniques, printmakers from other times and cultures as well as contemporary artists and, or designers.

Graphic Art/Design
This unit will investigate designers and the design process with a focus on selected practical projects.

Visual Art Negotiated Study 1 – 2DA
Visual Art Negotiated Study 1 – 3DA
These units will provide students with an opportunity to work in an area of their choice, extending skills developed in previous units

Culture and Identity
Students will explore visual elements and principles, be able to appropriately express and communicate on issues of major concerns, culture and identity.

Graphic Design Units

For the Graphic Design minor, the foundation unit is compulsory.

Graphic/Art Design
This unit introduces the fundamental principles of graphic design and explores the basic visual elements, techniques, materials and problem-solving used to evaluate simple design processes

Graphic Design Negotiated Study
This unit will provide students with an opportunity to design and produce a body of work in their area of choice and to extend their research and communication skills
Students for whom this Course is Designed (T Course)

This course is suitable for those students who:
- are contemplating a career in Art and Design in areas such as Graphic Design, Visual Arts, Secondary Art teaching, etc;
- will use their ATAR from this course for other tertiary studies;
- have an interest in this area developed in the Junior School;
- are looking for avenues to develop practical skills and the ability to express themselves through visual and verbal language;
- wish to seek employment in related areas.

Students for whom this Course is Designed (A Course)

This course is suitable for those students who:
- have an interest in this area developed in the Junior School;
- are looking for avenues to develop practical skills and the ability to express themselves through visual and verbal language;
- wish to seek employment in related areas.

Assessment Tasks in T/A Art

There are four main assessment task types:

A Course

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Production</th>
<th>Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Process Diary (VAPD)</td>
<td>Teacher-Directed Tasks</td>
<td>Student-Directed Tasks</td>
</tr>
<tr>
<td>Holistic process diary that is reflective of ideas, production and contextual practice.</td>
<td>May include skill based and conceptual tasks related to the following: Use of media Composition Technique Visual language</td>
<td>May include: Major work Series of works Portfolio Field study works</td>
</tr>
<tr>
<td>1.0 15-20%</td>
<td>25-35%</td>
<td>25-35%</td>
</tr>
</tbody>
</table>

T Course

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Production</th>
<th>Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts Process Diary (VAPD)</td>
<td>Teacher-Directed Tasks</td>
<td>Student-Directed Tasks</td>
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<tr>
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<td>May include skill based and conceptual tasks related to the following: Use of media Composition Technique Visual language</td>
<td>May include: Major work Series of works Portfolio Field study works</td>
</tr>
<tr>
<td>1.0 15-25%</td>
<td>25-35%</td>
<td>25-35%</td>
</tr>
</tbody>
</table>

* A formal essay is a compulsory requirement of a T unit.

Assessment Task Types, Assessment Criteria and Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) are vital in teaching and learning. The following table shows these relationships.
### GOALS

#### Ideas
- Visual literacy
- Conceptual skills
- Aesthetic sensitivity and awareness

#### Production
- Skills, processes and the use of media and techniques for making visual art
- Problem solving skills
- Communication and expression skills in visual, oral and written work
- Organisational and time management skills

#### Contexts
- Knowledge of visual art in context
- Knowledge of underlying issues and interconnections in visual art
- Critical and or informed judgements about works of visual art

<table>
<thead>
<tr>
<th>GOALS</th>
<th>ASSESSMENT TASK TYPES</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
</table>
| Ideas          | Visual Arts Process Diary (VAPD) | • Generation and synthesis of ideas
|                |                       | • Visual literacy                                      |
|                |                       | • Aesthetic judgements                                 |
|                |                       | • Effective communication                              |
|                |                       | • Problem solving skills                               |
|                |                       | • Critical analysis                                    |
|                | Teacher Directed Tasks | • Production                                            |
|                | Student Directed Tasks | • Generation and synthesis of ideas                    |
|                |                       | • Visual literacy                                      |
|                |                       | • Aesthetic judgements                                 |
|                |                       | • Effective communication                              |
|                |                       | • Problem solving skills                               |
|                |                       | • Critical analysis                                    |
|                | Formal Literacy Tasks | • Generation and synthesis of ideas                    |
|                |                       | • Visual literacy                                      |
|                |                       | • Aesthetic judgements                                 |
|                |                       | • Effective communication                              |
|                |                       | • Problem solving skills                               |
|                |                       | • Critical analysis                                    |

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:
- generation and synthesis of ideas
- visual literacy
- aesthetic judgements
- effective communication
- production and problem solving skills
- critical analysis
GLOBAL STUDIES DEPARTMENT
Coordinator: Mr J Cave

The Global Studies Department offers a wide range of senior courses at a variety of levels which can be studied as a Major or a Minor (except Textile Design – Minor only):

- Business Administration (AV)
- Business (T), (A)
- Fashion Design (TV), (AV)
- Geography (T), (A)
- History (T), (A)
- Hospitality Industry Studies (AV)
- Information Technology (TV), (AV)
- Legal Studies (T), (A)

The four Vocational courses offered by the Department give students the opportunity to obtain nationally recognised qualifications as well as having them contribute to their Year 12 Certificate.

Business Administration (AV) Vocational Course

The Business Administration course is written under the Business Services Training Package BSBO7. Students who study this course have the opportunity to achieve double certification. Successful completion of units studied will lead to grades for the accredited course on the Year 12 Certificate. By attaining required competencies, students can receive Certificate II in Business BSB20107 and Certificate III in Business BSB30110, both of which are recognised nationally by employers and other training institutions. Students will also receive a Statement of Attainment for any competencies successfully completed.

The units outlined below are linked directly to the competencies to be covered in the course:

Course Pre-requisites
There are no pre-requisites for this course.

Units

Year 11 - Semester 1 - Working in a Business Environment 1 (1.0)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBOSH201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBCCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR204B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBUS201B</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations *</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy</td>
</tr>
</tbody>
</table>

~Keyboarding skills are core to working in a business environment. Students will continue to be assessed for this level competency across two years.

* Certificate III competency can be delivered in Semester 1 or 2

Year 11 - Semester 2 - Working in a Business Environment 2 (1.0)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBINM202A</td>
<td>Handle mail</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
</tbody>
</table>
Year 12 - Semester 1 - Working in a Business Environment 3 (1.0)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy~</td>
</tr>
</tbody>
</table>

~Keyboarding skills are core to working in a business environment. Students will continue to be assessed for this level competency across two years.

Year 12 - Semester 2 - Working in a Business Environment 4 (1.0)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBHOH301B</td>
<td>Apply knowledge of OHS legislation in the workplace **</td>
</tr>
<tr>
<td>BSBITU309A</td>
<td>Produce desktop published documents **</td>
</tr>
<tr>
<td>BSBITU301A</td>
<td>Create and use databases **</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents **</td>
</tr>
<tr>
<td>BSBDIV301A</td>
<td>Work effectively with diversity **</td>
</tr>
<tr>
<td>BSBINM301A</td>
<td>Organise workplace information **</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy~</td>
</tr>
</tbody>
</table>

(Delivered over Semester 1 and 2)

~Keyboarding skills are core to working in a business environment. Students will continue to be assessed for this level competency across two years.

**Note: Competencies in this unit may only be delivered by colleges that have scope for Certificate III in Business.

Students for whom this Course is Designed

This is a Vocational course. Students who intend to seek employment in an office environment will benefit from studying this course. Other students will benefit from developing sound skills in keyboarding and using a range of office and display equipment. To achieve Certificate II, a student must achieve competency at Level 2 standard in all units.

Students should not study Business Administration and Information Technology as there may be some overlap of content.

Assessment in Business Administration

Assessment Tasks

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Theory</th>
<th>Practical Activity</th>
<th>Work-Based Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions</td>
<td>• summative tests • research exercise • work investigation • planning exercise • presentation • scenarios</td>
<td>• poster/flyer brochure • DVD • organising an event • visual display • multimedia presentation • simulations • portfolio</td>
<td>• description/analysis of work-based activities (virtual enterprise, simulation, work placement) • observation report • logbook/diary</td>
</tr>
<tr>
<td>Weightings</td>
<td>20-50%</td>
<td>20-50%</td>
<td>20-50%</td>
</tr>
</tbody>
</table>
For each 1.0 unit at least two different task types must be used. For each term unit (0.5), one task type should be used and weighting adjusted to 100% for that term. No task type should have less than 20% weighting. Over a course, all task types must be included.

The Board recommends 3-5 assessment tasks per standard unit (1.0), and 2-3 per half standard unit (0.5).

**Assessment Criteria**

Students will be assessed on the degree to which they demonstrate:

- knowledge, skills and application
- communication, interpersonal and organisational skills
- use of appropriate technologies
- problem solving skills
- evaluating and monitoring performance.

---

**Business (T)**

**Business (A)**

These are new courses designed to provide students with flexible pathways for further education in business and related fields or for direct entry into the workforce.

The courses have been restructured to include current and future business study options to reflect the changing nature of the business world. It will give students a broader understanding of dynamic business environments in an Australian and global context.

**Course Pre-requisites**

There are no pre-requisites for this course.

**Units**

An indicative selection of units:

**Marketing, Ethics and Business**

- nature, role and principles of marketing
- effective marketing types, approaches and strategies
- marketing theory, elements and issues to develop a marketing plan
- ethical and legal responses to change in the workforce
- ethical and social responsibilities of big business

or

**Marketing and Business Management**

- nature, role and principles of marketing
- effective marketing types, approaches and strategies
- marketing theory, elements and issues to develop a marketing plan
- the nature, role, importance and interdependence of a business manager/entrepreneur
- management theories and strategies and their impact on business
- effectiveness of management and its responsiveness to change
- the social and ethical responsibilities of management
- factors and practices which contribute to the success of businesses

**Financial and Operations Management**

- concepts, objectives and influences of financial management
- compare sources of finance
- financial statements and ratios
- business literacy and numeracy
- business communication techniques
- elements of operations management

or

**Financial Management, Ethics and Business**

- concepts, objectives and influences of financial management
- compare sources of finance
- financial statements and ratios
- ethical and legal aspects of financial management
- ethical and legal responses to change in the workforce
- ethical and social responsibilities of big business

**Business Economics and Industrial Relations**
- Australia’s current economic outlook
- impact of business cycle
- monetary and fiscal policies and effects on Australian economy
- case studies on current issues related to economic activity and business cycle
- the objectives, causes and actions of industrial relations
- case studies on current industrial issues
- review current Australian workplace legislation

**The Business Plan and Research Project**
- the nature and types of business structure and their role in society
- business life cycle and the challenges that each stage presents for management
- the interrelationship between small to medium business enterprises
- critical establishment factors of a business
- the role, importance and interdependence of key functions of a business plan
- business planning processes
- develop a detailed business plan
- research an industry-endorsed program or plan a new enterprise

**Students for whom this Course is Designed**

These courses provide an excellent background for students who wish to pursue a business, economics or management course at university or CIT. For Tertiary students it provides opportunities for achieving academic excellence and as a vocational course offers improved employment opportunities. It is also appropriate for students with an interest in business and gives them the opportunity to develop entrepreneurial skills and be exposed to successful business practice.

**Assessment in Business**

**Assessment Tasks and Assessment Criteria**

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Test/Exam</th>
<th>Research, investigation and analysis</th>
<th>Open response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Multiple choice</td>
<td>Written report</td>
<td>Oral presentation/Seminar</td>
</tr>
<tr>
<td></td>
<td>Short answer responses</td>
<td>Essay</td>
<td>Computer simulation</td>
</tr>
<tr>
<td></td>
<td>Document Study</td>
<td>Business Plan</td>
<td>Business simulation</td>
</tr>
<tr>
<td></td>
<td>Interpretation of unseen</td>
<td>Research T – 1000 min - 1500 max</td>
<td>Interview response</td>
</tr>
<tr>
<td></td>
<td>stimuli</td>
<td>Research A – 600 min – 1000 max</td>
<td>Case study</td>
</tr>
<tr>
<td></td>
<td>Extended response</td>
<td>Business Plan – up to 3000 words.</td>
<td>Portfolio of practical exercises</td>
</tr>
<tr>
<td></td>
<td>In-class essay</td>
<td></td>
<td>Website study/evaluation</td>
</tr>
<tr>
<td></td>
<td>Closed or open book</td>
<td></td>
<td>Video study</td>
</tr>
<tr>
<td></td>
<td>T – 600min-800max</td>
<td></td>
<td>T – min 8 minutes</td>
</tr>
<tr>
<td></td>
<td>A – 400min-600max</td>
<td></td>
<td>A – min 5 minutes</td>
</tr>
<tr>
<td>Weightings in A/T</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.0 standard unit</td>
<td>40%-50%</td>
<td>20%-30%</td>
<td>20%-30%</td>
</tr>
</tbody>
</table>

It is recommended that students complete 3 assessment tasks, one from each of these categories:

**Tests**
- Formal test conditions apply.

**Research, investigation and analysis**
- This task must allow students to research information and ideas and to present cohesive, extended argument, incorporating in-depth analysis and evaluation.

**Open response**
- This list is indicative but not exhaustive
All tasks selected from the task types must include the opportunity for students to demonstrate:

- knowledge, understanding and application
- critical analysis
- inquiry skills
- effective communication

### Fashion Design and Textiles (TV)

**Vocational Course**

**Fashion Design and Textiles (AV)**

The study of Fashion and Textiles provides the opportunity for students to explore their creativity and develop design skills. Skills such as ideas generation, problem solving, communication, project management as well as analytical and lateral thinking are highly valued and transferable across different disciplines. Students are provided with the opportunity to develop the skills for career directions and a lifelong interest in this area. All studies in Fashion and Textiles can lead into tertiary courses and exciting careers in design, cultural and business related fields.

The Australian Fashion and Textiles industry contributes significantly to the world economy particularly in the Asia Pacific region. As a global industry it has an impact on every aspect of our lives, economically, environmentally and culturally. Today's Textile, Clothing and Footwear industries use new and developing technologies and play an important role in many industries such as sport, medicine, science, manufacturing, architecture and defence. The future of these industries depends upon innovative, flexible and collaborative designers, researchers and manufacturers.

These courses also incorporate required units from the National Textile, Clothing and Footwear Package. By attaining required competencies, students work towards Certificate II in Applied Fashion Design and Technology that is recognised nationally by both employers and other training institutions.

The courses include local and interstate excursions, which will provide a valuable insight into the design, production, marketing and retail areas of fashion design. They will also expose a multitude of possible career directions within the industry. Students will have an opportunity to observe the impact of ICT on all sectors of the industry.

#### Group 1 – Mandatory Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTGN2001B</td>
<td>Follow defined OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>LMTGN2002B</td>
<td>Apply quality standards</td>
</tr>
<tr>
<td>LMTCL2001B</td>
<td>Use a sewing machine</td>
</tr>
<tr>
<td>LMTCL2003B</td>
<td>Identify fibres and fabrics</td>
</tr>
<tr>
<td>LMTFD2005B</td>
<td>Identify design process for fashion designers</td>
</tr>
<tr>
<td>LMTFD2001B</td>
<td>Design and produce a simple garment</td>
</tr>
</tbody>
</table>

#### Group 2 – Specialist Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTGN2003B</td>
<td>Work in the textiles, clothing and footwear industry</td>
</tr>
<tr>
<td>LMTGN2009B</td>
<td>Operate computing technology in a TCF workplace</td>
</tr>
<tr>
<td>LMTCL2004B</td>
<td>Sew components (P)</td>
</tr>
<tr>
<td>LMTCL2010B</td>
<td>Modify patterns to create basic styles</td>
</tr>
<tr>
<td>LMTCL2011B</td>
<td>Draw and interpret a basic sketch</td>
</tr>
<tr>
<td>LMTFD2002B</td>
<td>Apply printing techniques to produce Indigenous textile designs</td>
</tr>
<tr>
<td>LMTFD2003B</td>
<td>Apply dyeing techniques to produce Indigenous textile designs</td>
</tr>
<tr>
<td>LMTFD2004B</td>
<td>Work within an Indigenous cultural framework</td>
</tr>
</tbody>
</table>

#### Course Pre-requisites

There are no pre-requisites for these courses, although students who have studied textiles in the junior school may have an advantage.
### Units

Students wishing to complete a major will study at least four units and at least two for a minor. Students may also have the opportunity to achieve a major-minor by completing six units of the Fashion Design and Textiles Course where practicable. The units available are:

- Design for Fashion and Interiors
- Fashion Design and Production
- Working with Fabrics
- Designing for Clients
- Marketing Your Own Designer Label
- Costume and Set Design
- Recycle and Re-use
- Textiles and Society
- Fashion Extension
- Fashion Project
- Fashion Structured Work Placement

### Students for whom this Course is Designed

These courses are designed to meet the needs of students with an interest in fashion who wish to obtain a Tertiary Accredited qualification or an Accredited qualification. As well a vocational qualification may be awarded if they satisfactorily complete all unit competencies and attend appropriate vocational placements.

### Assessment in Fashion Design

#### Assessment Tasks

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Written and/or Oral (T) These tasks must incorporate higher order thinking skills which require critical analysis and evaluation</th>
<th>Design Development (A/T) These tasks must record the creative design process</th>
<th>Practical Work (A/T) These tasks are the outcome of the creative design process</th>
</tr>
</thead>
</table>
|            | T - Analytical essay  
  - 1000 – 1500 words  
  A - Essay  
  - 500 – 800 words  
  Marketing plan  
  Research report with primary evidence  
  PowerPoint presentation with speakers’ notes  
  Magazine/journal articles  
  Seminar/ tutorial/ interview  
  Debate/ online discussion  
  Webquests  
  Exhibition review  
  Field investigation  
  Exam     | Design Process Diary  
  The following may also be used with supporting evidence of the design process:  
  - Concept boards  
  - Storyboards  
  - Digital design diary  
  - Presentation portfolio  | Garment(s)  
  Textile article(s)  
  Marketable product(s)  
  Group production simulation  
  Sample range(s)  
  Textile art piece(s)  
  ICT application eg: web pages, virtual fashion store, virtual layout for interior design |
| Weightings T | 25-35% | 25-35% | 40-50% |
| Weightings A | 15-25% | 25-30% | 45-60% |

In a standard T unit (1.0) a student must complete between 3-5 items of which two must be from the Written and/or Oral task type, one or more from the Design Development task type and one or more from the Practical Work task types. **At least one oral must be included in a major.**

In a standard A unit (1.0) a student must complete between 3-5 items of assessment. One or more from the Written and/or Oral task type, one or more from the Design Development task type and one or more from the Practical Work task types.
Assessment Criteria
Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- effective communication
- analysis and evaluation
- creativity and problem solving skills
- technical skills

Geography (T)
Geography (A)

Geography is the study of the spatial interrelationships of people, places, and environments. These spatial concepts provide a unique structure and framework of ideas for geographic investigations of natural and human phenomena. Geography has a distinctive, active mode of inquiry involving fieldwork and problem-solving skills. Furthermore, contemporary issues are central to its study, making the subject dynamic and relevant. With its spatial dimension, Geography enables these issues to be investigated in a unique way.

Students are offered a variety of units in Geography, so it may be possible to achieve a major or a minor for their Tertiary or Accredited Package. Choice of units will be mutually agreed upon depending on student preferences and available teaching resources. Field studies will be incorporated into units where appropriate.

Course Pre-requisites

There are no pre-requisites for these courses.

Units

The units will be chosen by negotiation with the class as well as by the makeup of the class.

Water in the World
- Functioning of the water cycle and the role water plays in the atmosphere, biosphere and lithosphere
- The drainage basin as the basic unit of fluvial systems
- Human Impact on the hydrosphere

Geography Beyond 2050
- Patterns of Development and Growth
- Managing Resources
- Sustainable Futures

Catchment Management
- Nature of catchments
- Concept of catchment management
- Issues related to the management of catchments

Development and Geopolitics
- Patterns of development
- Impact of development
- Political tension and conflict

Earth in Action
- Introduction to physical geography
- Breakdown of the Earth’s surface
- Soil and vegetation
- Atmospheric studies

Environmental Hazards
- Examination of a range of hazards and their distribution
- Causal factors and responses to environmental hazards
**Australia and Asia**  
- The diversity of the peoples, societies, environments and cultures of Asia  
- Links between Asian nations and Australia  
- Australia’s relationships with high growth Asian economies

**Marine Geography**  
- The nature of marine environments  
- The resource potential of marine environments  
- Coastal geomorphology  
- Management of marine environments

**Students for whom this Course is Designed**

Geography students will generally be drawn from the general student population, particularly those with an interest in environmental issues. Students can prepare for career paths in Environmental Resource Management, Water and Soil Conservation, Urban Planning, Geography, Development Economics, Meteorology, National Parks Planning, Tourism and Hospitality, and so on.

The T Course is suitable for those seeking tertiary entry by providing opportunities for achieving academic excellence through independent research. The A Course is suitable for those seeking vocational education and improved employment opportunities and those choosing to study the subject out of personal interest.

**Assessment in T/A Geography**

**Assessment Criteria**

The following assessment criteria are a focus for assessment and reporting based on the Geography Course Framework. Criteria are the essential qualities that teachers look for in student work. Over a unit, these criteria will be used by teachers to assess students’ performance, however, not all of them need to be used on each task. A student’s Unit Grade will be determined using the following criteria.

Students will be assessed on the degree to which they demonstrate:
- knowledge, understanding and application  
- inquiry skills  
- critical thinking  
- geographic techniques  
- communication skills

**Assessment Tasks**

Assessment tasks elicit the degree to which the goals of a course have been met. As student performance is evaluated in the context of the assessment criteria it is essential that criteria be clearly specified on tasks.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Practical</th>
<th>Fieldwork</th>
<th>Written</th>
<th>Oral</th>
<th>Visual</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>0 - 50%</td>
<td>0 - 50%</td>
<td>0 - 50%</td>
<td>0 - 50%</td>
<td>0 - 50%</td>
<td>0 - 50%</td>
</tr>
</tbody>
</table>
| Examples of task types | • Map work  
• Charting  
• Data bases  
• GIS  
• Remote - sensing  
• Data analysis  
• Fieldwork techniques that could include:  
  – survey  
  – questionnaire  
  – mapping  
  – GIS  
  – measuring and testing  
  – transect  
  – sketching | • Fieldwork report  
• Field notes  
• Fieldwork techniques that could include:  
  – survey  
  – questionnaire  
  – mapping  
  – GIS  
  – measuring and testing  
  – transect  
  – sketching | • Report  
• Diary  
• Journal  
• Assignment  
• Media review  
• Research essay  
• Management plan  
• Webquest response | • Role play  
• Seminar  
• Lecture  
• Interview  
• Commentary  
• Oral presentation  
• PowerPoint presentation | • Model  
• Annotated Visual Display/poster/ wall display  
• Photographic essay  
• Webquest design  
• Multi-media production  
• Web page design  
• Poster  
• Photographic essay  
• Wall display  
• Sketching  
• Brochure | • Topic test  
• Unit test  
• In-class essay  
• Viva |
History (T), (A)  Students may complete a History major by studying ancient history units or by studying modern history units or by combining units from the both areas where the student’s timetable permits. A double major or major-minor may be achieved by undertaking study in both ancient and modern history areas.

Course Pre-requisites

There are no pre-requisites for these courses.

Units

Ancient History Units
The units offered in Ancient History focus on the Greek and Roman worlds in ancient times. Emphasis is placed on the study of people, both as individuals and in groups. We therefore examine the daily lives of the powerful and wealthy, as well as ordinary citizens and slaves. Emphasis is placed on archaeological evidence, examination of primary source documents and the literature of the period being studied. Because Ancient History aims to give students a cultural appreciation of the periods being studied, we also examine architecture, painting, pottery, customs, food and drink, philosophy, the role of women, clothing, music, drama and cultural influences on later periods of history, including our own.

As this course is usually taught as a vertical class of Year 11/12 students, the College alternates between a study of Ancient Greece in one year and Ancient Rome in another.

The Roman Republic
In this unit we examine Rome’s early history, the emergence of the Republic and the process by which the Republic became an Empire. We also look at art, architecture and literature from the period. Famous people studied include Pompey, Julius Caesar and Augustus.

The Roman Empire
This unit is an examination of life in Rome under the Emperors, the development of Christianity, and the decline and fall of Rome. Again we look at art, architecture, literature and social history.

Greece to the Persian Wars
This unit examines the early history of Athens and Sparta. We study the famous tales of Homer about the gods and the heroes and legends of Ancient Greece. The Olympic Games and the famous buildings and artworks of Greece are also a focus.

Delian League to the Death of Alexander
An examination of the history and society of the Greeks in 5th and 4th Century BC, and the expansion of the Greeks in the Mediterranean region. We look at Pericles, Thucydides and Alexander the Great, among others.

Modern History Units
The Modern History units aim to help students to understand how we have coped in the past and the relevance of that past to the present and future. We stress the role of objective inquiry, appraisal of evidence and formation of judgments.

Revolutions in the Modern World
In this unit we study the impact of revolution on the modern world, using the French Revolution as a case study. We look at the power shifts that take place, the role of key individuals and the emergence of a new order in revolutions.

America Ascendant: The USA from 1900
This unit is about the United States of America in the 20th Century. A study is made of the reasons for, and effects of, the emergence of the USA from isolationism to world power, the impact of the Great Depression and the Civil Rights movement.
From Weimar to Reich Germany 1919-1945
This unit deals with Germany between the wars, the emergence of Nazism, the characteristics of a totalitarian state, Hitler’s policies and beliefs, the outbreak of World War II and the defeat of Germany.

International Relations 1945 to Present
This unit studies the problems and personalities in evidence at the end of World War II, concentrates on the nature of the conflict between the superpowers and looks at international relations and trouble spots since the fall of Communism.

Russia – Tsarism to Glasnost
In this unit, students will examine the history of Modern Russia, from the autocracy of the Romanov Tsars, to the collapse of Communism in the Glasnost era. Focus will be particularly given to the rise and rule of the Communist Party under Lenin and Stalin.

Modern China from Manchu to Mao
This unit investigates the reasons for, and effects of, China’s emergence from a third world country to a significant world power today.

Manifest Destiny: USA Growth to 1900
This unit examines the key events of American history to 1900, namely the War of Independence, the Civil War and the end of slavery.

Students for whom this Course is Designed (T Course)
This course is designed for students who wish to further develop their skills in investigation, interpretation and communication and those who have a general interest in History. Such skills and knowledge would be useful for students continuing to Tertiary studies in History, Law, Journalism, Communication and related areas.

Students for whom this Course is Designed (A Course)
Modern History (A) is designed for students who have an interest in History, who enjoy lively discussion and want to develop research and communication skills for use in the workplace.

Assessment Tasks in T/A History

Assessment Task Types

For (A) Units:
• For a 1.0 unit, students must complete a minimum of 4 and a maximum of 6 items, which must include at least one item from either Historical Investigation/Depth Study or Document Study/Sources Analysis, and an oral presentation/ performance/seminar.

The items listed below in columns are examples, and are not exhaustive.
• Empathetic/Critical Response items require students to make discriminating use of primary and/or secondary sources to develop an effective, situated point of view. Alternatively, they may develop an analysis of a point of view. All responses must have an historical perspective that is informed by investigation and interpretation.
• All empathetic items must include a written rationale, up to a maximum of 500 words, and must include a bibliography.

<table>
<thead>
<tr>
<th>Historical Investigation/Depth Study</th>
<th>Document Study/Sources Analysis</th>
<th>Empathetic/Critical Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%-40%</td>
<td>20%-30%</td>
<td>30%-60%</td>
</tr>
<tr>
<td>Written</td>
<td>Written</td>
<td>Written or Oral</td>
</tr>
<tr>
<td>Research Study (800-1000 words) (at home) Essay (in class) (600-1000)</td>
<td>In or out of class response</td>
<td>Imaginative Response (Any Mode), Empathetic Writing Diaries, Journalism, Keepsake Box (with contextual reflection) Role Play, Book or film review, Oral Performance/Presentation/ Seminar, Field reports, Debates, Interviews, Web quests, Models, Costumes</td>
</tr>
</tbody>
</table>

Any of the columns could be assessed as an exam or test.
For (T) Units:
- For a 1.0 unit, students must complete a minimum of 4 and a maximum of 6 items, at least one assessment type from each column.
- One item from Empathetic/Critical Response MUST be an oral presentation/ performance/seminar.

The items listed below in columns are examples, and are not exhaustive.
- **Empathetic/Critical Response** items require students to make discriminating use of primary and/or secondary sources to develop an effective, situated point of view. Alternatively, they may develop an analysis of a point of view. All responses must have an historical perspective that is informed by investigation and interpretation.
- All empathetic items must include a written rationale, to a maximum of 500 words, and must include a bibliography.

<table>
<thead>
<tr>
<th>Historical Investigation/Depth Study</th>
<th>Document Study/ Sources Analysis</th>
<th>Empathetic/Critical Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%-50%</td>
<td>30%-40%</td>
<td>20%-40%</td>
</tr>
<tr>
<td>Written</td>
<td>Written</td>
<td>Written or Oral</td>
</tr>
<tr>
<td>Research Essay/Depth Study (1000-1500 words) (at home)</td>
<td>In or out of class response</td>
<td>Imaginative Response (any mode), Empathetic Writing, Diaries Journalism, Book or film review, Oral Performance/ Presentation/ Seminar, Field reports, Debates, Interviews, Web quests Models (supported by research and reflection), Costumes</td>
</tr>
<tr>
<td>Essay (in class) (600–1000 words)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any of the columns could be assessed as an exam or test

**Hospitality (TV) (maybe offered)**

A new system wide course is being written for 2013. The new course is expected to follow the current course as it is formed under the National Training framework. A Tertiary course element is being developed this year with a possibility of being offered to students in 2013.

This course provides students opportunities that not only promote an appreciation and understanding of the workplace culture and practices of the hospitality industry but also engages them in examining and evaluating the impact of social, cultural and environmental issues from a hospitality perspective.

Students who study this course have the opportunity to achieve double certification.

Successful completion of units studied will lead to grades for the accredited course on the Year 12 Certificate. This course also incorporates required units from the National Hospitality Training Package. By attaining required competencies, students work towards certification (such as Certificates I and II in Hospitality Operations and Kitchen Operations) that is recognised nationally by both employers and other training institutions.

This course should enable students to:
- understand the structure of the hospitality industry, its workplace culture and practices
- communicate effectively
- apply knowledge and skills in practical situations
- gain an awareness of the social, economic, legal, cultural and environmental impact of hospitality
- research, analyse and present information
- gain knowledge and understanding of vocational pathways and training opportunities; and develop appropriate attitudes and values.

As part of this course, students will be expected to run "The Bridge" restaurant and complete a minimum of one week's work placement where students will be assessed for competence by industry personnel. 
Bridge" restaurant is a full training restaurant where students learn the variety of roles in both food preparation and food and beverage service. A variety of food service styles are covered in menus presented throughout the year. The restaurant is open to the public and includes two night experiences.

Students may complete either a major or minor in this course.

**Course Pre-requisites**

There are no pre-requisites required to study this course. Students typically study the following competencies:

**Hospitality Foundation**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXOHS002A</td>
<td>Follow workplace hygiene procedures</td>
</tr>
<tr>
<td>SITXOHS001A</td>
<td>Follow health, safety and security procedures</td>
</tr>
<tr>
<td>SITHCCC001A</td>
<td>Organise and prepare food</td>
</tr>
<tr>
<td>SITHIND001A</td>
<td>Develop and update hospitality industry knowledge</td>
</tr>
<tr>
<td>TDE597B</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td><strong>PLUS</strong> SITHIND002A</td>
<td>Apply Hospitality Skills in the Workplace **</td>
</tr>
</tbody>
</table>

**Candidates completing an Australian Apprenticeship – Certificate II in Hospitality (SIT20207) will be entitled to automatic recognition for this unit on completion of the other units required for this qualification. For others formal assessment will be conducted through a combination of Structured Workplace Learning and assessments in a fully operational restaurant or dining area over a minimum of 12 service periods.**

**Hospitality Operations**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCOM002A</td>
<td>Work in a socially diverse environment</td>
</tr>
<tr>
<td>SITXCOM001A</td>
<td>Work with colleagues and customers</td>
</tr>
<tr>
<td>SITHCCC002A</td>
<td>Present food</td>
</tr>
<tr>
<td>SITHCCC003A</td>
<td>Receive and store kitchen supplies</td>
</tr>
<tr>
<td>SITHCCC004A</td>
<td>Clean and maintain kitchen premises</td>
</tr>
</tbody>
</table>

**Introduction to Food Service**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB003A</td>
<td>Serve food and beverages to customers</td>
</tr>
<tr>
<td>SITXF001A</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td>SITHFAB009C</td>
<td>Provide responsible service of alcohol</td>
</tr>
<tr>
<td>SITHCCC005A</td>
<td>Use basic methods of cookery</td>
</tr>
</tbody>
</table>

**Hospitality Service Operations**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHFAB003A</td>
<td>Serve food and beverages to customers</td>
</tr>
<tr>
<td>TDE597B</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td>SITHFAB009C</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHCCC005A</td>
<td>Use basic methods of cookery</td>
</tr>
</tbody>
</table>

**Students for whom this Course is Designed**

This course is open to all students who intend to pursue a career and/or tertiary studies in the catering, hospitality and tourism areas. It will help all students to develop self-confidence and social proficiency, and interpersonal skills such as customer relations.

**Competency Based Assessment in Hospitality**

**Assessment Tasks**

The assessment of competence needs to have as its primary focus the competency standards upon which the course is based. Teachers/Assessors need to develop an assessment strategy that will enable them to obtain sufficient evidence to judge that a student has attained the competency. This evidence must be
gathered over a number of assessment items. Competence does not mean being able to demonstrate once or twice.

Assessment will be continuous. A broad range of assessment strategies should be adopted to test knowledge, skills and attitudes. Assessment methods appropriate to the learning outcomes in each unit are identified in the documentation. They include how the assessment criteria will be measured.

The most appropriate method for assessing competency is through demonstration and observation. This may occur in the classroom, in the workplace or in a simulated workplace. Where possible the assessment should take place under normal working conditions and with assistance from colleagues, appropriate tools, equipment and job aids.

<table>
<thead>
<tr>
<th>Task</th>
<th>Examples</th>
<th>Task weighting ‘A’ / ‘V’</th>
</tr>
</thead>
</table>
| Written | • Assignments  
• Essays  
• Research task/Reports  
• Case Studies  
• Diary/Journal  
• Written tests/Exams  
• Reflections/Evaluations  
• Presentations | 40-50% |
| Practical | • Work simulation activities  
• Demonstrations  
• Excursions  
• Portfolio  
• Workshop activities  
• Application tasks  
• Practical scenarios  
• Presentations  
• Oral tests  
• Interviews | 50-60% |

**Assessment Criteria**

Students will be assessed on the degree to which they demonstrate:
- knowledge
- skills application
- communication skills
- work practices.

**Information Technology (TV)**  
**Vocational Course**

**Information Technology (AV)**

The new Information Technology courses are being written during 2012 for implementation in 2013. Details of the current courses are outlined below with the proviso that new units may be offered next year.

Students who study these courses have the opportunity to achieve double certification. Successful completion of units studied will lead to grades on the Year 12 Certificate and may contribute to the Universities Admission Index for university entry. These courses also incorporate required units from the National Information Technology Training Package. By attaining required competencies, students work towards the award of Certificate II in Information Technology that is recognised nationally by both employers and other training institutions.

The courses provide students with the opportunity to develop an understanding of the advantages and limitations of information technology. It provides students with practical experiences that will enable them to make rational decisions about the use of information technology. It develops skills in communication and teamwork that will assist students to solve problems more creatively in a rapidly changing technological environment. The Vocational pathway within this course gives students industry-standard competencies training and exposure to the workplace through vocational placements.
Course Pre-requisites

There are no pre-requisites required to study these courses.

Students must study all eight core competencies plus six elective competencies to obtain a Certificate II in Information Technology. The following competencies are outlined below:

Core units of competency for Certificate II

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN106A</td>
<td>Follow workplace safety procedures</td>
</tr>
<tr>
<td>ICAD2012A</td>
<td>Design organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAU2005A</td>
<td>Operate computer hardware</td>
</tr>
<tr>
<td>ICAU2006A</td>
<td>Operate computing packages</td>
</tr>
<tr>
<td>ICAU2013A</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAU2231A</td>
<td>Use computer operating system</td>
</tr>
<tr>
<td>ICAW2001A</td>
<td>Work effectively in an IT environment</td>
</tr>
<tr>
<td>ICAW2002A</td>
<td>Communicate in the workplace</td>
</tr>
</tbody>
</table>

IT Structured Workplace Learning (40 hours)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAS2009A</td>
<td>Interact with the clients</td>
</tr>
<tr>
<td>ICAD2003A</td>
<td>Receive and process oral and written communication</td>
</tr>
</tbody>
</table>

Electives (choose 6)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAD3218A</td>
<td>Create user documentation</td>
</tr>
<tr>
<td>ICAI3021A</td>
<td>Connect internal hardware components</td>
</tr>
<tr>
<td>ICAS2008A</td>
<td>Maintain inventories for equipment, software and documentation</td>
</tr>
<tr>
<td>ICAS2010A</td>
<td>Apply problem solving techniques to routine malfunctions</td>
</tr>
<tr>
<td>ICAS2014A</td>
<td>Connect hardware peripherals</td>
</tr>
<tr>
<td>ICAS2016A</td>
<td>Record client support requirements</td>
</tr>
<tr>
<td>ICAS3034A</td>
<td>Determine and action network problems</td>
</tr>
<tr>
<td>ICAS3115A</td>
<td>Maintain equipment and software in working order</td>
</tr>
<tr>
<td>ICAS3234A</td>
<td>Care for computer hardware</td>
</tr>
<tr>
<td>ICAT3025A</td>
<td>Run standard diagnostic tests</td>
</tr>
<tr>
<td>ICAU1128A</td>
<td>Operate a personal computer</td>
</tr>
<tr>
<td>ICAU2007A</td>
<td>Maintain equipment and consumables</td>
</tr>
<tr>
<td>ICAU3019A</td>
<td>Migrate to new technology</td>
</tr>
<tr>
<td>ICAW2011A</td>
<td>Work individually or as a team member to achieve organisational goals</td>
</tr>
<tr>
<td>ICPMM321A</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>ICPMM263A</td>
<td>Access and use the Internet</td>
</tr>
</tbody>
</table>

Units

Some suggested units:

A Course
- Spreadsheets and Presentations
- Digital Editing and 2D Animation
- Dynamic Websites and Multimedia Integration
- Computer Games

T Course
- Spreadsheets and Database Usage
- Digital Editing and 2D Animation
- Dynamic Websites and Multimedia Integration
- Computer Games
Students for whom this Course is Designed

These courses are designed for a wide range of students in Years 11 and 12 who want to complete a course in Information Technology. They offer the opportunity of pursuing a course of study with a variety of career pathway options. Students electing to study these courses will explore the capabilities of computers as problem solving tools and will use these skills as support for careers and further studies.

It is strongly suggested that students studying the ‘T’ course should be enrolled in Mathematical Methods or a higher level mathematics course and that no students should be concurrently studying Business Administration as there is some overlap of content.

Assessment Tasks in T/A Information Technology

Assessment Tasks and Criteria

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Assignments and Projects</th>
<th>Orals</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering Understandin...</td>
<td>Researching terms and concepts Summarizing information Following verbal and written instructions Simple documentation Guided projects Communication skills Citing &amp; Referencing</td>
<td>Use of correct terminology Simple questioning</td>
<td>In class and knowledge recall tests Examinations</td>
</tr>
<tr>
<td>Analysing Creating and Evaluating</td>
<td>Compare and contrast Critical essays System development Problem-solving Complex documentation Modelling Construction Algorithm construction Evaluation and reflection Open-ended tasks Extended projects Evaluation and reflection Design and integration</td>
<td>Complex questions and explanations Seminars</td>
<td>Extrapolation</td>
</tr>
<tr>
<td>Weightings</td>
<td>30-80%</td>
<td>20-70%</td>
<td>0%</td>
</tr>
<tr>
<td>Weightings in Project units</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Notes on task types

Assignments, projects, orals These tasks should emphasise complex skills of analysis, creating and evaluation putting less focus on simple knowledge recall or basic understanding.

Tests This task should give students the opportunity to demonstrate their knowledge and understanding while providing the opportunity to extrapolate and show complex analysis.

Legal Studies (T)
Legal Studies (A)

The Legal Studies T and A courses have integrated T/A level components. These courses will offer students an opportunity to develop knowledge, skills, attitudes and values that will enable them to participate as active and informed citizens in a “pluralistic” democratic Australian society within an international context.
Course Pre-requisites

There are no pre-requisites for these courses.

Units

Sources and Tort Law
- Introduction to sources of Australian law including the Constitution, Parliament and Courts
- The law of torts, its definitions and examination of development of topics of tort law.

Crime and Justice
- Examine the principles and elements of criminal law
- Investigate criminal law processes in Australia.

Family and Consumer Law
- Investigate the relationship between family institutions and the law
- Consumer rights in relation to transactions, contracts, loans and credit and possible remedies.

Human Rights and Legal Issues
- Examination of human rights and their protection in Australia
- Select an area of study and develop views on adequacy of current laws.

Students for whom this Course is Designed

Any student could gain from studying these courses, which give the opportunity to develop skills which allow maximum flexibility and adaptability in future studies, employment and other aspects of life.

The T Course is suitable for those seeking tertiary entry by providing opportunities for achieving academic excellence through independent research. The A Course is suitable for those seeking vocational education and improved employment opportunities and those choosing to study the subject out of personal interest.

Assessment in T/A Legal Studies

Assessment Tasks

<table>
<thead>
<tr>
<th>Task types</th>
<th>Type 1 Test</th>
<th>Type 2 Written</th>
<th>Type 3 Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/T courses 1.0 - Legal</td>
<td>e.g. Unit test Topic test Document Study</td>
<td>e.g. Research Assignment, Argumentative comparative, Essay, Report, Biography, Identification activity, In Class writing</td>
<td>e.g. Mock Trial, Oral, Moot, Dispute resolution, Presentation, Debates, Seminar, Monologue, Dialogue, Interview, Models, Websites, In Class writing</td>
</tr>
<tr>
<td>Weighting</td>
<td>30 - 60%</td>
<td>20 - 60%</td>
<td>20 - 40% *</td>
</tr>
</tbody>
</table>

* Students must complete one open response for a minor and two open responses for a major. The Board recommends 3-5 assessment items per standard unit.

Assessment Criteria

The following criteria for assessment and reporting of student achievement are a focus for assessment and reporting in all courses based on this Course Framework. Criteria are the dimensions of quality that teachers look for in evaluating student work. Over a course of study, these criteria must be used by teachers to assess student performance, but not all criteria need to be used on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:
- knowledge and application of legal principles
- critical analysis
- research and information skills
- communication – oral or written
The Information Services Department offers one course - Information and Cultural Services AV.

The course is based on the CUL2011 Certificate II in Information and Cultural Services. It gives students the opportunity to obtain a nationally recognised qualification as well as contributing to their Year 12 Certificate. Students study units which will permit completion of an A/V minor BSSS Course and a Certificate II in Information and Cultural Services. If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment of partial completion of the qualification.

The qualification provides a pathway to other higher level qualifications via a vocational pathway at a Registered Training Organisation such as the Canberra Institute of Technology or a tertiary pathway to qualifications and careers in knowledge management and library/information science. Additionally it provides students with transferable skills applicable to business, knowledge management and information technology and careers in galleries, archives, records and museums (GLARM) related sectors.

The core units are relevant to all sectors of the GLARM industry whilst the electives are directly related to the library context. Learning activities and assessment tasks are authentic, relevant and engaging and develop skills for the workplace.

This course will enable students to acquire employability skills including a range of technical, personal and organisational skills valued both within and beyond the workplace. These skills are transferable and meet the needs of a range of students. Students will also acquire underpinning skills and knowledge related to functional areas within libraries and the broader GLARM industry.

### Information and Cultural Services (AV) Vocational Course

#### Course Pre-requisites

There are no course pre-requisites for this course.

#### Units

To attain a Certificate II in Information and Cultural Services, ten units of competence must be achieved: five Core competencies plus five Elective competencies. This is a minor course.

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit of competence</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>Core</td>
</tr>
<tr>
<td>BSOH201A</td>
<td>Participate in OHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>CULIND201A</td>
<td>Develop and apply knowledge of information and cultural services</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>CULVP201A</td>
<td>Assist with the presentation of public activities and events</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINL301A</td>
<td>Develop and use information literacy skills</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS201A</td>
<td>Assist with circulation services</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS202A</td>
<td>Process information resource orders</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS301A</td>
<td>Process and maintain information resources</td>
<td>Elective</td>
</tr>
</tbody>
</table>

#### Students for whom this Course is Designed

This course is designed to cater for Tertiary and Accredited students in Years 11 and 12 who wish to develop skills that are transferable across a range of administration, library and other cultural environments.
Assessment in an authentic workplace environment

Units of Competency in the Information and Cultural Services Training Package will be assessed on the job in a working library.

**Assessment Tasks**

Assessment during the minor will span the following task types and may include the kinds of tasks listed under each:

<table>
<thead>
<tr>
<th>Task types</th>
<th>Theory</th>
<th>Practical activity</th>
<th>Work based activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions</td>
<td>• summative tests</td>
<td>• poster/flyer/brochure</td>
<td>• description/analysis of work-based activities (virtual enterprise, simulation, work placement)</td>
</tr>
<tr>
<td></td>
<td>• research exercise</td>
<td>• DVD</td>
<td>• observation report</td>
</tr>
<tr>
<td></td>
<td>• work investigation</td>
<td>• organising an event</td>
<td>• logbook/diary</td>
</tr>
<tr>
<td></td>
<td>• planning exercise</td>
<td>• visual display</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• presentation</td>
<td>• multimedia presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• scenarios</td>
<td>• simulations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• portfolio</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>20 - 50%</th>
<th>20 - 50%</th>
<th>20 - 50%</th>
</tr>
</thead>
</table>

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- analysis and evaluation
- communication skills
- performance skills

Throughout this course students are encouraged to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managed learners
- collaborative team members

**VET Information Summary**

<table>
<thead>
<tr>
<th>BSSS Unit Title</th>
<th>Competency Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Cultural Services Industry (1.0)</td>
<td>BSOHS201A CULIND201A CULINL301A BSBWOR203A ICAICT203A</td>
<td>Participate in OHS processes Develop and apply knowledge of information and cultural services Develop and use information literacy skills Work effectively with others Operate application software packages</td>
</tr>
<tr>
<td>Develop and Apply Industry Knowledge (0.5)</td>
<td>BSOHS201A CULIND201A CULINL301A</td>
<td>Participate in OHS processes Develop and apply knowledge of information and cultural services Develop and use information literacy skills</td>
</tr>
<tr>
<td>Working with Others and Operating Software (0.5)</td>
<td>BSBWOR203A ICAICT203A</td>
<td>Work effectively with others Operate application software packages</td>
</tr>
<tr>
<td>Course</td>
<td>Units</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Promoting Information and Cultural Services</td>
<td>1.0</td>
<td>BSBCUS201A, CULINS201A, CULINS202A, CULEVP201A, CULINS301A</td>
</tr>
<tr>
<td>Customer Service and Public Relations</td>
<td>0.5</td>
<td>BSBCUS201A, CULINS201A, CULEVP201A</td>
</tr>
<tr>
<td>Process and Maintain Information Resources</td>
<td>0.5</td>
<td>CULINS202A, CULINS301A</td>
</tr>
<tr>
<td>Structured Workplace Learning in Information and Cultural Services</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>
The following courses are available:

- Beginning Chinese (T)
- Advanced French (T)
- Continuing French (T)
- Continuing German (T)
- Advanced Italian (T)
- Continuing Italian (T)
- Continuing Italian (A)
- Intermediate Japanese (T)
- Continuing Japanese (T).

Students are able to study these courses as a Major or a Minor.

### Beginning Chinese (T)

**Course Pre-requisites**

There are no prerequisites for this course.

**Units**

Year 11 and 12 students are taught in the same class, but assessed separately.

All students cover four units to obtain a major in the subject. The course is designed so that it is possible to combine students in both Years 11 and 12. The topics listed below are covered in the various units:

- The Individual's Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

**Students for whom this Course is Designed**

This course is intended for students who have little or no previous knowledge of the language. By studying this course students should be able to establish and maintain interpersonal communication and develop a deeper understanding and appreciation of Chinese culture through language learning.

### Advanced French (T)

**Course Pre-requisites**

Students entering this course should have reached near native competency in French in speaking, writing and responding.

**Course Pre-requisites**

It is recommended that students who wish to take this course have achieved at least a B grade in their Year 10 course, or have attained a comparable standard of spoken and written French. Students who have attended Merici in the junior school would normally have completed four full years of French study.
Units

Year 11 and 12 students are taught in the same class, but assessed separately.

All students cover four units to obtain a major in the subject. The course is designed so that it is possible to combine students in both Years 11 and 12. The topics listed below are covered in the various units:

- The Individual's Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Students for whom this Course is Designed (Adv T and T Course)

This course is intended for students who wish to:
- continue their studies in French at Tertiary level
- use their language skills to communicate effectively with other French speakers, for recreational, vocational or personal purposes
- maintain and improve their knowledge of French acquired through family circumstances
- extend their understanding of English by comparing and contrasting its structures to those of French.

Continuing German (T)

Course Pre-requisites

It is recommended that students who wish to take this course have achieved at least a B grade in their Year 10 course or have attained a comparable standard of spoken and written German. Students who have attended Merici in the junior school would normally have completed four full years of German study.

Units

Year 11 and 12 students are taught in the same class, but assessed separately.

Students may complete either a Major (4 units of study) or a Minor (2 units). The course consists of eight term units, structured into four semesters. Each semester unit focuses on a specified theme:

- The Individual's Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Students for whom this Course is Designed

This course is intended for students who wish to:
- continue their studies in German at Tertiary level
- use their language skills to communicate effectively with other German speakers for recreational, vocational or personal reasons
- continue to value the cultural contribution of the German-speaking countries and appreciate their position in the world.
**Advanced Italian (T)**
**Continuing Italian (T)**
**Continuing Italian (A)**

**Adv (T) Course Pre-requisites**

Students entering this course should have reached near native competency in Italian in speaking, writing and responding.

**(T) Course Pre-requisites**

It is desirable that students who wish to take this course have a good understanding of grammatical structures, have achieved at least a B grade in their Year 10 course or can demonstrate a comparable knowledge of Italian both in its written and spoken form.

**(A) Course Pre-requisites**

This course is intended for students who have completed a junior language program or for students who have some previous knowledge of Italian through family background. It is desirable that students have a broad knowledge of vocabulary and expressions as well as a good understanding of spoken and written Italian. It is particularly suitable for students who may understand and speak Italian quite well but who have some difficulty understanding and applying the more grammatical concepts with a high degree of accuracy.

**Units**

Year 11 and 12 students are taught in the same class, but assessed separately.

The course consists of four semester units. Each semester unit is a standard 1.0 value unit. Whole units may be divided into two half units (0.5 units). Students may complete a minor or major in this course. The topics as summarised below are covered in the various units:

- The Individual's Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Students will need to have studied Italian for 4 years at high school level or equivalent. A test may be given to assess the appropriate level of entry.

**Students for whom this Course is Designed (Adv T and T Course)**

This course is intended for students who wish to:

- continue their studies in Italian at Tertiary level
- use their language skills to communicate effectively with other Italian speakers, for recreational, vocational or personal purposes
- maintain and improve their knowledge of Italian acquired through family circumstances
- extend their understanding of English by comparing and contrasting its structures to those of Italian.

**Students for whom this Course is Designed (A Course)**

This course is intended for students who wish to:

- use their language skills to communicate with other Italian speakers, for recreational, vocational or personal purposes
- maintain and improve their knowledge of Italian acquired through family circumstances
- extend their understanding of English by comparing and contrasting its structures to those of Italian
- continue to value the cultural contributions of Australian-Italians and Italy’s relevance to modern society.
Intermediate Japanese (T)
Continuing Japanese (T)

Intermediate T Course Pre-requisites

It is recommended that students who wish to take this course have learned Japanese for two full years at high school level and achieved at least a B grade, or have attained a comparable standard of spoken and written Japanese.

Continuing T Course Pre-requisites

It is recommended that students who wish to take this course have achieved at least a B grade in their Year 10 course or have attained a comparable standard of spoken and written Japanese. Students who have attended Merici in the junior school would normally have completed four full years of Japanese study.

Units

Year 11 and 12 students, (both continuing and intermediate) are taught in the same class, though assessed separately.

All students cover four units to obtain a major in the subject. A unit, studied over a semester, consists of two 0.5 modules. A different content/topic is covered each year.

Continuing Japanese students will study the four units outlined below:

Continuing Japanese (T)
- The Individual’s Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Intermediate Japanese students will study two units from the Beginning Japanese (T) course (in Year 11) and another two from the Continuing Japanese (T) course (in Year 12) as outlined below:

Beginning Japanese (T)
- The Individual’s Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Continuing Japanese (T)
- The Individual’s Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions

Students for whom these Courses are Designed

These courses are designed for students who may wish to:
- continue their studies in Japanese at Tertiary level
- use their language skills to communicate effectively with other Japanese speakers for recreational, vocational or personal purposes
- develop a deeper understanding and appreciation of Japanese culture through language learning.
Assessment in ALL Language subjects

Assessment Task Types

A range of texts, genres and experiences that reflect different forms of communication including print, audio, video, guest speakers, on-line resources, music and excursions may be used.

All courses will be assessed as follows:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Speaking</th>
<th>Writing</th>
<th>Responding</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td>Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD</td>
<td>Sustained writing produced in class under test conditions within a minimum of 45 minutes in response to an unseen question based on content covered in the unit (word limit as defined by the course)</td>
<td>Beginning or Continuing Listening/reading comprehension with questions and answers in English and/or the target language AND/OR response to an unseen stimulus</td>
<td>A sustained response in either the target language or English to a previously unseen/unheard stimulus</td>
</tr>
<tr>
<td></td>
<td>Minimum time limit: Beginning 3 mins Continuing 5 mins Advanced 10 mins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25% of unit total mark</td>
<td>25% of unit total mark</td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>Prepared/unprepared class talk Oral presentation Role-play Debate Interview Conversation Discussion Questionnaire Interpreting</td>
<td>Written test Discrete language testing within a larger task Sustained writing pieces in a variety of genres Assignment Creative written production In-class written production Translation Survey</td>
<td>Listening comprehension Reading comprehension Web quest in target language Critical commentary Written/oral/visual response to a variety of text types Creative response and written rationale Multiple choice response Summary Review, interpreting and translation Report in response to stimulus Cultural assignment using target language sources</td>
<td></td>
</tr>
<tr>
<td>Weightings</td>
<td></td>
<td>25-40%</td>
<td>25-40%</td>
<td>25-40%</td>
</tr>
<tr>
<td>in A/T 1.0 Units</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment Criteria

Students will be assessed in speaking, writing and responding tasks on the degree to which they demonstrate:

**Communicative Interaction:**
- effective fluent communication
- an understanding of purpose and context

**Content:**
- relevance and depth of content

**Language Use:**
- clarity and expression
- accuracy
- risk taking
MATHEMATICS DEPARTMENT  Coordinator: Ms J Missen

Mathematics is important background for a variety of courses and many employment prospects. Studying a mathematics course is highly recommended for students undertaking a Tertiary package. The following courses have been designed to suit a wide range of abilities and can be studied as set out below:

- Specialist Mathematics – as a Major or a Minor or a Major-Minor or a Double Major at Tertiary level
- Mathematical Methods – as a Major or a Minor at Tertiary Level
- Mathematical Applications – as a Major or a Minor at Tertiary Level
- General Mathematics – as a Major or a Minor at Accredited Level

Course Advice

The following guide is intended to give students important information in the selection of the appropriate Mathematics course for the senior college. For the three ‘T’ courses students will be required to have their own personal graphics calculator.

<table>
<thead>
<tr>
<th>Year 10 Course</th>
<th>Year 10 Grade</th>
<th>Senior Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 extension</td>
<td>A, B</td>
<td>Specialist Mathematics T</td>
</tr>
<tr>
<td>Level 1 extension</td>
<td>C</td>
<td>Mathematical Methods T</td>
</tr>
<tr>
<td>Level 1 extension</td>
<td>A, B</td>
<td>Mathematical Applications T</td>
</tr>
<tr>
<td>Level 1 extension</td>
<td>D, E</td>
<td>General Mathematics A</td>
</tr>
<tr>
<td>Level 1 extension</td>
<td>C, D, E</td>
<td></td>
</tr>
<tr>
<td>Level 1 extension</td>
<td>A, B, C</td>
<td></td>
</tr>
<tr>
<td>Level 2 extension</td>
<td>C, D, E</td>
<td></td>
</tr>
<tr>
<td>Level 2 extension</td>
<td>All Grades</td>
<td></td>
</tr>
</tbody>
</table>

Change of Course

Under the current rules, it is possible to still have a Major in Mathematical Applications upon completion of 2 units in Mathematical Methods and 2 units in Mathematical Applications. Changes to the level studied can also occur at the end of Term 1 and Semester 1 in Year 11.

At the discretion of the College, students who demonstrate outstanding results in the initial semester in Mathematical Methods may include that unit in a Specialist Mathematics course.

General Mathematics (A)

Units

Food, Hospitals, Earning and Travel
Calculating energy in foods and exercise, using graphs and statistics, interpreting medical formulas, understanding incomes and transport costs.

Travel, Statistics and Trigonometry
Using maps and scale drawings, planning holidays, analyse and apply statistics, measurement and trigonometry in real life situations.

Cars, Chance, Moving Out and Finance
Costs and risks with running a car, calculate blood alcohol levels, use probability in real life situations, calculate living costs and use percentages in real life financial situations.

Travel, Property and Applicable Maths
Money conversions and world holidays, different scoring methods, buying a house and applying maths to at least two different real life situations.
Students for whom this Course is Designed

This Course is designed to reinforce mathematical skills and to provide extension work. Emphasis is on the use of mathematics in the workplace. It would suit students who do not need a tertiary accredited course in Mathematics. Examples are frequently given regarding the use of Mathematics in everyday life in general and in business and employment situations in particular.

Mathematical Applications (T)

Units

**Matrices, Sequences, Series and Mensuration**
Matrix Manipulations, Sequence and Series, Mensuration and Applied Trigonometry.

**Modelling, Matrices and Networks**
Linear Modelling, Linear Programming, Non-Linear Models, Matrix Applications, Graphs and Networks.

**Financial Modelling and Trigonometry**

**Statistics and Probability**
Univariate Data, Bivariate Data, Correlation and Regression, Smoothing - Forecasting Models, Probability, Combinatorics and Binomial Distribution.

Students for whom this Course is Designed

Merici College strongly advises all students study Mathematics.

This course is suitable as preparation for general tertiary entrance and for students intending studies in areas where mathematical content is minimal. Courses such as primary teaching and nursing are among such courses. Although this is a less demanding course than either Specialist Mathematics or Mathematical Methods, it is Tertiary Accredited.

Mathematical Methods (T)

Units

**Numbers, Patterns, Relations, Functions**
Real Numbers, Algebra Review, Matrices, Sequences and Series, Functions and Relations, Linear Functions and Quadratic Functions.

**Introductory and Differential Calculus**
Polynomials, Rational Functions, Rates of Change, Trigonometry, Introduction to Differentiation and Differential Calculus.

**Integral Calculus and Special Functions**
Integration, Special Functions, Logarithms and Exponential Functions.

**Probability, Statistics and Applications**
Probability and Statistics plus two of the following:

- Business Applications
- Further Statistics
- Geometry
- Matrix Applications
- Further Trigonometry
Students for whom this Course is Designed

Merici College strongly advises all students study Mathematics.

This course is suitable for students who will need to do a one-year service unit in Mathematics in a tertiary institution to support studies in other subject areas. These courses include economics, psychology, biology, sociology, computing studies, the health and medical sciences and commerce.

Specialist Mathematics (T)

Units

At this College:
- a **minor** should consist of the two Year 11 core units (or equivalent).
- a **major** should consist of the four sequential core units (or equivalent).
- a **major-minor** should consist of the four sequential core units (or equivalent) required to form the major, and two or three of the options units (or equivalent).
- a **double major** should consist of the four sequential core units (or equivalent) required to form the major and four of the options units (or equivalent).

Core Units (1.0 each)

**Number Patterns and Relations**
Real Numbers, Algebra Review, Matrices, Sequences and Series, Functions and Relations, Linear Functions, Quadratic Functions.

**Trigonometry and Derivatives**

**Integrals and Special Functions**
Review calculus, Integral Calculus, Applications of Integration, Exponential Functions, Logarithmic Function, Calculus, and Inverse Trigonometric Functions.

**Probability and Statistics**
Probability – Simple and Compound Events, Conditional, Independent and Mutually Exclusive Events, Combinations and Permutations, Statistics – Univariate and Bivariate Data, Discrete and Continuous Data, Probabilities and Confidence Intervals.

Optional Units (1.0 each)

**Number Theory, Geometry and Matrices**
Logic and reasoning, Number theory, Group theory, Euclidean geometry (language and structure, points, lines, angles, triangles, quadrilaterals), further matrices (matrix algebra, matrices and transformations).

**Complex Numbers and Vectors**
Operations with complex numbers, Argand diagram, modulus and argument, powers and roots, polynomials over complex numbers, Fundamental Theorem of Algebra, curves and regions in the Argand diagram.

**Geometry, Conics, Graphs and Networks**
Properties and features of the straight line, conic sections and their applications, terminology of graphs and networks, fundamental results, journeys on graphs, planar graphs, trees and algorithms, famous graph theory problems.

**Further Trigonometry and Calculus**
Reciprocal ratios, trigonometric formulae, identities and equations, calculus of inverse trigonometric functions, integration techniques.
Students for whom this Course is Designed

Merici College strongly advises all students study Mathematics.
This course is useful for students who plan tertiary study in disciplines in which Mathematics plays a major role such as statistics, engineering, physical sciences and computer science.

Assessment in T/A Mathematics

Assessment Tasks and Criteria

Students will be assessed on the degree to which they demonstrate:

- **Knowledge**: - knowledge of mathematical facts, techniques and formulas presented in the unit
- **Application**: - appropriate selection and application of mathematical skills in mathematical modelling and problem solving
- **Communication**: - interpretation and communication of mathematical ideas in a form appropriate for a given use or audience
- **Reasoning**: - ability to use reasoning to support solutions and conclusions (in T course only)

Across the course, the relative weightings of assessment tasks should fall within the following ranges:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td></td>
</tr>
<tr>
<td>Multiple Choice, Short Answer, Extended Questions</td>
<td>40% - 75%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Modelling, Investigations, Extended Analysis, Problem solving, Journals, Portfolios, Presentations, Practical Activities</td>
<td>25% - 60%</td>
</tr>
</tbody>
</table>

In any unit teachers should use at least two different types of assessment.

For standard units, no assessment item should constitute less than 5% or greater than 45% of the assessment.
This Department offers Psychology (T, A), Sociology (T, A), Sports Science (A), Human Movement (T), Sport, Fitness and Administration (AV). These courses may be studied as a Major or as a Minor.

Students who have units belonging to both the Psychology and Sociology courses may wish to have the following combination:

- two units of Psychology and two units of Sociology make a Major in Behavioural Science or a Minor in Psychology and a Minor in Sociology
- three units in Psychology and one in Sociology make a Major in Psychology
- three units in Sociology and one in Psychology make a Major in Sociology
- four units in Psychology and two in Sociology make a Major-Minor in Behavioural Science or a Major in Psychology and a Minor in Sociology
- four units in Sociology and two in Psychology make a Major-Minor in Behavioural Science or a Major in Sociology and a Minor in Psychology

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**Psychology (T)**

**Psychology (A)**

For a major, students will undertake four semesters of study in Psychology to create a major in Psychology, or students could do a minor by completing two units in Psychology.

**Course Pre-requisites**

There are no pre-requisites for these courses.

**Units**

*Introduction to Psychology and Childhood*
This unit attempts to answer the question ‘What is Psychology?’ and to outline the methodology used in the subject. You will then explore the development and processes.

*Personality and Mental Abilities*
This unit addresses the theories of personality, including the study of individual differences. It also looks at the nature of thinking; development and measurement of intelligence.

*Sensation, Perception, Learning and Memory*
This unit allows students to develop and apply investigative skills, knowledge and insights into psychological concepts and research methodology, with a reference to real life situations.

*Social influence and Abnormal Psychology*
This unit involves the study of the processes, theories and concepts related to pro-social behaviour, social influences, aggression, groups, individuals and decision-making. This also entails in-depth inquiry into mental health disorders and their associated treatments.

**Students for whom this Course is Designed**

The Psychology courses are of general interest, but provide a useful broad background for careers in nursing, sales, management, teaching, social work and counselling, childcare, and any employment with high public contact.

**Assessment in T/A Psychology**

**Assessment Tasks and Criteria**

The table below shows three task types (research assignment, test/exam and response to stimulus) and three modes of assessment (written, oral and product/performance). This provides for a variety of
assessment tasks and promotes competence across a range of the communication modes students will need in their future studies and employment. Teachers will endeavour to cater for a range of intelligences and learning styles by offering choices that will allow all students to demonstrate higher order thinking skills. The tasks listed in columns are not exhaustive, nor are they prescriptive.

Over a minor course of study, 2 standard units of assessment will cover all three-assessment task types and students must complete a task from each mode. For a 1.0 unit, the weighting assigned to any one-assessment task type must not exceed 50%.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Test/Exam</th>
<th>Research Assignment</th>
<th>Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple choice</td>
<td>Experimental survey/report</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Short answer responses</td>
<td>Literature review/essay</td>
<td>Film review</td>
</tr>
<tr>
<td></td>
<td>In Class essay</td>
<td>Research presented by: Report o Essay o Seminar</td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>Interpretations of unseen stimuli</td>
<td>o Poster o Pamphlet o Multimedia o Portfolio</td>
<td>Public campaign</td>
</tr>
<tr>
<td></td>
<td>Document study</td>
<td></td>
<td>Role play</td>
</tr>
<tr>
<td>Examples such as:</td>
<td></td>
<td></td>
<td>Diary journal/entry</td>
</tr>
</tbody>
</table>

| Weightings A/T 1.0 Units | 20 - 50% | 20 - 50% | 20 - 50% |

Students will be assessed on the degree to which they demonstrate:
- Investigation of knowledge
- Understanding and application
- Interpretation and evaluation
- Communication

**Sociology (T)**
**Sociology (A)**

For a major, students will undertake four semesters of study of Sociology to create a major in Sociology, or students could do a minor by completing two units in Sociology.

**Course Pre-requisites**

There are no pre-requisites for these courses.

**Units**

**Sociology of Media, Youth and Culture**
A study of the relationships between media, cultural and societal norms. Also, an investigation of the different social issues related to youth, subcultures and the transition to adulthood.

**Sociology of Deviance and Crime**
An exploration of deviance as a relative concept including case studies of crime, juvenile delinquency, suicide, etc.

**Sociology of Roles and Relationships**
A study of the purpose and function of the family and to identify the significance of gender and the family unit in society.

**Sociology of Ethnicity and Race**
An exploration of ethnicity and race in Australian society and the attitudes and prejudices relating to racism.
Students for whom this Course is Designed

The Sociology courses are of general interest, but provide a useful broad background for careers in nursing, sales, management, teaching, social work and counselling, childcare, and any employment with high public contact.

Assessment in T/A Sociology

**Assessment Tasks and Criteria**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Test/Exam</th>
<th>Research Assignment</th>
<th>Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple choice</td>
<td>Experimental survey/report</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Short answer responses</td>
<td>Literature review/essay</td>
<td>Film review</td>
</tr>
<tr>
<td></td>
<td>In Class essay</td>
<td>Research presented by:</td>
<td>Debate</td>
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<tr>
<td></td>
<td>Interpretations of unseen stimuli</td>
<td>o Report</td>
<td>Public campaign</td>
</tr>
<tr>
<td></td>
<td>Document study</td>
<td>o Essay</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Seminar</td>
<td>Diary journal/entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Poster</td>
<td>o Creative response</td>
</tr>
<tr>
<td>Examples such as:</td>
<td></td>
<td>o Pamphlet</td>
<td>o Newspaper or other articles response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Multimedia</td>
<td>o Journal articles response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Portfolio</td>
<td>o Diagram/ sociogram</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Artwork</td>
</tr>
</tbody>
</table>

Weightings A/T 1.0 Units

<table>
<thead>
<tr>
<th></th>
<th>Test/Exam</th>
<th>Research Assignment</th>
<th>Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 - 50%</td>
<td>20 - 50%</td>
<td>20 - 50%</td>
</tr>
</tbody>
</table>

Students will be assessed on the degree to which they demonstrate
- Investigation of knowledge
- Understanding and application
- Interpretation and evaluation
- Communication

**Human Movement (T)  
Sports Science (A)**

Human Movement and Sports Science are courses designed for students in Years 11 and 12 wishing to learn about the theoretical and practical components relating to the concepts and capabilities of the human body and its performance. These courses are due for re-accreditation this year and could change but it is expected that the course content will be similar.

In Year 11 students will investigate Anatomy and Physiology as well as Sports Performance and Nutrition. To follow on, Year 12 students will then look at the practical unit of Exercise Physiology and Sports Medicine and finish with the applied science and mental aspects of human performance in Biomechanics and Sports Psychology.

It is strongly recommended that students wishing to enter this course begin their studies in Year 11, as major concepts and prior knowledge are assumed in the Year 12 units.

**Course Pre-requisites**

There are no pre-requisites for these courses.

**Units**

**Anatomy and Physiology**

This unit covers the basic structure and function of the human body; its cells, tissues, organs and systems. Students will analyse how the structure and function of the skeletal, articular, muscular and nervous systems relate and enhance human motion and performance.
**Sports Performance and Nutrition**

In this unit students will look at the importance of physical fitness and its role in enhancing training and athletic performance, the inherent link between physical fitness and energy systems and study the structure and function of the digestive system. Its relationship between food intake, energy expenditure and metabolism and the dietary requirements of a variety of athletes for enhanced performance.

**Exercise Physiology and Sports Medicine**

This unit covers the muscular system and the identification of the energy systems involved in physical activity. This leads on to the physiological changes that result from exercise and training. The Sports Medicine module looks at the management and prevention of injuries, the classification of injuries and those areas of the body most susceptible to sporting injuries.

**Biomechanics and Sports Psychology**

In this unit students will define and apply biomechanical principles relating to human bodies in static and dynamic situations. Students will develop the capacity to critically analyse, perform and observe motor activities by incorporating a thorough knowledge of biomechanical principles. This unit also covers the psychology behind performance including, motivation, arousal and anxiety as well as mental imagery.

**Students for whom these Courses are Designed**

These courses are designed to cater for two groups of students:

- for T students who intend to proceed to post-secondary studies (university or CIT) in the fields of paramedical science, sports medicine, nursing, physiotherapy, occupational therapy, sports training and conditioning, sports nutrition, sports media, sports coaching, sports marketing, sport psychology, teaching, community fitness and recreation and other allied areas in applied anatomy and physiology.

- for A students who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of Sports Science or are enrolled in talented sports development programs outside of the College - this will provide them with considerable knowledge and skills and help to maintain their involvement in their sport.

**Assessment in Sports Science**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Theoretical</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tests (unit tests, mid semester, end of semester)</td>
<td>demonstration of skills</td>
</tr>
<tr>
<td></td>
<td>essays</td>
<td>participation in activity; group work or independently</td>
</tr>
<tr>
<td></td>
<td>research assignments or projects</td>
<td>diary, journal, portfolio of practical exercises or log book</td>
</tr>
<tr>
<td></td>
<td>written reports or investigations</td>
<td>sports leadership</td>
</tr>
<tr>
<td></td>
<td>laboratories</td>
<td>sports administration</td>
</tr>
<tr>
<td></td>
<td>diary, journal, portfolio of practical exercises or log book</td>
<td>laboratories</td>
</tr>
<tr>
<td></td>
<td>video study, analysis, production</td>
<td>practical tasks &amp; test</td>
</tr>
<tr>
<td></td>
<td>website study/evaluation</td>
<td>computer simulation</td>
</tr>
<tr>
<td></td>
<td>presentation/seminar/oral/ICT/poster/project</td>
<td>teamwork</td>
</tr>
<tr>
<td></td>
<td>interview response</td>
<td>communication skills</td>
</tr>
<tr>
<td>Weightings T</td>
<td>45% - 80%</td>
<td>debates</td>
</tr>
<tr>
<td>Weightings A</td>
<td>20% - 40%</td>
<td>scenarios, interviews</td>
</tr>
<tr>
<td></td>
<td>60% - 80%</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Criteria**

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding, and application
- critical analysis
- effective communication
- performance skills.
Sport, Fitness and Administration (AV)

Vocational Course

Sport, Fitness and Administration is a vocational course that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

Course Pre-requisites

There are no course pre-requisites in Sport, Fitness and Administration (AV).

Units

**Fitness**
This unit is designed to enable students to apply basic exercise science to the development of fitness programs. Students examine the importance of pre-screening; explore a range of fitness tests. Students also learn about fitness instruction, supervision and equipment maintenance issues and the various principles and types of training.

**Management of Recreation Programs**
This unit covers the principles and practices of the sport and recreation industry and community development. Students will be able to prepare and conduct a variety of sport and recreation sessions and improve their event management skills. Through the production of marketing strategies, students will coordinate community programs.

**Sports Coaching**
This unit explores the basic principles related the organisational aspects of planning and conducting coaching session including the study of techniques of exercise and codes of conduct. Students have the opportunity to develop their coaching and leadership skills and organise skills practices for others.

**Sports Industry, First Aid and Training**
This unit studies issues, procedures and concepts related to the sport business environment and legislation, occupational health and safety, the sport and recreation industry, rights and responsibilities in the work place and using information systems in the industry.

Students also learn to apply sports first aid knowledge and skills to implement an effective injury prevention program and to follow immediate injury management strategies in a sport setting in the absence of, and until the arrival of, a health care professional or paramedic.

**Students for whom this Course is Designed**

The Sports and Recreation Vocational/ Accredited course is designed for a wide range of students who have an interest in physical activity, sports, recreation fitness. It will provide foundations for students wishing to undertake various Fitness, Leadership and Recreation Courses offered by CIT and/or gain employment in the sports industry. Students completing two years of study related to this course will receive a Certificate II in Community Recreation.

**Assessment in Sport, Fitness and Administration**

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested tasks that could be used to meet the assessment criteria.</td>
<td>• demonstration of skills eg coaching • umpiring, sports leadership • participation in activity: in group work and/or independently • sports administration • labs • practical tasks</td>
<td>• tests • essay • assignments • oral • reports • labs • diary/journal</td>
</tr>
<tr>
<td>Weightings</td>
<td>50-70%</td>
<td>30-70%</td>
</tr>
</tbody>
</table>
Assessment Criteria

Students will be assessed on the degree to which they demonstrate:
- knowledge, understanding, and application
- analysis and evaluation
- communication skills
- performance skills.
The Religious Education Department offers two courses:

- Religious Studies (T) as a Major or Minor at Tertiary level, and
- Religious Studies (A) as a Major or Minor at Accredited level

Religious Studies (T) may also be studied as a Major-Minor, where 6 lines of Religious Studies are studied across Years 11 and 12.

### Religious Studies (T)

**Religious Studies (A)**

All students are required to study at least two units of the Religious Studies course; *The Search for Meaning* and *Encountering Ethical Issues*. Those students who pursue Religious Studies as a major course of study are given some opportunity to elect their other two units of study.

### Course Pre-requisites

There are no pre-requisites for these courses.

### Units

#### Search For Meaning T/A

In this unit, students explore the nature of religion and religious experience and investigate the expression of religion and spirituality in contemporary Australia. They are encouraged to examine a range of responses to ultimate or fundamental life questions which may give meaning to human existence. In examining the religious response to these questions, students are encouraged to explore the expression of Indigenous spiritualities and at least one major world religion.

All students will cover the material in Section 1:

**Section 1. Exploring religion.**

- Religion
- Spirituality
- Origins of religion
- Monotheism, polytheism, animism, sects and cults
- Religious and non-religious world views as responses to fundamental life questions: eg cosmology, suffering, death, etc.
- The role of religion in shaping historical and contemporary society
- Religion in contemporary Australian society

**Section 2. Depth studies of at least TWO of the following as responses to fundamental life questions.**

- Indigenous spiritualities (eg Aboriginal and Torres Strait, Pacific Island, etc.)
- Early local religion (eg animism, fertility cults, shamanism, etc.)
- Christianity
- Semitic world religions (eg Judaism, Islam)
- Asian world religions (eg Hinduism, Buddhism)
- Sects and cults
- Contemporary expressions of spirituality (ie New Age movements).

#### Encountering Ethical Issues T/A

In completing this unit students will critically appraise:

- An introduction to the ethical thinking of Western philosophers such as Socrates, Plato, Aristotle and Thomas Aquinas
- The resulting views of the nature of the human person as taught by these philosophers
- Relevant aspects of the work of some of the following philosophers: eg Descartes, Voltaire, Rousseau, Kant, Hegel, Mill, Bentham, Singer, Weil, Fletcher and Marx
- Judeo/Christian ethical sources and teaching
- Modern concepts of being human
• Ethical teaching in religious and philosophical traditions
• At least two of the following areas of ethical debate in relation to contemporary society:
  o Bioethics
  o Medical ethics
  o Media ethics
  o Business ethics
  o Sexual ethics
  o Environmental ethics
  o Political ethics
  o Sporting ethics
  o Ethics in War

**Social Justice T/A**
The following points should incorporate a range of belief systems.

• The foundation, principles, origins and teachings of social justice and human rights in various religious traditions.
• The applications of social justice to human needs such as human rights, poverty, hunger, sexism, work related issues, globalisation, fair trade, slavery, discrimination and the environment
• The role of religious communities, governments, private organisations, individuals in dealing with social justice issues
• Justice issues specific to Australian society
• An examination of at least two (one national and one international) current situations and the range of social justice issues that are inherent.

**Sacred Texts And Religious Literature T**
"Sacred texts are normally written Scriptures but may be oral in pre-literate societies, or even non-verbal (picture or dance). What distinguishes them from other forms of oral or visual expression is their final form" (Rule and Engerbreton, 1990,p75)

The following are included in this study and applied to the selection of texts outlined below:

• The nature, authority and role of sacred texts
• The different styles or forms of sacred writing (historical, allegorical, moral, poetic, prophetic, apocalyptic)
• Cultural context of authorship
• Surviving historical sources
• Cultural and historical context of the audience
• Themes
• The way the text has been used and valued over time.

In each of the following four categories select one or more texts

• **New Testament**
  o The problem of the Synoptic Gospels
  o The Gospel of John
  o Letters of Paul
  o The Christology of the New Testament

• **Hebrew Scriptures**
  o The Prophetic books
  o The Pentateuch
  o Historical books
  o The Psalms
  o Themes and individuals: how they are portrayed

• **World Religions**
  o The Qur’an
  o Buddhist scriptures
  o The Upanishads
  o The Bhagavad-Gita
  o Jewish texts (eg Mishnah, Talmud)
• Indigenous and other religious literature
  o Stories through dance, art and other modes of expression
  o Oral Tradition (eg aboriginal spirituality)
  o Contemporary texts (ie film, poetry, music, etc.)
  o Religious writings.

Religion Through the Arts T/A
This unit provides an overview of how religious and spiritual concepts have been expressed through various artistic media and imagery with reference to their historical and cultural contexts.

It is envisaged that students would be exposed to many art forms, including any of the following:
  • Architecture
  • Dance/movement
  • Drama
  • Film/media
  • Literature
  • Music
  • Painting
  • Photography
  • Sculpture
  • Tapestries
  • Textiles

Students will be able to focus on their strengths and interests, in particular, areas for research and creative work, in consultation with their teachers.

The Psychology Of Religion T
This unit will focus on understanding the psychological processes in the development of an individual’s religious ideas and beliefs. It examines a religious view of human beings and the role of faith and religious belief in the development of the human person.

• Psychological theories and how they account for belief and behaviour eg Freud, James, Jung, Allport, Fowler, Maslow, Kohlberg, Erikson, Gilligan
• The relationship between faith and wellbeing
• The contribution of contemporary scientific research to the understanding of faith and belief.
• The use of humour in relation to religion eg Lenuig, Monty Python
• Intense religious and spiritual experiences eg conversion, pilgrimage, mysticism, prayer and meditation, sacraminality.
• The psychology of group behaviour eg sects, cults and fundamentalism.

Introductory Philosophy T
This introductory unit approaches philosophy in terms of three basic issues: being, knowing and acting. Philosophy continually asks questions about these issues. Different philosophers will provide differing answers to these issues. The unit will also enable students to survey and analyse the changes philosophy has undergone in response to the larger changes in human history

• An introduction to Western philosophy and philosophers such as Socrates, Plato, Aristotle, Augustine, Thomas Aquinas
• Views of reality including the nature of the human person
• Relevant aspects of the work of some later philosophers such as Descartes, Voltaire, Rousseau, Kant, Hegel, Mill, Bentham, Fletcher and Marx
• Philosophy and philosophers of the Twentieth Century, for example: Schaeffer, Lewis, Singer, Chomsky, Weil, Arendt, Vardy, de Botton, Wittgenstein,
• Postmodernism and its implications.

Religion and the Media T/A
This unit is a study of the way religions are represented and constructed in contemporary media. It will provide students with the opportunity to critically evaluate the way religion, religious themes and religious figures are presented in the news and current affairs, film, music, websites and advertising.
Specific reference will be made to the manner in which the following are presented by the media:

- World religions
- Religious leaders and followers
- Religious teachings, morals and values

Specific content:
- Defining the term “media”
- Assessing the growth and influence of the media
- The Internet as a tool for religious views
- Does the media influence or reflect public perceptions of religion
- Morals and values presented within the media
- Depictions of religions and religious teachings in the media
- Free speech:
  - including issues related to bias, opinion columns, blogs and talk-back radio
- Humour and satire
- Media ownership
- Commercialisation and ratings.

**Independent Study T**

This unit is designed for students:
- who have demonstrated perception and reflective understanding of the concepts they have studied in the senior Religious Studies course to date.
- who can work independently with confidence and initiative at a high level.

Students will need to apply for permission to attempt this unit.

This Independent Study Unit is a self-directed study program decided upon by the student in consultation with the teacher

**Students for whom this Course is Designed**

The Religious Studies T Course is suitable for students who enjoy analytical debate and discussion on the role of Religion in society.

These courses are designed for students in ACT secondary colleges. At Merici they are offered as a Tertiary major or minor, or as an Accredited major or minor. A major minor is also possible. The courses involve learning about the phenomena of religion in general and the expression of it within a number of different traditions, however, while other traditions are studied the primary focus is on Christianity in general and Catholicism in particular. In understanding the nature of religion and the ways it finds expression, students can increase their understanding of themselves and the world in which they live.

**Assessment in T/A Religious Education**

**Assessment Tasks and Criteria**

Students will be assessed on the degree to which they demonstrate:
- understanding and applying knowledge
- creative thinking
- critical thinking
- inquiry skills
- communication skills

For assessment in a 1.0 unit:
- A minimum of three (3) and a maximum of five (5) assessment tasks are recommended
- All units must include an assessment task from EACH task type
- In-class written tasks must be completed in one continuous sitting
- Research/Critical Analysis tasks:
  - must be between 1000 – 1500 words
  - must include correct referencing and a bibliography
  - require students to make discriminating use of sources
- Creative/Critical Response tasks:
  - must include a written rationale between 500 – 800 words
  - require students to respond creatively/ critically to sources
- It is recommended that oral tasks should be a minimum of 10 minutes and a maximum of 15 minutes.
- All creative tasks MUST be examples of original student work (Note: Creative/ Critical response tasks must reflect higher order thinking skills in both practical and written components)
- Rationales must be examples of reflective writing that put the response into a correct context for the viewer.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>In-class written task</th>
<th>Research/Critical Analysis</th>
<th>Creative/Critical Response (including rationale/reflection)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May include: Text, Exam, Document study, In-class essay – Stimulus response</td>
<td>May include: Essay, Report, Biography, Research/Survey, Depth study, Portfolio</td>
<td>May include: Oral presentation, Seminar, Performance, Diary entries, Review, Promotional campaign, Liturgy creation and presentation, Narrative/Debate, Model/Diorama/Poster, Website/Web quest, Game, Interview, Song/poetry/artwork, Community service project</td>
</tr>
<tr>
<td>T Weightings in 1.0 units</td>
<td>30-40%</td>
<td>30-40%</td>
<td>20-40%</td>
</tr>
<tr>
<td>A Weightings in 1.0 units</td>
<td>20-40%</td>
<td>20-30%</td>
<td>40-50%</td>
</tr>
</tbody>
</table>
The Science Department offers six courses: Biology, Chemistry, Physics and Earth Science (all Tertiary Accredited courses), Applied Science (A) and Biology (A). Courses consist of either quadrimester or semester length units and can be studied as a Major or Minor.

Students intending to pursue science-based studies after College may be advised to study two science subjects with at least one Major and one Minor. All combinations of science subjects are available and are selected according to students’ interests. The following course combinations are common examples:

- a Major in Biology and a Major or Minor in Chemistry
- Majors in Chemistry and Physics
- a Major in Chemistry and a Minor in Biology
- Majors in Physics and in Earth Science
- a Major in Chemistry or Biology and a Major or Minor in Earth Science.

### Applied Science (A)

#### Course Pre-requisites

There are no prerequisites for this course.

#### Units

The final selection of semester units will be from:

**Biotechnology and Human Body**

Students will examine what is meant by the term biotechnology, examples of biotechnology, and how biotechnology affects our everyday lives. We will investigate controversial areas of research such as gene therapy and cloning and make arguments for or against continued research in these fields. The wonders of the whole human body are studied in detail, from birth to old age. We focus on how ageing affects the different body systems, the spread of diseases and diseases that affect each age group. Applications to the world of medical and forensic science, as well as general health will be explored.

**Environmental Science and Disasters**

Human impact on our fragile ecosystems cannot be ignored as the rate of development increases. We explore what these ecosystems are, where they are found and the impact our normal lives have in terms of pollution, housing, consumerism and industrialisation. New skills will be developed through water testing, soil sampling, field trips to national parks and urban environments. Long-term studies of local ecosystems may be incorporated. Every year thousands of people die in natural disasters. We explore the different types of disasters, their causes, as well as how the toll on human life can be reduced. Current and future potential environmental disasters will also be explored.

**Consumer Science and Fashion and Science**

With every purchase more of our natural resources are consumed. This unit explores what a consumer is, the products we consume, the critical role we, as consumers, are playing in the changing face of our planet and how advertising influences our decisions. This unit looks at fashion: how fashion has changed over the ages through scientific and technological advances, the characteristics of our favourite fabrics and the effectiveness of fashionable beauty products.

**Science of Toys and Music, Light, and Colour**

Many toys are based on simple, reproducible scientific principles. This unit allows students to explore the wonder of toys and games by creating toys, looking at play equipment and carrying out experiments on toys. Students also investigating the history of toys, both safe and unsafe. Our entertainment relies on music, light, and colour. Every day we listen to music or watch television by harnessing simple scientific phenomena. This unit encourages students to discover the links between music, light, and colour, as well as allowing students to use these to be creative.
Science Fiction and Forensic Science
Science explored in the genre of science fiction is often a predictor of future technologies. This unit explores science fiction through film, television, short stories, animation and novels. Well-known authors and film makers are introduced and the main themes of science fiction are identified. Some of the recurrent ideas in science fiction are investigated to see whether they are remotely realistic in our futures. Catching a criminal through sheer sleuthing and use of forensic skills is a realistic possibility in this unit. Many of the forensic skills seen in recent crime films and television shows are examined; fingerprint analysis, DNA testing, blood analysis, soil analysis, forgery detection, cast making, and dental impressions.

Cars and Power
Cars are a world of science. In this unit, all of these wonders are cracked open, from the engine itself, through to gears and drive trains, as well as crashes and car safety. Many chemical and physical principles can be explored by examining the workings of a car and carrying out related experiments. Our industrial, urban and biological worlds depend on day-to-day power conversions. This unit explores the obvious and the hidden conversions as well as looking at what power is, how we can efficiently harness and use different sources of power, and what our options are for future sustainable energy.

Students for whom this Course is Designed
This course is designed for students who have an interest in science and would like to continue studying science at a level that is suited to their abilities and interests. The theme-based approach makes many difficult concepts in science more approachable, and the assessment tasks promote creativity and stimulate interest.

Students who do well in a senior science subject, such as Applied Science, are viewed favourably by employers and tertiary institutions. Also, students who are interested in a career in beauty and health, child care, nutrition, or who are interested in a particular field, would benefit from many of the units offered in Applied Science. Applied Science, like any science subject, should help students to make better sense of the world around them and the scientific information that affects their everyday lives.

Assessment in Applied Science

Assessment Tasks and Assessment Criteria

<table>
<thead>
<tr>
<th>Tasks Types</th>
<th>Student Investigations</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following examples are a guide only</td>
<td>Log book, Prac Report Scientific Poster Research Assignment Seminar /Oral/Electronic presentations Project, Essay, Models</td>
<td>Unit tests Practical skills test Quizzes</td>
</tr>
<tr>
<td>Weighting (most units)</td>
<td>40 – 60%</td>
<td>40 – 60%</td>
</tr>
<tr>
<td>Weighting (project based units)</td>
<td>60 – 100%</td>
<td>0 – 40%</td>
</tr>
</tbody>
</table>

Students will be assessed on the degree to which they demonstrate:
- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices
Course Pre-requisites

There are no prerequisites for these courses.

Units

**Cell and Life Processes**
This compulsory unit forms the basis for understanding life, and subsequent units develop these concepts. Cells are the basic building blocks of life and the structure and function of cells will be studied in detail. Students develop their skills in the preparation of material for microscopic examination, biological drawing and interpretation of biological images. Key cellular processes underpinning life are examined, including protein synthesis, photosynthesis and respiration.

**Human Anatomy, Physiology and Disease**
Students will investigate the structure and function of major human body systems and consider diseases that impact on them. Skills will be developed as students consider processes of gas exchange, nutrition, transport and removal of waste materials. Mechanisms by which the body detects and responds to changes in order to maintain the body in a healthy, balanced state (homeostasis) are examined and the role of the immune system in the defence against disease is considered.

**Biodiversity, Ecosystems and Interactions between Organisms**
This unit focuses on the diversity of living things and the interactions between them and their environment. The essential characteristics of different plant and animal groups and the five-kingdom classification system are examined. A study will be made of different habitats, niches, adaptations, populations and organism-environment interactions. Ecosystems and conservation issues are discussed in relation to Australian flora and fauna.

**Inheritance, Genetics, and Evolution**
Patterns of inheritance and the process of evolution are the focus of this unit. DNA, chromosomes and genes will be compared and the development of modern genetic technologies, which enable manipulation of these, will be considered in detail. This raises ethical, moral and social issues for discussion. Concepts of biological evolution and processes leading to evolutionary change are considered. The unit requires students to keep abreast of current research and to further develop their ability to analyse and interpret data and to communicate and discuss issues of social and biological concern.

**Students for whom this Course is Designed (T Course)**

Biology T is designed for students intending to pursue science–based studies after College, especially biological or environmental science or nursing, as well as those who enjoy Biology. Those wishing to apply for medicine, veterinary science, pharmacy, or any therapy courses are advantaged if they have obtained very good results in Biology.

**Students for whom this Course is Designed (A Course)**

Biology A is designed for those students who are interested in the study of Biology, but who do not need a tertiary accredited course. Students who are interested in a career in health or nutrition would benefit from the units offered in Biology A.
### Assessment in T/A Biology

#### Assessment Tasks and Assessment Criteria

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>The following examples are a guide only</td>
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</tr>
<tr>
<td></td>
<td>Scientific Poster</td>
<td>Practical skills test</td>
</tr>
<tr>
<td></td>
<td>Research Assignment</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Seminar /Oral/Electronic presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay, Field Study</td>
<td></td>
</tr>
<tr>
<td>Weighting (Tertiary)</td>
<td>40 – 60%</td>
<td>40 – 60%</td>
</tr>
<tr>
<td>Weighting (Accredited)</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Students will be assessed on the degree to which they demonstrate:
- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices

#### Chemistry (T)

**Course Pre-requisites**

There are no prerequisites for this course.

It is strongly suggested that students should also be enrolling in Mathematical Methods or a higher level Mathematics course.

**Units**

Students studying a minor will study Change, Bonding and the Periodic Table and Stoichiometry, Redox and Acids and Bases. Students completing a Chemistry major will study all four units.

**Change, Bonding and the Periodic Table**

In this unit students will acquire some of the skills necessary to safely conduct scientific investigations and begin to develop the communication skills required to clearly express ideas and concepts in chemistry. They will improve their ability to analyse and evaluate chemical data, both theoretical and experimental, and acquire the basic concepts related to the nature and description of matter and chemical changes. They will also develop the logic to assist their understanding of atomic structure and patterns in Chemistry and develop understanding of the concepts of bonding. The Periodic table will be studied as a valuable tool of the Chemist and trends across the table will be identified.

**Stoichiometry, Redox and Acids and Bases**

In this unit students will be challenged to communicate their findings clearly and fluently using appropriate scientific language. They will investigate the mole as the Chemist’s measure of amount, and conduct acid/base titrations. Problem solving strategies will be applied to the solution of chemistry problems. Students will be involved in observing Redox reactions and they will collect and interpret data relating to electrochemistry, including processes of economic importance. This will assist students to understand the concepts of oxidation and reduction reactions, especially in relation to electron transfer.
**Rates, Energy Changes and Equilibrium**

This unit provides an opportunity for students to develop an appreciation of the finite nature of natural resources and to refine their concepts of heat and energy. They will measure the heats of reaction of a variety of chemical reactions and apply the concept of conservation of energy to chemical reactions. The factors that affect the rate of a chemical reaction will be considered. The concept of activation energy will be introduced. Water as a special substance and useful solvent will be studied. The examination of solubility will lead to discussion of the concept of dynamic equilibrium and the factors affecting selected physical and chemical equilibria will be studied. Equilibria in aqueous solutions will also be investigated.

**Chemistry at Work**

Carbon compounds will be one focus of this unit. Students will investigate the structure and function of a variety of organic molecules, including some simple biological molecules such as carbohydrates, proteins and lipids.

The major component of this unit involves students applying their knowledge and skills in the design and execution of a chemistry investigation of their own choice. They will be given the opportunity to refine their analytical chemistry skills before applying them to the solution of a chemistry problem in which they are interested. They will then be required to report their findings accurately and concisely. Some example investigations are:

- An investigation into the deterioration of Vitamin C in fruit juice over time.
- An analysis of pigmentation in green vegetables.
- The determination of alcohol content of white wines and alcoholic ciders.
- The detection of preservatives in foods.
- An investigation into water pollution in the Canberra region.

**Students for whom this Course is Designed**

This course will be useful for any student who is interested in Chemistry. Careers in Chemistry are challenging and rewarding but Chemistry is also a prerequisite for many courses studied at tertiary institutions. The analytical skills that are developed during a Chemistry course are valuable for all members of the community and are especially useful for students interested in studying law or forensic science. Students who are interested in biological and environmental sciences, nursing, medicine, veterinary science, pharmacy, nutrition or other careers in the health industry should include Chemistry in their Tertiary package.

**Assessment in Chemistry**

**Assessment Tasks and Assessment Criteria**

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</table>

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices
Earth Science (T)

The Earth Science course has historically been taught as a vertical class of Year 11 and Year 12 students, consequently the units may not be taught in the order listed below.

Course Pre-requisites

There are no prerequisites for this course.

Units

Units included in the Earth Science course at Merici are:

**Astronomy**
This unit covers aspects of astronomy such as Earth in space, stars, galaxies and parts of the Solar System including the Moon. The history of astronomy including rockets and space travel will be investigated. Excursions to relevant astronomical institutions such as Mt Stromlo Observatory may be undertaken. Tools used in the course to help learn about astronomy include spectroscopes and telescopes.

**Atmospheric Studies**
This unit includes the study of the physical, and to a lesser extent, the chemical aspects of the Earth’s atmosphere. Students will investigate meteorology, climate change, the water cycle and the effect of human influences on the atmosphere. A variety of learning methods and equipment is employed. Hot air ballooning is researched and students may make their own hot air balloons.

**Oceanography**
This unit deals with the physical and chemical properties of sea water, sea floor geology, motions of the sea, shoreline processes and mineral wealth from marine environments. The effect of sea water quality on marine flora and fauna will also be investigated. An excursion to the beach may be held so students can learn about beach dynamics, waves and other coastal processes.

**Geology**
Topics covered in this unit include igneous activity, sedimentary processes, minerals, crystals, fossils and geological time. Students participate in field trips to learn about old and new methods of mining and to see evidence of past volcanism.

**Terrestrial Studies**
In this unit students explore soil and water, their evolution as complex systems and composition. Students test soil and water quality and determine the effect of different factors on flora and fauna. Of particular consequence is the human influence (economic, social, political and environmental) on land and fresh water systems.

Other quadrimester units that may be considered are Money from the Earth, Introduced Species and the Environment, and Changing Ideas.

Students for whom this Course is Designed

This course will be useful for any student who is interested in Earth Science and current issues. Careers in the Earth Science field are many and varied. Students who enjoy science and the natural world will find Earth Science enjoyable for the conceptual challenges that it provides. Earth Science helps people to make better sense of the world around them and the scientific information that affects their everyday lives.
Assessment in Earth Science

Assessment Tasks and Assessment Criteria

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Students will be assessed on the degree to which they demonstrate:
- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices

Physics (T)

The Physics course has historically been taught as a vertical class of Year 11 and Year 12 students, consequently the units may not be taught in the order listed below.

Course Pre-requisites

There are no prerequisites for this course.

It is strongly suggested that students should also be enrolling in Mathematical Methods or a higher level Mathematics course.

Units

The following units will be taught on a rotational basis:

**Force and Geometric Optics**

In the first part of this unit students will study the foundational physics skills required to conduct investigations using measurement and measurement technology. They then focus on types of waves, demonstrating knowledge of wavelength, frequency, speed, amplitude and wave equations in relation to sound. Students will then study force, including linear motion and demonstrate conceptual knowledge related to force, the difference between weight and mass and the relationship between mass, acceleration and force, including Newton’s Laws. In geometric optics, students will explore the properties of light, wavelength and colour. They will demonstrate a conceptual knowledge of the electromagnetic spectrum and use practical applications such as ray tracing and imaging, Snell’s law and refraction. Students will investigate modern technologies such as optical fibres.

**Complex Motion and Waves**

In an extension of the previous unit, students will investigate rotational and projectile motion, momentum conservation and elastic and inelastic collisions, with analysis into vector components. These concepts may then be applied to rockets and space travel, incorporating launch and re-entry, escape velocity, gravity forces, and applications of Newton's Laws. Students will also develop an understanding of wave properties including diffraction and interference.
**Charge and Energy**
Students explore charge through investigations using the electroscope, Van der Graaff generator and construction and analysis of electrical circuits. Conceptual knowledge is extended into the field concept, including magnetic and gravitational fields, and the vector nature of charge, energy changes within an electric field, heat content, heat transfer and temperature.

**Nuclear and Medical Physics**
In this unit students will develop an understanding of the properties, detection and uses of natural radioactivity, and include historical perspectives. This extends into investigations of nuclear reactions, including fission and fusion, and their applications to such diverse areas as electricity generation, bombs, medical diagnosis and smoke alarms. In Medical Physics, students explore the effects of radiation on the body and the medical uses of radiation for diagnosis and therapy, including X-rays, CAT, PET and MRI scans, ultrasound, endoscopy.

**Students for whom this Course is Designed**
This course will be useful for any student who is interested in Physics. Careers in the Physical Sciences are many and varied. Physics may also be a prerequisite for many courses studied at tertiary institutions including Architecture, Physiotherapy, Medicine and Engineering, and will prove invaluable for courses such as Earth Science, Environmental Science and Marine Biology. Students who enjoy Science and Mathematics will find Physics enjoyable for the conceptual challenges that it provides. Even if students choose a career that, in the end, has no apparent connection with the Physics studied at school it will still help them to make better sense of the world and to better comprehend the scientific information that affects their everyday lives.

**Assessment in Physics**

**Assessment Tasks and Assessment Criteria**

<table>
<thead>
<tr>
<th>Tasks Types</th>
<th>Student Investigations</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following examples are a guide only</td>
<td>Log book, Prac Report, Scientific Poster, Research Assignment, Seminar /Oral/Electronic presentations, Project, Essay, Models</td>
<td>Unit tests, Practical skills test, Quizzes</td>
</tr>
<tr>
<td>Weighting</td>
<td>40 – 60%</td>
<td>40 – 60%</td>
</tr>
</tbody>
</table>

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices
Appendix A  Moderation Procedures of Assessment Tasks

Moderation

Moderation is a mechanism for ensuring fairness and equity in the allocation of student marks and grades. It assists in developing standards of achievement and consistency in judgments of student work. Different subjects employ different moderation methods, but all senior work is moderated internally. Unit Outlines will specify moderation procedures for each subject. Methods of moderation include:

- Common unit teachers meet to devise common assessment tasks and rubrics and determine moderation methods.
- Assessment expectations are made explicit to students prior to task commencement through assessment criteria presented in rubric form.
- Teachers consult Studies Coordinators when developing assessment items and rubrics.
- A representative task response of an A-E standard is given to the moderation partner for feedback.
- Double-marking method - both the class teacher and the moderation partner mark the work (either independently or collaboratively)
- In the case of common units, teachers mark sections of each task across all classes. Unit tasks are divided with a different teacher marking each task – random sampling may occur in this instance.
- Assessment tasks are moderated by a qualified teacher from outside the institution.

Inter-College Moderation

This takes place twice yearly on Moderation Days where teachers from different colleges compare standards of student work. These days help to establish consistent standards among all ACT colleges so that unit grades are comparable for the award of the Year 12 Certificate.

In 2013,Moderation Day 1 looks at work done by the Year 11 students from Semester 2, 2012.
In 2013, Moderation Day 2 looks at work done by the Year 12 students from Semester 1, 2013.

The AST is the external moderator for T courses within colleges and across colleges.

Scaling Groups

Sometimes Tertiary units are combined to create a group that has enough people in it to be statistically valid. These groups are called scaling groups. For example, it is often the case that Business, Geography and Legal Studies results are scaled together. In order for this to occur, the teachers of those units work together to establish assessment that can be used as a basis for comparison between subjects. Once scaling groups are established in Year 11, they remain a scaling group until the end of Year 12.

Small Groups and the Process for Moderation

For those Tertiary courses/scaling groups with less than eleven students, the Board of Senior Secondary Studies appoints an expert teacher in the subject who is in charge of the moderation process. This teacher examines student work from Years 11 and 12 and compares this with work from students in the subject in other colleges. Merici students are then ranked within the larger ACT group. Merici does not scale scores on Semester reports for these subjects internally. For these reasons, Small Group scores are unreliable for calculating an estimate of an ATAR. Students who are in a Small Group (or in what are potentially Small Groups) should be aware that all their work will be required to be kept until the end of Year 12.
Appendix B  Student Responsibilities

The following are the terms of the agreement that senior students sign before they are accepted into the College. Parts of this agreement are derived from ACT/NSW legislation on BSSS requirements.

Senior student are expected:

**Attendance**
- to comply with ACT/NSW legislation and BSSS requirements
- to abide by the College’s regulation that I must attend morning PC and PC long lesson to qualify for a Registered Unit in Pastoral Care
- to attend and participate in every scheduled lesson and be marked on the attendance roll
- to ensure that all absences are explained by a note, doctor’s certificate, email or phone call from a parent/guardian within five school days of my absence
- to attend all scheduled assemblies and student meetings as required
- to organise holidays in scheduled holiday periods, unless prior permission from the Principal is granted for exceptional circumstances
- to participate in Year 11 Leadership Conference and the Retreat in Year 12
- to attend all AST preparation workshops (T students only).

**Work Ethic**
- to use non-timetabled study lessons effectively
- to take responsibility for the completion of assessment items and associated study
- to complete the senior study skills program.

**Administration**
- to sign in at the Attendance Office if I arrive late to school or if I return to school during the day
- to sign out at the Attendance Office if I leave the school before 3.25pm at a time when I have no lessons
- to return notes within 5 school days after illness.
- to see the First Aid Officer if unable to remain at school because of sickness
- to take responsibility for completing and checking my computer print-outs, scores and forms as required
- to inform parents about relevant College activities, provide them with all relevant documentation issued by the College and to ensure they have access to Moodle
- to regularly monitor the Moodle page and the Merici website for important whole year communications and to return all permission forms promptly
- to communicate regularly with House Coordinators, the Assistant Principal (Student Welfare), the Assistant Principal (Curriculum) and/or Senior School Coordinator regarding any concerns that may affect my participation or success (eg study loads or attendance).

**Pastoral Care**
- to participate in, and be supportive of, the House Pastoral Care activities
- to do my share in cleaning and tidying senior areas
- to show leadership to younger students, especially in my House Pastoral Care Group
- to willingly assist House Coordinators with the planning of events.

**Ethos**
- to support the College leadership team and the S.R.C.
- to support the religious, cultural, social and sporting activities of our College.

**Uniform and Behaviour**
- to wear the Senior College uniform correctly, including wearing the College blazer and bag, and to observe all expectations with regard to piercings, makeup and jewellery.
- to observe all College expectations and to behave, both in public and in the College, in a manner creditable to the College and myself.
- if driving to school; obeying all road rules and speed limits and to:
  - use designated parking areas (adjacent to the OYC) and display a Merici parking permit.
  - accept responsibility for any damage caused by me while in control of a car
## Appendix C  Academic Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs T Scott</td>
<td>B.Ed., M.Ed.</td>
</tr>
<tr>
<td>Dr A Cleary</td>
<td>B.Sc.(Hons)., Grad.Dip.Ed., Ph.D.</td>
</tr>
<tr>
<td>Ms J Aboud</td>
<td>B.App.Sc., Grad.Dip(Secondary), Cert IV Public Sector</td>
</tr>
<tr>
<td>Mrs E Allen</td>
<td>B.Ed.</td>
</tr>
<tr>
<td>Mrs C Amesbury</td>
<td>B.Ed.(Physical &amp; Health), M.Ed.(Physical &amp; Health)</td>
</tr>
<tr>
<td>Mrs B Bandle</td>
<td>B.A., M.Teach.</td>
</tr>
<tr>
<td>Mr O Barlow</td>
<td>B.Sc.(Hons), Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms A Bogg</td>
<td>B.A.(Dramatic Art), Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mr F Boone</td>
<td>B.Ed., Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Ms V Bridge</td>
<td>B.Sc.(Hons), Dip.Ed.</td>
</tr>
<tr>
<td>Ms F Buining</td>
<td>B.Sc.(Hons), Dip.(Permaculture), Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Ms H Carey</td>
<td>B.Ed., B.A.(Dance)</td>
</tr>
<tr>
<td>Mr J Cave</td>
<td>B.Sc.(Hons), Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms S Conte</td>
<td>M.A., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mrs D Davis</td>
<td>Dip.Teach.</td>
</tr>
<tr>
<td>Mrs C Davison</td>
<td>T.C., Grad.Cert.(R.E.)</td>
</tr>
<tr>
<td>Ms B Deane</td>
<td>B.Ed.(Physical &amp; Health), Cert III/IV(Fitness), Cert IV Workplace Training &amp; Assessment</td>
</tr>
<tr>
<td>Mrs R Dhillon</td>
<td>B.Sc., B.Ed., M.Sc., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mr J Egan</td>
<td>B.A, B.Sc, M.Letters, Dip.Ed.</td>
</tr>
<tr>
<td>Ms C Fraser</td>
<td>Dip.Ed., B.Ed.</td>
</tr>
<tr>
<td>Ms K Gilchrist</td>
<td>B.Ed.(Primary)</td>
</tr>
<tr>
<td>Ms J Gunn</td>
<td>T.C., Dip.Teaching, B.Ed.</td>
</tr>
<tr>
<td>Mrs K Hicks</td>
<td>B.Sc., Dip.Ed., C.O.G.E.</td>
</tr>
<tr>
<td>Mr R Higginbotham</td>
<td>B.PDHPE (Secondary Ed), Cert IV Workplace Training &amp; Assessment</td>
</tr>
<tr>
<td>Mrs E Igoe-Taylor</td>
<td>H.D.T.Art (Secondary)</td>
</tr>
<tr>
<td>Mrs D Jackson</td>
<td>T.C., Dip.Teach., B.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mrs E Kennedy</td>
<td>B.A.(Soc.Sc/Hum Movement), Dip.Ed.(PE), Grad.Cert.(R.E.), Cert IV TAA, Cert IV (Fitness)</td>
</tr>
<tr>
<td>Name</td>
<td>Qualifications</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ms T Kent</td>
<td>B.Ed., M.Ed.(Teacher Librarianship), TAE (Workplace Assessor)</td>
</tr>
<tr>
<td>Mr A Keogh</td>
<td>B.A., B.A.(Ed)</td>
</tr>
<tr>
<td>Mr P Kruger</td>
<td>B.Comm., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mrs L Laird</td>
<td>Dip.Teach., Grad.Dip.Arts, M.Ed.(Counselling)</td>
</tr>
<tr>
<td>Mrs N Lamb</td>
<td>B.A., Dip.Ed.</td>
</tr>
<tr>
<td>Mr C Loch</td>
<td>B.A.(Hons), Grad.Dip.Ed., M.A.</td>
</tr>
<tr>
<td>Mrs MJ Logan</td>
<td>Dip.Ed.</td>
</tr>
<tr>
<td>Ms L Martingale</td>
<td>B.A.(Hons), PCIE (Eng with SFN), Professional Cert. in ASD</td>
</tr>
<tr>
<td>Mr M McCluskey</td>
<td>B.A.Engineering (Hons), Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mrs S McRae</td>
<td>B.Sc.(Hons), M.Ed., Grad.Dip.Ed., Cert IV TAA</td>
</tr>
<tr>
<td>Mrs L Melis</td>
<td>B.A.(Mathematics), Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Ms S Metcalf</td>
<td>B.A.(Visual Arts), Grad.Dip.(Secondary), Cert IV Workplace Training &amp; Assessment</td>
</tr>
<tr>
<td>Mrs V Meyers</td>
<td>B.Ed, Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Ms M Murik</td>
<td>B.Ed., B.Sc., M.Ed.</td>
</tr>
<tr>
<td>Mrs S O'Meara</td>
<td>B.Ed., Grad.Dip.(Special Ed)</td>
</tr>
<tr>
<td>Ms L Pearce</td>
<td>B.A.(Hons) Dance Ed., Grad.Cert.(RE)</td>
</tr>
<tr>
<td>Ms E Pond</td>
<td>B.Sc., Dip.Ed.</td>
</tr>
<tr>
<td>Ms C Preston</td>
<td>B.Ed., Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Mr M Reynolds</td>
<td>B.A., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mrs A Richardson</td>
<td>B.A., Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Mr D Rodda</td>
<td>B.Inf.Tech., B.A.Engineering (Hons), Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Dr I Svilans-Dennis</td>
<td>Dip.T.(Sec), B.A.(Hons), M.S.d’Et.Th., M.A., Ph.D., D.A.L.F. (France)</td>
</tr>
<tr>
<td>Mr G Temur</td>
<td>B.Psych., Grad.Dip.Ed.., B.A.(Hons), Cert. IV Training &amp; Assessment, Ph.D. (in progress)</td>
</tr>
<tr>
<td>Ms L Thomas</td>
<td>B.Sc.(Jt.Hons), P.G.C.E.</td>
</tr>
<tr>
<td>Mrs A Thorne</td>
<td>B.Ed., Grad.Dip.(Special Education)</td>
</tr>
<tr>
<td>Dr K White</td>
<td>Ph.D., B.Sc.(Hons), Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms E Williams</td>
<td>B of Music (Music Education)</td>
</tr>
<tr>
<td>Ms L Withers</td>
<td>B.Ed, Cert II, III, IV Business Admin, Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Ms T Young</td>
<td>B.A.(Visual Arts), Cert III (Com. Cookery), Grad.Dip.Ed.</td>
</tr>
</tbody>
</table>
Appendix D  Fees For College Students

An **Enrolment Fee** of $200 is payable when a place in Year 11 is offered and accepted. ($150 of this is credited against Term 1 fees).

**Tuition Fees** are set by the Catholic Education Commission with the approval of the Archbishop and are revised annually. Fees for the current year (2012) are $883 per term for Year 11. Year 12 fees are charged over Terms 1, 2 and 3 only and are currently $1,177.33 per trimester. Family discounts apply if you have more than one daughter at Merici. Discounts also apply if you have older students at St Francis Xavier, St Clare's or MacKillop colleges, **provided you inform us.**

**Year 12 students leaving Merici at the end of Term 2 are still liable for the Term 3 Tuition fee.**

**Fee Reductions:** In a certain number of cases involving hardship, consideration will be given to applications for reduced fees. Forms can be obtained from the Bursar/Business Manager. Arrangements should be completed before the student begins school. The school carefully works out its budget on the basis of the amount expected to be paid in fees. Contact should be made with the College immediately a problem with fee payment arises.

**Resource Fee (All Subjects)** for Senior School is $187 per year for 2012.

**Year 11 Conference:** For the current year (2012) the charge is $200 charged in Term 1.

**Year 12 Retreat:** For the current year (2012) the charge is $250 charged in Term 3.

**General Fee:** $597 per student per term for Year 11 and $796 per student per trimester for Year 12. This covers the costs associated with general resources (eg school magazine, calendar and consumables) and to support costs with the College’s ongoing building and renovation program.

**Senior Student Refreshment Room Fee:** $5 per term for Year 11 and $6.66 per trimester for Year 12, which covers tea, coffee, milo, sugar and disposable cups.

**Parent Levy:** Amount collected on behalf of the Parent Association who in turn support education and building initiatives in the College. For 2012 it is $25 per term for families whose eldest child is in Year 11 or below, and $33.33 per trimester for families whose eldest child is in Year 12.

**Catholic Church Development Building Fund Levy:** An addition to our fees collected by the Catholic Education Office. For 2012 it is $132 per term for families whose eldest child is in Year 11 or below, and $176 per trimester for families whose eldest child is in Year 12.