



## **Merici College**

### **Senior Handbook and Course Outlines 2018**



B S S S

AUSTRALIAN CAPITAL TERRITORY

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# 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 a testamur named the ACT Senior Secondary Certificate that sits side by side with an academic transcript named the ACT Senior Secondary Record of Achievement.

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 (<http://www.bsss.act.edu.au/curriculum/courses>).

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 Head of Senior School, the Deputy Principal Development 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 Education and Training Directorate, 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.

## 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	Number of Standard Units	Number of Semesters
Minor	2 or 3	2 or 3
Major	4 or 5	4 or 5
Major-Minor	6 or 7	6 or 7
Double Major	8	8

## 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 ACT Senior Secondary Certificate. Currently ANU offers programs to high achieving students in a range of areas. Enrolment occurs directly through the university, although Merici plays a liaison role.

- **Modified Course (M)**

M Classified courses (Modified Courses) are designed for students who satisfy the ACT Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes.

- **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 (e.g. The Duke of Edinburgh Award Scheme). These units are school developed and contribute to the overall number of points for the ACT Senior Secondary 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, but are restricted to school organized activities.

## 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 bridging course (e.g. at a CIT or The University of Canberra).

Students at Merici College choose six subjects in Year 11 in order to gain a broad educational experience. All ACT students must study English and, at Merici, students must study Religious Education in Year 11. There are no other compulsory subjects, although a course in Mathematics is strongly recommended. 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 also encouraged to study a level of Tertiary Mathematics. In Year 12, students may move to five subjects provided they have discussed this with the Head of Senior School. 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 in Year 12.

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 Deputy Principal Learning, the Head of Senior School, 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 ACT Senior Secondary Certificate, all students will study a course package, which includes at least 17 Standard Units. The package must contain a minimum of four (A or T) Minors from three course areas. Students who do not complete an ACT Senior Secondary Certificate (i.e. students who have obtained less than 17 points) will receive an ACT Statement of Achievement 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' or 'H' units).
- The accredited units (either 'T' or 'A') must be arranged into courses to form the following patterns:

- i) Five majors, four Majors and one Minor or three Majors and three Minors
- ii) At least three Majors and one Minor must be 'T' courses
- iii) Students must sit the ACT Scaling Test (AST). (See below for more information about the AST.)
- iv) With the approval of the college principal, deferment may be allowed once for an unbroken period of up to one year
- v) A student intending to take longer than two years needs to have first had her/his study plan approved by the college principal.
- vi) Students will receive a **Tertiary Entrance Statement** (showing the ATAR itself and scaled Course Scores considered for the ATAR) as well as the Senior Secondary 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 88011

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 Senior Secondary 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.

VET Courses at Merici College		
Business Administration	BSB20115 BSB30115	Certificate II in Business Certificate III in Business
Textiles and Fashion	MST20616	Certificate II in Applied Fashion Design and Technology
Hospitality	SIT10216 SIT20416 SIT20316 SIT30616	Certificate I in Hospitality Certificate II in Hospitality (Kitchen Operations) Certificate II in Hospitality Certificate III in Hospitality
Information Technology	ICT10115 ICT20115	Certificate I in Information, Digital Media and Technology Certificate II in Information, Digital Media and Technology
Media	CUA20215	Certificate II in Creative Industries (Media)
Sport, Fitness and Administration	SIS20115	Certificate II in Sport and Recreation
Active Volunteering	CHC14015	Certificate I in Active Volunteering

### 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 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 Senior Secondary 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.

### **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.

Information is contained in the Vocational Education & Training Handbook for Students and Parents.

### **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 Education and Training Directorate.
- 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 would not be a suitable choice for most students.

If you are interested in an Australian School Based Apprenticeship, see your Vocational Teacher or the VET & Career Coordinator, Mrs KerryMcDonnell.

## **6. Assessment and Grades**

### **Unit Assessment**

An assessment is made of student achievement in each Semester. By the end of the second week of the commencement of each unit of study, students are notified 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. Unit Assessment Outlines 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 87 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 Merici website and the senior Moodle page.

### **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 final 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 Deputy Principal Learning.

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 of that cohort.

To create the parameters (mean and standard deviation) for scaling the scores, the College uses data from previous AST Trials, NAPLAN Results and performance in Year 10 examinations.

### **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, TAFE or bridging university courses.

More information is available from the BSSS website

[http://www.bsss.act.edu.au/information\\_for\\_students/act\\_scaling\\_test](http://www.bsss.act.edu.au/information_for_students/act_scaling_test), under information for students.

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 across the ACT 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 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 must 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 their talents, Merici College has an extensive range of practices planned over the period of Years 11 and 12 to familiarize 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 available from the BSSS website

[http://www.bsss.act.edu.au/information\\_for\\_students/act\\_scaling\\_test](http://www.bsss.act.edu.au/information_for_students/act_scaling_test), under information for students.

## AST Preparation

The AST components assess higher order thinking skills, which are inherent to our curriculum across the high school years. 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 several 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 to maximise performance using effective problem-solving strategies.

## **Merici College Core Skills Development Program**

The Core Skills Development Program is a compulsory program for all Year 11 students during Flex lessons. This program is designed to assist students to manage their time, develop good research skills and enhance numeracy and literacy skills. It also enables each girl to develop a key relationship with a specific staff member who is there to provide study advice and guidance.

### **Estimates**

Estimates of ATARs are encouraged by the BSSS 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 post-school options. The school calculates an estimate for each Tertiary student at the end of each semester. 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 (particularly in Year 11 Semester 1) 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 six in a semester 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 their success in gaining a Senior Secondary 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: and the Attendance - Senior Class Policy: [http://www.merici.act.edu.au/sites/default/files/Attendance%20-%20Senior%20Class%202014\\_0.pdf](http://www.merici.act.edu.au/sites/default/files/Attendance%20-%20Senior%20Class%202014_0.pdf).

### **Parent-Teacher Evenings**

Towards the end of Terms 1 and 3, a letter is sent to parents indicating any requests for interviews by their daughter's teachers. Parent-teacher evenings follow shortly after. 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 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 and suggestions for improving achievement in individual learning outcomes.

Students in most 'T' courses also receive a Scaled Score for that unit.

## COURSES OFFERED AT MERICI IN 2018

Type	Title	Page
<b>ENGLISH DEPARTMENT</b>		
T	English	14
T	Literature	15
A	Essential English	18
<b>EXPRESSIVE ARTS DEPARTMENT</b>		
A/T/M	Dance Studies	20
A/T/M	Drama	22
A/T/M/V	Media	24
A/T/M	Music	28
A/T/M	Photography	30
A/T/M	Visual Art	32
<b>GLOBAL STUDIES DEPARTMENT</b>		
A/T/M	Ancient History	34
A/T/M	Modern History	35
A/M/V	Business Administration	38
A/T/M	Business	39
A/T/M	Design Technology and Graphics	41
A/T/M	Geography	43
A/M/V	Hospitality	45
A/T/M/V	Information Technology	48
A/T/M	Legal Studies	50
A/T/M/V	Textiles and Fashion	51
<b>LANGUAGES DEPARTMENT</b>		
T	Beginning Chinese	54
T	Continuing Chinese	54
T	Beginning French	55
T	Continuing French	55
T	Beginning Italian	55
A/T	Continuing Italian	55
<b>MATHEMATICS DEPARTMENT</b>		
A/M	Contemporary Mathematics	58
A/M	Essential Mathematics	59
T	Mathematical Applications	60
T	Mathematical Methods	62
T	Specialist Methods	63
T	Specialist Mathematics	64
<b>PHYSICAL, HEALTH &amp; BEHAVIOURAL SCIENCE DEPARTMENT</b>		
A/T/M	Psychology	67
A/T/M	Sociology	68
A/T	Exercise Science	69
A/M/V	Sport, Recreation and Leadership	71
<b>RELIGIOUS EDUCATION DEPARTMENT</b>		
A/T/M	Religious Studies	73
<b>SCIENCE DEPARTMENT</b>		
A/T	Biology	77
A/T	Human Biology	78
T	Chemistry	80
T/A	Earth and Environmental Science	82
T	Physics	84

## **REGISTERED COURSES (R Units)**

R Units enable students to receive credit for the time they are engaged in an organised school-based learning experience. R Units are delivered by the home college or conducted in partnership with external organisations. A partnership is a formal arrangement between the College and organisation. A partnership is recognised by a written agreement outlining the activity and signed by the Principal.

R Units are organised under five broad learning courses: college-based, work exploration, cultural, sport & recreation and community service. A unit has electives. The following areas represent some of the activities available for students to pursue their co-curricular interests in the Senior College. Each unit is worth a proportion (0.2, 0.5, 1.0) of a Standard Unit and contributes towards the points required for the Senior Secondary Certificate. The accumulation of Registered Units helps to build an important profile of a student's contribution to the life of the College.

### **College-based**

Pastoral Care

Tutorial

Extension Program, e.g. Technology, Arts, Science, Mathematics, Business, Literature and Language

Personal development, e.g. Expedition, Conference, Study Skills, First Aid, Road Ready

Leadership, e.g. Student Representative Council, Leadership Group, Event Management, Peer Education,

Mentoring, Coaching, Publications

### **Work exploration**

Work placement

Training Program

### **Sport & Recreation**

Sport, e.g. Rock Climbing, Swimming, Oztag, AFL, Cycling, Hockey, Basketball, Badminton, Triathlon etc.

### **Community Service**

Community, e.g. Outreach, Projects

### **Cultural**

The Arts, e.g. Drama Performance, Dance Performance, Musical Performance, Media Performance

If students are involved in these activities and wish to have them acknowledged on their Senior Secondary Record of Achievement, they need to submit the required form to the Head of Senior School. If students are involved in other organised activities not included in this list, then they should see the Head of Senior School to see if the activities are accredited with the BSSS.

# ENGLISH DEPARTMENT

Coordinator: Mrs Renee Taylor

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The English Department offers the following courses: English (T), Literature (T) or the combination English/Literature (T) and Essential English (A). A course in English at a (T) or (A) level is compulsory.

Please note that the degree of difficulty is the same in each of the T units of English and Literature. Units are designed to be sequential, and students must complete Unit two before moving on to Units three and four of either course in Year 12 to gain a Major.

## ENGLISH T

### Course Pre-requisites

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There are no prerequisites for this course. It is suggested that students need to have achieved a 'C' and above in Year 10 to successfully attempt a Tertiary English course.

Students should note that Tertiary English and Literature requires strong reading, analytical and writing skills. Students intending to study at a 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.

### Units

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#### Year 11 Units

##### English Unit 1 - Communication of Meaning

In this unit students explore how meaning is communicated through the relationships between language, text, purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They can respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

##### English Unit 2 – Representation Through Texts

In this unit students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

#### Year 12 Units

Students studying Units 3 and 4 below must have studied Unit 2 from either Literature (T) AC or this course.

### **English Unit 3 – Comparative Texts**

In this unit students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognize and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

### **English Unit 4 – Perspectives**

In this unit students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

## **LITERATURE T**

### **Course Pre-requisites**

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There are no prerequisites for this course. It is suggested that students need to have achieved a 'C' and above in Year 10 to successfully attempt a Tertiary English course.

### **Units**

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#### **Year 11 Units**

### **Literature Unit 1 – Ways of Reading and Creating**

This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

### **Literature Unit 2 – Intertextuality**

This unit develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

## Year 12 Units

Students studying Units 3 and 4 below must have studied Unit 2 from either English (T) AC or this course.

### Literature Unit 3 – Power of Literature

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

### Literature Unit 4 – Literary Interpretations

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

### Students for whom this Course is Designed (English T and Literature T)

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These courses are 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 develop their language skills and deepen their appreciation and enjoyment of literature.

### Assessment in T English and Literature

#### Assessment Criteria

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

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

## ENGLISH/LITERATURE T

The English/Literature Course consists of a combination of units from both the English T and Literature T courses. All units from these courses may be included in an English/Literature course providing there is no duplication of content.

In the English/Literature course:

- a minor consists of a combination of 2-3 units from these courses
- a major consists of a combination of at least 4 units which must include at least Unit 4 from either English T or Literature T
- a major-minor consists of a combination of at least 6 units which must include at least Unit 4 from either English T or Literature T



- a double-major consists of a combination of at least 8 units from English T and Literature T e.g. students who wish to undertake a double-major will need to complete all units of English and Literature.

## Assessment Task Types

	Assessment Criteria		Weightings	
	Responding	Creating	1.0 unit	0.5 unit
Responding	Respond to fiction, nonfiction and/or multimodal texts. Students may respond in analytical forms such as short response, essay, review, close textual analysis, multimodal, oral presentation.		40-60%	40-60%
Creating		Students may create imaginative, entertaining, persuasive, interpretative or informative texts. Students may create in oral, written or non-written forms. All creative tasks must include an explanation of creative choices.	20-30%	40-60%
Investigating	Plan, enquire into and draw conclusions about texts and/or key unit concepts. Students may respond in forms such as reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives.		20-30%	

### Additional Assessment Advice for T Courses

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five. For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Students must complete at least one of each task type in any semester (1.0) unit. Students studying a 0.5 unit should complete the responding task and either the creating or investigating task.
- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 5 - 15 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Written responses in Year 11 (800 - 1000 words).
- Written responses in Year 12 (1000 - 1200 words).
- Creative choices must be supported in either a rationale or a statement of aims with annotations or footnotes (400-600 words recommended).
- For a 1.0 unit, at least one task to the value of 20-40% is to be completed in class.
- For a 0.5 unit, at least one task to the value of 50% is to be completed in class.

## ESSENTIAL ENGLISH A/M

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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Students study the following four units over two years:

#### **Unit 1: Comprehending and Responding**

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

#### **Unit 2: Making Connections**

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

#### **Unit 3: Understanding Perspectives**

This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

#### **Unit 4: Local and Global**

This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical

and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

### Students for whom this Course is Designed

The Essential English (A) course recognises the need to equip students for a variety of pathways to further study, employment and future career. It is also designed for those students who need extra support and this is provided in a variety of ways.

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 pursue the English (T) course
- intend to pursue courses which do not require a score in English (T).

### Assessment in Essential English

#### Assessment Criteria

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

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

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

#### Assessment Task Types

Task Type	Assessment Criteria	Weightings	
		1.0 unit	0.5 unit
Responding	<ul style="list-style-type: none"> <li>• Respond to fiction, nonfiction and/or multimodal texts</li> <li>• Students may respond in analytical forms such as short response, essay, report writing, review, letters, multimodal, blog, email, oral presentation</li> </ul>	40 - 60%	40 - 60%
Creating	<ul style="list-style-type: none"> <li>• Students may create imaginative, entertaining, persuasive, interpretative or informative texts</li> <li>• Students may create in oral, written or non-written forms (e.g. diary entries, short stories, letters, websites, character interviews, short film)</li> <li>• All creative tasks must include an explanation of creative choices</li> </ul>	20 - 30%	40 - 60%
Investigating	<ul style="list-style-type: none"> <li>• Plan, enquire into and draw conclusions about texts and/or key unit concepts</li> <li>• Students may respond in forms such as note taking, paraphrasing, reports, interviews, film making, oral presentation, independent research, writing for publication</li> </ul>	20 - 30%	

# EXPRESSIVE ARTS DEPARTMENT

Coordinator: Mrs MJ Logan

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The Expressive Arts Department offers the following courses:

Dance T, A Media TV, AV

Drama T, A Photography T, A

Music T, A Visual Art T, A

All courses offered by Expressive Arts are due for re-accreditation in 2016 and may differ in content. The unit information on each course below is based on the current courses.

## DANCE STUDIES A/T/M

Dance is the language of movement and a unique art form that uses the body as an instrument to represent, question and communicate concepts and ideas. The study of dance enables learners to engage with innovative thinkers and leaders and to experience dance as artists and audience members.

In broad terms, learning in Dance involves making and responding. Students learn as artists, by making dance performance that communicates to audiences. They learn as audiences, by responding critically to dance. These actions are taught together as each depends on the other.

In the making of dance performances, students learn about the elements of dance, rehearsal, physically preparing the body, application of choreographic, compositional principles, technical and performance skills to engage an audience.

In responding to dance performance, students learn about the roles of choreographer, dancer, audience and dance critic. Students will develop an informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of dance. The study of dance equips students with life skills while also providing continuity with many tertiary and industry course

### Course Pre-requisites

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

### Units

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#### Dance Foundation

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.

#### Contemporary Dance

This unit includes the study of pioneers of modern dance, postmodern dance and beyond. It 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.

#### Dance & Entertainment

This unit covers jazz, tap, K pop, ballroom 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

This unit includes the study of Ritual Dance and dance from other cultures. Tasks in this unit will be based on a style selected specifically from these technically demanding styles e.g Aboriginal and Torres Strait Islander, African, Asian styles, Eastern European, Indian, Irish, Mediterranean or Middle Eastern and South American dances.

## Dance Production

This unit explores the creative, technical and administrative aspects of production work and includes theatre elements in dance and the process 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, advertising and video.

## Dance in the Community

This involves creating and organising dances for presentation in the community and 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 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 Dance A/T/M

	Dance		
	Making		Responding
Task Types	Suggested tasks may include but not limited to the following: Improvisation Design of production elements Composition Response to stimuli Development of original works Response to texts Choreography of original works	Suggested tasks may include but not limited to the following: Performances (e.g. plays, exercises/ dance sequences) Minor (in-class) performances Major performance(s) (with an audience)	Suggested tasks may include but not limited to the following: Analytical/research essay Seminar presentation (e.g. PowerPoint, oral) of research material Performance review Journal/log book In-class essay
Weightings in 1.0 and 0.5 units			
A & T	40-60%		40-60%
M	10-90%		10-90%

### Additional Assessment Advice for Dance

- Each student must choreograph a minimum of 1 minute in a group piece or 2 minutes as a solo.
- Responding performances should be a minimum of 2 minutes for a 1.0 unit and 1 minute in a 0.5 unit.
- Recommended word limit for written tasks: A: 500-800 words, T: 800-1200 words and M: 100 words min.
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

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 Art

## **DRAMA A/T/M**

Drama is the language of humanity and an integral art form. It makes meaning of the world through enactment to represent, question and communicate concepts and ideas. The study of Drama enables learners to engage with innovative thinkers and to experience drama as artists and audience members.

In broad terms, learning in Drama involves making and responding. Students learn as artists, by making Drama works that communicate to audiences. They learn as audiences, by responding critically to Drama. These actions are taught together as each depends on the other.

In making dramatic performance, students learn about the elements of drama, rehearsal strategies, workshopping, improvising, preparing the body, technical and performance skills to engage and communicate with an audience.

In responding to Drama performance, students learn about theory, the elements of production, roles of directors, actors, playwrights, performance styles, presentation of dramatic works, audience and drama criticism. Students will develop an informed critical appreciation of dramatic works, considering drama practices, elements, genres, styles, production techniques and conventions in the construction of meaning. They interpret, analyse and evaluate the social, cultural and historical significance of drama. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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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.

### **Devising an Ensemble Production**

This unit is designed for students to work as an ensemble to create and present original theatrical work/s for an intended target audience either within the school community or for regional or interstate theatre festivals. The content studied will be determined by the production requirements and may draw on a wide range of both conventional play building techniques and/or specific art forms such as masked theatre, physical theatre or puppetry.

### **Dramatic Explorations**

The main emphasis of this unit is to provide students with an understanding of the fundamental elements of drama as well as the historical influences and styles such as Stanislavski, Brecht, and Artuad on the development of theatre.

### **Experimental Theatre**

This unit provides an in-depth study of a range of theatre styles that have deviated radically from Realism in the 20<sup>th</sup> century such as Absurdism, Poor Theatre, Cruel Theatre, Epic Theatre and Forum Theatre. Students will have opportunities to explore the purpose and nature of theatre by experimenting with the actor/ audience relationship, space, narrative conventions and acting styles and apply these in the creation of innovative theatrical works.

### **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 enable students to engage in a range of workshops, improvisations and performances to develop a deep understanding of the acting skills required to perform Shakespeare for a contemporary audience. The emphasis of this unit is on the development of practical skills that assist students to interpret text and perform characters in order to heighten their appreciation of Shakespeare's plays and language. It may also be used as a production unit to develop a Shakespearean play to production standard.

### **Realism & 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**

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The course is designed for a wide range of student abilities and interests including: acting, technical production, directing, stage design and history of theatre.

This course is presented as an integrated A and T course with the Accredited units being the basis upon which the Tertiary units were built. The written tasks for the Tertiary level are designed to incorporate greater depth and complexity.

## Assessment in Drama A/T/M

### Assessment Task Types

Drama			
Making		Responding	
Task Type s	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Design of production elements</li> <li>• Composition</li> <li>• Response to stimuli</li> <li>• Development of original works</li> <li>• Response to texts</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Performances (e.g. plays, exercises, interpretation)</li> <li>• Minor (in-class) performances</li> <li>• Major performance/s (with an audience)</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Analytical/research essay</li> <li>• Seminar presentation (e.g. PowerPoint, oral) of research material</li> <li>• Performance review</li> <li>• Journal/log book</li> <li>• In-class essay</li> <li>• Script writing</li> </ul>
Weightings in 1.0 and 0.5 units			
A & T	40-60%	40-60%	
M	10-90%	10-90%	

\*Responding Tasks A/T: A minimum of 30% of each course must include a research/ analytical task.

### Additional Assessment Advice for Drama

- Recommended length for group performances (presenting): minimum 10 minutes, with an approximate guide of 5 minutes per person.
- Recommended monologue length for A and T: minimum 8-12 minutes
- Recommended word limit for written tasks: A: 500-800 words, T: 800-1200 words and M: 100 words min.
- Recommended oral presentation length for A and T: minimum 8-12 minutes
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

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 skills 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.

## MEDIA A/T/V/M

### Vocational Course

Media is a unique art form that influences our perception and understanding of the world. The study of media enables learners to engage with innovative thinkers and practitioners and to experience media as producers and audience members.

In broad terms, learning in Media involves making and responding. Students learn as producers, by making media products that communicate to audiences. They learn as audiences, by responding



critically to media products. These actions are taught together as each depends on the other.

In the making of media products, students learn about media codes and conventions, representation, workflow end-to-end production, technology and the production process, to engage an audience.

In responding to media, students learn about origins, influences and theories of communication. In addition, students engage in media production and investigate the role of audience. Students will develop an informed critical appreciation of media products, considering media practices, elements, genres, styles, production, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of media. The study of media equips students with communication skills while also providing continuity with many tertiary and industry courses.

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.

To attain a Certificate II in Creative Industries (Media), 10 units must be achieved:

- three Core units *plus*
- seven Elective units
- plus involvement in media industry projects.

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

Code	Competency Title
BSBWOR203	Work effectively with others
CUAIND201	Develop and apply creative arts industry knowledge
CUAWHS302	Apply work health and safety practices

#### Elective Units

Code	Competency Title
BSBDES201	Follow a design process
BSBWOR202	Organise and complete daily work activities
ICTICT204	Operate a digital media technology package
CUAPOS201	Perform basic vision and sound editing
CUALGT201	Develop basic lighting skills and knowledge
CUAVSS201	Develop basic vision system skills
CUACAM201	Assist in a basic camera shoot

#### Course Pre-requisites

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There are no pre-requisites for this course

#### Units

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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 is recommended as an introductory unit. This unit is designed to provide a foundation for the commencement of media studies.

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. Students will evaluate their creative process through pre-production, production, post-production and distribution.

## **Process to Production**

This unit explores the development of production from beginning to end. It focuses on developing students' skills in pre-production, production and post-production. Students are required to work independently on one production for the duration of the semester. It is considered to be a final unit in media production. Students will critically evaluate their creative process through pre-production, production and post-production.

## **Journalism**

This unit is a generalist journalism unit. In this unit students will undertake a series of tasks to develop their awareness and understanding of journalism as a whole. It defines journalism and the changing nature of how information is presented in society, both local and international. It examines the effect on society of developments in the delivery and orientation of journalism. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production.

## **Television Non-Fiction**

This unit examines the nature of and concepts related to Non-Fictional forms of Television, through a study of television genres. Non-Fictional forms of television genres to study may include current affairs, news, documentary television, and, reality television. Students will evaluate their creative process through pre-production, production and post.

## **Television Fiction**

This unit explores the social, cultural and aesthetic impact of narrative-based, fictional forms of television, through a study of television genres. Fictional forms of television genres to study may include sitcom, soap opera, drama, science fiction, action, and, children's television. Students will evaluate their creative process through pre-production, production and post-production.

## **Film Making**

The focus of this unit is to examine the role of Super 8 film in film history and produce a short film using Super 8 (or if available Super 16) film stock. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production.

## **Popular Culture**

The focus of this unit is to examine the concept of culture, ideology, systems of representation and the role of media in a cultural context. Students will undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. 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. Students will evaluate their creative process through pre-production, production and post-production.

## **Film Genres Studies**

The focus of this unit is to explore a modern method of film studies that assesses the role of the audience, the industry and the artist in creating influential genres of film production. Students will explore a wide range of cultural and historical transformations of popular genres such as science fiction, crime and action. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production.

## Students for whom this Course is Designed

This course is 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.

This course is presented as an integrated A and T course with the Accredited units being the basis upon which the Tertiary units were built. The written tasks for the Tertiary level are designed to incorporate greater depth and complexity.

## Assessment in Media A/T/M

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

Media			
Making		Responding	
Task Types	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>short film, radio, sound, print media, digital media, blogs, animation, storyboards, scripts, design (set/costume/studio), apps, podcast, review, critiques,</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>seminars, video diary, public relations campaigns, advertising campaigns, outside broadcast, live broadcast, web design, mobile media, pitch, design briefs, workplace scenarios, proposals, homage, trailer, documentary, graphic novel, interactive media, user controlled content and press releases.</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>essays, exams, short answer, critiques, seminars, panels, orals, presentations, research assignment, evaluations, production folio, reports, blogs, journals, portfolio, reviews and podcasts.</li> </ul>
Weightings in 1.0 and 0.5 units			
A & T	40-60%	40-60%	
M	10-90%	10-90%	

### Additional Assessment Advice for Media

- It is recommended that support material (e.g. sound and video clips) takes up no more than 20% of the presentation.
- Due to the nature and diversity of units offered in the media course, production lengths cannot be specified. Lengths of assessment items are informed by the task, unit and weightings.
- Recommended word limit for written tasks: A: 500-800 words, T: 800-1200 words and M: 100 words min.
- Recommended oral presentation length for A and T: 8-12 minutes
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

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

- depth and breadth of knowledge
- critical analysis
- creativity
- appropriate communication
- practical skills

## MUSIC A/T/M

Music is a unique art form that records and enriches human civilisation reflecting the development of human cultures. The study of music enables critical thinking and engagement with innovative musicians to experience music as artists and audience members.

In broad terms, learning in Music involves making and responding. Students learn as musicians, by making musical works that communicate to audiences. They learn as audiences, by responding critically to music. These actions are taught together as each depends on the other.

In making of musical works, students learn about composing, arranging, improvising, music technology, and technical and performance skills to engage an audience.

In responding to musical works, students learn about theory, elements of music, origins of music, influences of music, performance styles, technology and being an audience. Students will develop an informed critical appreciation of music, considering music practices, elements, genres, styles, production, techniques and conventions. They will interpret, analyse and evaluate the social, cultural and historical significance of Music. The study of music equips students with life skills while also providing continuity with many tertiary and industry courses

### **(T) CoursePre-requisites**

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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) CoursePre-requisites**

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

### **Units**

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For a minor in Music two units must be studied and for a major in Music four units must be studied from the four main music streams: Western Art Music, Jazz, Contemporary and Music for Purpose and Place

Some possible units of study include:

- Early Music
- Baroque Period
- Romantic Period
- 20<sup>th</sup> and 21<sup>st</sup> Century
- Introduction to Jazz
- Swing Music
- Australian Music
- Film Music
- Music for Theatre
- Ensembles
- Music in Media
- Rock Music of the 1970s and 1980s
- Self-Directed Studies (not for a minor)

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

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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 Music A/T/M

Music			
Making		Responding	
	(Creating)	(Performing)	(Musicology)
<b>Task Types</b>	<p>Task:1: Original complete work Minimum: A: 24 bars – 1.0 unit 12 bars – 0.5 unit T: 32 bars – 1.0 unit 16 bars – 0.5 unit</p> <p>Task 2: Two original works Minimum: A: 12 bars each T: 16 bars each OR One original work Minimum: A: 12 bars T: 16 bars</p> <p>An arrangement Minimum: A: 12 bars T: 24 bars OR One original work Minimum: A: 12 bars T: 16 bars</p> <p>A folio of composition tasks Minimum: A: four 4 bar tasks T: four 8 bar tasks</p>	<p>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. Each performance should be a minimum of 2 minutes. Task types include: Solo or ensemble work(s) One movement of a work (this is equivalent to one performance piece) Electronic music presentation must include a live performance with a lecture performance presentation (see below)</p>	<p>One or two tasks per semester (1.0) to be set or one task per half semester (.5). A variety of assessment task types must be used over the course (defined to be a minor) Task types include: <b>Research assignment/essay</b> Min. word count: A: 500 - 800 words T: 800-1200 words Task content must include elements of historical and analytical concepts, and music theory. <b>Seminar/analysis</b> Minimum duration: A &amp; T: 8-20 mins Task content must include elements of historical and analytical concepts, and theory. It is recommended that support material (e.g. sound and video clips) does not exceed 20% of the presentation. <b>Exam</b> 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. <b>In-class essay</b> Must only be used when completing more than one musicology task per semester unit except when undertaking a 0.5 unit. Minimum word count: A: 300 words (open book) T: 500 words</p>
<b>Weightings in 1.0 and 0.5 units</b>			
<b>A</b>	30-50%	25-40%	25-40%
<b>T</b>	30-40%	30-40%	30-40%
<b>M</b>	10-90%	10-90%	

#### Additional Assessment Advice for Music

- Electronic music presentations must exhibit evidence of the manipulation of sounds and recording techniques and an understanding of the sound spectrum. A live presentation must be included in units that contain electronic music. This presentation must include elements of duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure. Electronic performances must reflect an interaction between performer(s) and the electronic medium.
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

## PHOTOGRAPHY A/T/M

Images are used to represent, question and communicate concepts and ideas. The study of photography enables students to be innovative and to experience photography as producers and as audience members.

In broad terms, learning in Photography involves making and responding. Students learn as photographers, by making photographic works that communicate to audiences. They learn as audiences, by responding critically to photographic works. These actions are taught together as each depends on the other.

In the making of photographic works, students learn about photographic technology, techniques, equipment and process to engage audiences.

In responding to photographic works, students learn about visual literacy and about the role of photographers, audiences and critics. Students will develop an informed critical appreciation of photographic works, considering practices, elements, genres, styles, techniques, conventions and production in the construction of meaning. They explore how Photography influences our perception and understanding of the world. Students will interpret, analyse and evaluate the social, cultural and historical significance of Photography. The study of Photography equips students with life skills while also providing continuity with many tertiary and industry courses.

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Digital Photography

This unit will enable students to use a scanner, digital camera, computer and appropriate software to acquire, edit, manipulate and produce original photographic images. Students will demonstrate knowledge, understanding and application of composition and design when producing photographic images. They will also demonstrate an understanding of contemporary photographers, artists and designers who use digital photography.

#### Digital Photographic Practice

This unit further explores such areas as composition and design, creative use of image-editing, light and photographic techniques.

#### Contemporary Photography

Students develop a contemporary approach to the production of their own work whilst producing a series of images that interpret contemporary issues. Students learn to critically evaluate their own work, whilst developing an advanced knowledge of image and print management. Students understand how to choose appropriate media and presentation for the style of work they produce.

#### Negotiated Study

Students negotiate their own learning outcomes in relation to production of own photographic images. Students demonstrate a knowledge and understanding of historical and or contemporary photographic practice in relation to the negotiated theme. Students will select an appropriate form of presentation for their work and produce a series of images suitable for a portfolio.

### Students for whom this Course is Designed

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Photography T is intended for students wishing to develop an awareness, critical understanding and an ability to communicate through the photographic mediums, and those considering pursuing tertiary study in this area.

Photography A is intended for students wishing to develop skills and understanding of the technical and creative areas of Photography and Digital Imaging.

## Assessment in Photography A/T/M

### Assessment Task Types

Photography			
Making		Responding	
Task Types	<p>Suggested tasks may include but not limited to:</p> <ul style="list-style-type: none"> <li>technical exercises</li> <li>creative exercises</li> <li>practical work teacher directed</li> <li>portfolios of work that demonstrates technical achievement and personal expression eg <ul style="list-style-type: none"> <li>themes</li> <li>self-directed work</li> <li>personal expression</li> <li>exhibition images</li> <li>portfolio</li> </ul> </li> </ul>	<p>Suggested tasks may include but not limited to:</p> <ul style="list-style-type: none"> <li>technical exercises with evaluation</li> <li>creative responses</li> <li>design brief</li> <li>research for practical work</li> <li>documentation of conceptual and technical development of work</li> <li>critical reflections of own work</li> <li>practical work with evaluation/artist statement</li> </ul>	<p>Suggested tasks may include but not limited to:</p> <ul style="list-style-type: none"> <li>research essay/report</li> <li>in class essay/report</li> <li>artist review</li> <li>gallery review</li> <li>test</li> <li>oral presentation or seminar</li> <li>artist statement</li> <li>photography in context research</li> <li>critical reflections of the work of others</li> <li>interviews</li> </ul>
	Mode of presentations may include; Photographic processes, and/or a presentation of prints and portfolio with or without reflective component, workbook activities.	Mode of presentations may include; written, oral or multi-modal (workbook, print or digital presentation).	
Weightings in 1.0 and 0.5 units			
A & T	40-60%	40-60%	
M	10-90%	10-90%	

### Additional Assessment Advice for Photography

- Recommended word limit for written tasks: A: 500-800 words and T: 800-1200 words.
- Recommended oral presentation length for A, T: 8-12 minutes and M: 100 words min.
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

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 ARTS A/T/M

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of visual arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists, by making art works that communicate to audiences. They learn as audiences, by responding critically and ethically to art works. These actions are taught together as each depends on the other.

In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment, to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### 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, materials, techniques, terms and concepts related to painting, drawing, printmaking and other workshop areas will be an important focus.

#### Painting

In this unit students will examine a variety of painting techniques, different paint media and surfaces and analyse/critique artworks. Students will explore a variety of artists from other times and cultures.

#### Illustration

This unit is based on an investigation into the art of illustration, its techniques, materials, 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. Students will explore the use of materials, techniques and construction, to create artworks.

#### Printmaking

This unit will enable students to explore colour theory; selected printmaking techniques, media and surfaces to produce a body of work. They will also study printmakers from other times and cultures as well as contemporary artists and, or designers.

#### Culture and Identity

This unit is an introduction to thematic approaches to creating artworks, such as Australian identity - stories, myths and legends of the past and present; positive and negative stereotypes and how they are used in constructing cultural stories; multiculturalism in Australia and the role of tradition; personal stories and family history; empathy and alienation; historical timelines.

#### Negotiated Arts Study

This unit will provide students with an opportunity to work in an area of their choice, extending skills developed in previous units. (Students must have studied two standard units 1.0 units.)



### 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.;
- are looking for avenues to develop practical skills and the ability to express themselves through visual and verbal language.

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

This course is suitable for those students who:

- 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 Visual Arts

	Visual Arts			
	Making		Responding	
Task Types	Suggested tasks may include but not limited to the following: experimentation of media major work traditional and non- traditional art forms series of works two-dimensional (2D) three-dimensional (3D) four dimensional, (4D) art forms portfolio field study works	Visual Arts Process Diary (VAPD)		Suggested tasks may include but not limited to the following: research task essay oral exhibition review test
Weightings in 1.0 and 0.5 units				
A & T	40-60%	15%	15%	40-60%
M	10-90%		10-90%	

#### Additional Assessment Advice for Visual Arts

- A Visual Arts Process Diary (VAPD) is compulsory. The diary must be weighted 15% in making and 15 % in responding
- Recommended word limit for written tasks: A: 500-800 words, T: 800-1200 words and M: 100 words min.
- Recommended oral presentation length for A and T: 8-12 minutes
- For a standard unit (1.0), students must complete a minimum of three assessment tasks. It is highly recommended that students complete 2 assessment items for responding.

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: Mrs Corinne Preston

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The Global Studies Department offers a wide range of senior courses at a variety of levels:

- Ancient/Modern History (T),(A)
- Business Administration(AV)
- Business (T), (A)
- Design and Graphics (T),(A)
- Geography (T), (A)
- Hospitality (AV)
- Information Technology (TV),(AV)
- Legal Studies (T), (A)
- Textiles and Fashion (TV),(AV)

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 Senior Secondary Certificate.

## ANCIENT HISTORY A/T/M

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The Ancient History curriculum consists of four units. For each unit there are seven to sixteen topic electives that focus on a particular event, society, historical period, site, source or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

This course is usually taught as a vertical class of Year 11 and Year 12 students, consequently the units may not be studied in the order they are listed below.

The four units include:

#### Unit 1: Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

#### Unit 2: Ancient Societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

### **Unit 3: People, Power and Authority**

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

### **Unit 4: Reconstructing the Ancient World**

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

## **MODERN HISTORY A/T/M**

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

In Modern History, students study the forces that have shaped the modern world and develop a broader and deeper comprehension of the world in which they live. The Modern History curriculum consists of four units. For each unit, there are five to eight topic electives that focus on a particular nation-state, movement or development. Each unit includes a focus on key concepts that underpin the discipline of history, such as cause and effect, significance, and contestability.

This course is usually taught as a vertical class of Year 11 and Year 12 students, consequently the units may not be studied in the order they are listed below.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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The four units include:

#### **Unit 1: Understanding the Modern World**

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

#### **Unit 2: Movements for Change in the 20th century**

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

#### **Unit 3: Modern Nations in the 20th century**

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

#### **Unit 4: The Modern World since 1945**

This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here at this point in time.

### Students for whom this Course is Designed (Ancient and Modern 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 (Ancient and Modern A Course)

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 in Ancient and Modern History

### Assessment Task Types

#### (A) Units

- For a 1.0 unit, students must complete a minimum of 3 and a maximum of 5 assessment items, which must include at least one item from each task type.
- 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.
- Recommendation for orals is 8 – 10 minutes Year 11 and 10-12 minutes for Year 12.
- A minimum of 40% of the assessment for 1.0 and 0.5 units must be completed in class. The items listed below in columns are examples, and are not exhaustive.

Historical Investigation /Depth Study	Document Study/ Sources Analysis	Empathetic/Critical Response
20%-60%	20%-40%	20%-40%
Written	Written	Written or Oral
Research Essay/Depth Study (at home) (800-1000 words) Essay (in class) (600-1000 words)	In or out of class response	Empathetic: Writing, Diaries, Journalism, Keepsake Box (with contextual reflection) Role Play, Book or film review, Oral Performance/Presentation/ Seminar, Field reports, Debates, Interviews, Models (supported by research and reflection)

#### (T) Units

- For a 1.0 unit, students must complete a minimum of 3 and a maximum of 5 items, at least one assessment type from each task type.
- 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.
- Recommendation for orals is 10 – 12 minutes for Year 11 and 12-15 minutes for Year 12.
- A minimum of 40% of the assessment for 1.0 and 0.5 units must be completed in class.

The items listed below in columns are examples, and are not exhaustive.

Historical Investigation /Depth Study	Document Study/ Sources Analysis	Empathetic/Critical Response
30%-60%	20%-40%	20%-40%
Written	Written	Written or Oral
Research Essay/Depth Study (at home) (1000-1500 words) Essay (in class) (800–1000 words)	In or out of class response	Empathetic Writing, Diaries, Journalism, Oral Performance/ Presentation/ Seminar, Field reports, Debates, Interviews, Models (supported by research and reflection),

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

#### **Investigation**

- accurate, detailed comprehension evidenced by locating, selecting, recording and acknowledging sources
- accurate, detailed comprehension in the classification, analysis and evaluation of information.

#### **Interpretation**

- accurate, detailed understanding of perspective and drawing conclusions about historical significance from sources
- imagination and independence in hypothesising, synthesising, constructing arguments and assess the available evidence
- consideration of alternative approaches and understanding of historiography (**T only**)
- empathetic understanding of values and cultures.

#### **Communication**

- fluency and clarity using historical conventions
- the use of diverse methods of presentation
- the exchange of ideas in examining historical issues.

## **ANCIENT/MODERN HISTORY A/T/M**

Students who have units belonging to both the Ancient History and Modern History courses may complete a course in Ancient/Modern History providing there is no duplication of content. The course consists of a combination of units as detailed below:

An Ancient/Modern History minor consists of a combination of 2-3 units from these courses.

Where a student studies 2-3 units in each of Ancient History or Modern History, two minors will be awarded.

An Ancient/Modern History major consists of a combination of at least 4 units, which must include at least Unit 4 from either Ancient History or Modern History.

An Ancient/Modern History major minor consists of a combination of 6 units which must include at least Unit 4 from either Ancient or Modern History.

An Ancient/Modern History double major consists of a combination of 8 units from Ancient History and Modern History.

Depending on student interest, it may not be possible to run both Ancient and Modern History units concurrently, although the opportunity for students to select a unit will be offered in the first instance.

## BUSINESS ADMINISTRATION A/V/M

### Vocational Course

The Business Administration course is written under the Business Services Training Package BSB. Students who study this course can achieve double certification. Successful completion of units studied will lead to grades for the accredited course on the Senior Secondary Record of Achievement. By attaining required competencies, students can receive BSB20115 Certificate II in Business (Release 1) and BSB30115 Certificate III in Business (Release 1), 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

(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.

Semester Unit	Competency Name & Code
Working in Business Administration 3	BSBDIV301 Work effectively with diversity
	BSBITU301 Create and use databases
	BSBITU302 Create electronic presentations
	BSBITU306 Design and produce business documents
	BSBWRT301 Write simple documents
	BSBITU303 Design and produce text documents
	BSBWHS302 Apply knowledge of WHS legislation in the workplace
Business Practices and Preparing for work	BSBWOR301 Organise personal work priorities and development
	BSBCUS201 Deliver a service to customers *** Imported from Certificate II
	BSBITU309 Produce desktop published documents
	BSBITU304 Produce spreadsheets
	BSBITU307 Develop keyboarding speed and accuracy

~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.

## Assessment in Business Administration

### Assessment Tasks

Task Types	Theory	Practical Activity	Work-Based Activity
Suggestions	<ul style="list-style-type: none"><li>• summative tests</li><li>• research exercise</li><li>• work investigation</li><li>• planning exercise</li><li>• presentation</li><li>• scenarios</li></ul>	<ul style="list-style-type: none"><li>• poster/flyer brochure</li><li>• DVD</li><li>• organising an event</li><li>• visual display</li><li>• multimedia presentation</li><li>• simulations</li><li>• portfolio</li></ul>	<ul style="list-style-type: none"><li>• description/analysis of work-based activities (virtual enterprise, simulation, work placement)</li><li>• observation report</li><li>• logbook/diary</li></ul>
Weightings	20-50%	20-50%	20-50%

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 A/T/V/M

Business is the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts of implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment.

## Course Pre-requisites

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There are no pre-requisites for this course.

## Units

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An indicative selection of units:

### Changing Business Environment

- Ethics and business
- The nature of business (small business)
- Globalisation
- Entrepreneurship

### Relationship Management

An indicative selection of units:

- Ethics and Marketing
- Media and Communication
- Marketing
- Market research

### Planning for Current Context

An indicative selection of units:

- Financial Planning
- Operations Management
- Business Plan

### Business Challenges

An indicative selection of units:

- Change Management
- Issues facing Business
- Developing people

### Negotiated Study Unit

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. In this unit students will be able to investigate various electives not studied previously. This unit must incorporate an analysis of two electives drawn from any of the electives outlined in the course document that have not been studied.

## Students for whom this Course is Designed

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This course provides an excellent background for students who wish to pursue a business, economics or management course at university or CIT.

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

Task Types	Test	Research, Investigation and Analysis
	A test may include the following: <ul style="list-style-type: none"><li>• in-class essay/report</li><li>• case study</li><li>• extended response</li><li>• multiple choice</li><li>• short answer responses</li><li>• interview</li></ul>	Suggested tasks: <ul style="list-style-type: none"><li>• research assignment</li><li>• e.g. business plan, written report, essay</li><li>• oral presentation</li><li>• seminar</li><li>• digital presentation</li><li>• business simulation</li><li>• interview response</li><li>• case study</li><li>• portfolio of practical exercises</li><li>• scenario/situation</li></ul>
Weighting in A/T 1.0 standard unit	40 – 60%	40 – 60%

It is recommended that students complete 3 assessment tasks.

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

## DESIGN TECHNOLOGY AND GRAPHICS A/T/M

Through Design Technology and Graphics courses, students will have the opportunity to research, analyse and evaluate existing ideas, products, processes and individually tailored solutions (or possibilities) to design problems. Students will learn to generate imaginative and creative solutions of their own. They will communicate their ideas within the parameters and requirements of design based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety. Using the design process students will learn about the cyclic nature of design and the importance of evaluation in testing the success of the outcome. Students will learn to use industry specific technologies such as computer aided drawing, 3D modelling, 2D graphics and industry specific drawings to not only create their products and ideas but also to test and evaluate them. They will also learn to identify and articulate further areas of improvement and development.

The study of Design and Graphics encourages students to become aware of factors that influence innovation and enterprise and the subsequent success or failure of a product or idea.

This course should enable students to demonstrate

- analysis, synthesis and evaluation of design needs and situations
- organisational skills and the ability to work independently and collaboratively
- the use of technology skills, materials and processes to achieve industry standards
- application of the design process to produce a creative and innovative outcome
- communication skills using oral, written or graphical techniques to enhance their design and technological capacity
- knowledge and understanding of existing and emerging technologies, links to industry and career pathways
- ethical decision making, work health safety, cultural and environmental awareness.

## CoursePre-requisites

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There are no pre-requisites for this course.

## Units

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### Graphic Design

- Graphic design as a form of visual communication and its impact on society
- The Design Process and its use in creating products for print and digital media
- Vector, raster and layout software. E.g. Adobe Photoshop, Adobe Illustrator and Adobe InDesign
- The elements and principles of design and visual language
- Layout and presentation, understanding grid systems
- Typography as an element of design
- Work health safety, ethics and sustainable practice

### Graphic Design – Applications

- Graphic design processes - Design brief, conceptualisation and development of idea, understanding of client/designer relationship, design solution, evaluation process, etc.
- Investigate the history and practice of graphic design
- The history and practice of printing and print
- Graphic design industry printing standards
- Graphic design for digital technology
- Copyright, intellectual property and ethical issues
- Work health safety, ethics and sustainable practice

### Graphic Design – Typography

- Fundamental principles of communicating meaning through typography or font design.
- Origin and historical importance of typography and printing in society
- Structural principles of integrated multipage type layout:
- Paragraph & character styles
- Role of typographers and their impact on graphic design.
- Typeface and font design.
- Letter Form as an element of design and use as an illustrative and primary component of a design item
- Font file management (copyright/intellectual properties and manipulation)

### Major Design Project

Students are to have completed three standard units before commencing this unit.

- Student Negotiated unit of study
- The individual student developed design brief and unit outline are an integral part of this process and define the final items used for assessment
- All assessment derived through the course document and unit outline.
- Design process folio (recording project management cycle) including continual evaluation process and all documentation for assessment

### Students for whom this Course is Designed

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This course is designed for a wide range of students. It will contribute to the development of technological literacy and will develop the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations.

## Assessment in Design and Graphics

### Assessment Tasks Types

Task Type	Description	Weightings (1.0)	
		T Unit	A Unit
Written/Oral	<p>Written Report: (1000-1500 words) – T unit Written Report: (500-1000 words) – A unit</p> <p>Tasks may include, research/investigation report, test, product review, design analysis, exhibition, design brief, an advertising/marketing plan, exam</p> <p>Oral/Digital Presentation: (8-12 minutes) – T unit Oral/Digital Presentation: (4-6 minutes) – A Unit</p> <p>Tasks may include PowerPoint (or similar) presentation or, podcast, tutorial, interview, online discussion, product presentation/critique session</p> <p>Tasks using ICT may include web pages, CADD, podcasts, etc.</p>	30%-40%	15%-25%
Design Development	<p>The design portfolio should outline and explain the design process of products and reflect:</p> <ul style="list-style-type: none"> <li>• A design brief (background, requirements and limitations)</li> <li>• Research (analysis/comparison, survey, feedback)</li> <li>• Concept sketches</li> <li>• Tools, materials and techniques</li> <li>• Experiments/testing</li> <li>• Evaluation</li> </ul> <p>This diary must be supported with storyboards, concept boards, mood-boards or digital process diary as relevant to course.</p>	30%-40%	15%-30%
Practical Work	<p>Practical work <b>may</b> include: products/prototypes, technical drawings/presentations, scale models, computer modelling or practical test.</p>	30%-40%	50%-70%

### Assessment Criteria

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

- knowledge, understanding and application
- design process, analysis, synthesis and evaluation
- technology and communication skills
- planning and organization skills

## GEOGRAPHY (A/T/M)

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.

In Geography, students investigate geographical issues and phenomena at a variety of scales and contexts. This may include doing comparative studies at the same scale, studying the same issue or phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied. The ability to perform multiscale and hierarchical analysis is developed in the senior years. Field studies will be incorporated into units where appropriate.

The Geography course is usually taught as a vertical class of Year 11 and Year 12 students, consequently the units may not be studied in the order they are listed below.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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The following units will be studied:

#### **Unit 1: Natural and Ecological Hazards**

In this unit students are introduced to natural and ecological hazards and they examine the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

#### **Unit 2: Sustainable Places**

In this unit students consider the challenges related to the livability of places. They investigate how the outcomes of processes, for example, population growth and decline, and economic restructuring, vary depending on local responses and adaptations. Students will also examine the causes and consequences of urbanization with specific reference to the megacities of the developing world.

#### **Unit 3: Land Cover Transformations**

In this unit students apply the understandings and skills of Geography with greater rigour. They focus on human-initiated changes to the biophysical cover of the earth's surface. Students will assess the impacts of land cover transformations with particular reference to climate change.

#### **Unit 4: Global Transformations**

In this unit students will investigate the effects of sustained direct human interactions with ecosystems and the creation of anthropogenic biomes, and the processes of international integration (globalisation). They will evaluate the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences. Through this study, students will be better able to understand the dynamic nature of the world in which they live.

### **Students for whom this Course is Designed**

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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 Geography**

#### **Assessment Criteria and Tasks**

A student's Unit Grade will be determined using the following criteria.

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

- geographical inquiry skills
- geographical knowledge and skills.

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.

Dimension	Geographical Knowledge and Understanding	Geographical Inquiry and Skills
Task Type	<p>Suggested tasks:</p> <ul style="list-style-type: none"> <li>oral <ul style="list-style-type: none"> <li>lecture</li> <li>media presentation</li> <li>PowerPoint presentation</li> <li>role play</li> <li>seminar</li> </ul> </li> <li>tests <ul style="list-style-type: none"> <li>in-class essay</li> <li>topic tests</li> <li>unit test</li> </ul> </li> <li>written <ul style="list-style-type: none"> <li>report</li> <li>research essay</li> <li>media review</li> <li>management plan</li> </ul> </li> <li>visual <ul style="list-style-type: none"> <li>annotated visual display</li> <li>photographic presentation</li> <li>multimedia presentation</li> <li>webpage design</li> </ul> </li> </ul> <p>Suggested word length for research/essay/written response/in-class analysis, exhibition review:  T: 800 - 1200  A: 500 - 800  Suggested oral presentation length:  T: 12 - 15 minutes  A: 8 - 12 minutes</p>	<p>Suggested tasks:</p> <ul style="list-style-type: none"> <li>charting</li> <li>data analysis</li> <li>data base</li> <li>fieldwork techniques <ul style="list-style-type: none"> <li>field notes</li> <li>field journal</li> <li>field report</li> <li>Geographic Information System (GIS)</li> <li>interview</li> <li>mapping</li> <li>measuring and testing</li> <li>questionnaire</li> <li>sketching</li> <li>survey</li> <li>transect</li> </ul> </li> <li>map work</li> <li>remote sensing</li> </ul>
Weightings in T 1.0 and 0.5	0 - 55%	0 - 55%
Weightings in A 1.0 and 0.5	0 - 60%	0 - 60%

**Note:** No single assessment task is to be weighted greater than 40%

## HOSPITALITY A/V/M

### Vocational Course

The Hospitality course offers the opportunity for students to gain qualifications in the following:

- SIT10216 Certificate I in Hospitality
- SIT20316 Certificate II in Hospitality
- SIT20416 Certificate II in Kitchen Operations
- SIT30616 Certificate III in Hospitality

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.

Successful completion of units studied will lead to grades for the accredited course on the Senior Secondary Record of Achievement. This course also incorporates required units from the National Hospitality Training Package. By attaining required competencies, students work towards certification that is recognised nationally by both employers and other training institutions.

This course should enable students to:

- develop skills in leadership, management, problem solving, evaluating, planning, working independently and collaboratively
- understand the relationships and evaluate the interconnections within the industry, society and the environment
- demonstrate knowledge and understanding of and insight into the service industry including workplace culture, structures and practices
- use and adapt communication modes effectively to a diverse audience
- think analytically, critically and creatively about concepts underpinning the industry
- demonstrate practical and technological skills to industry standard

As part of this course, students will be expected to run "The Bridge" restaurant and service periods where students will be assessed for competence by industry personnel. "The 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.

#### Course Pre-requisites

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

#### Hospitality Kitchen Procedures A/V

SITXCCS001	Provide customer information and assistance
SITXFSA001	Use hygienic practices for food safety
SITHCCC006	Prepare appetizers and salads
SITHIND002	Source and use information on the hospitality industry
TLIE1005	Carry out basic workplace calculations
SITHCCC011	Use cookery skills effectively
SITXINV002	Maintain the quality of perishable items

#### Café Service Skills A/V

BSBSUS201	Participate in environmentally sustainable work practices
SITHCCC003	Prepare and present sandwiches
SITHCCC005	Prepare dishes using basic methods of cookery**
SITHFAB007	Serve food and beverage**
SITHFAB004	Prepare and serve non- alcoholic beverages**

#### Café Service Operations A/V

BSBWOR203	Work effectively with others
SITHFAB004	Prepare and serve non- alcoholic beverages**
SITXCCS003	Interact with customers
SITHFAB005	Prepare and serve espresso coffee
SITHIND003	Use hospitality skills effectively
SITXFIN001	Process financial transactions
SITXHRM001	Coach others in job skills

#### Food Service Operations A/V

SITHFAB016	Provide advice on food
SITHIND003	Use hospitality skills effectively
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXFSA002	Participate in safe handling practices

## 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.

Assessment Tasks in T courses require students to utilise the higher order thinking skills that are the basis of the ACT Scaling Test.

### Assessment Guide

Task Type	A Units
Practical Tasks	Suggested Tasks: Market simulation Industry advice simulation Event management activities Presentation such as oral or podcast
1.0 unit weightings	40% - 60%
0.5 unit weightings	40% - 60%
Written Responses	A written extended response for Year 11 and 12 500-800 words Suggested Tasks: Web quest design Seminar presentation Research report Exam/test Report on event management activity Rationale and/or diary/journal relating to practical task
1.0 unit weightings	40% - 60%
0.5 unit weightings	40% - 60%

### Assessment Criteria

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

- knowledge, understanding and application
- analysis, synthesis and evaluation
- technical skills

- management and work practices
- communication skills.

## INFORMATION TECHNOLOGY A/T/V/M

### Vocational Course

Information Technology is the study of information, software development and application, human computer interface/interaction and social, ethical and environmental issues.

Students who study this course have the opportunity to achieve double certification. Successful completion of units studied will lead to grades on the Senior Secondary Record of Achievement. The courses also incorporate required units from the ICT Information and Communications Technology ICT Information and Communications Technology Training Package. By attaining required competencies, students work towards the award of ICT20115 Certificate II in Information, Digital Media and Technology (Release 1) and a Statement of Attainment in ICT30115 Certificate III in Information, Digital Media and Technology that is recognised nationally by both employers and other training institutions.

The course provides 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 for this course.

### Units

Students must study all seven core competencies plus seven elective competencies to obtain a Certificate II in Information Technology. One week of Structured Workplace Learning (SWL) is highly recommended. The following competencies are outlined below.

#### Core units of competency for Certificate II

Code	Competency Title
BSBWHS201	Contribute to health and safety of self and others
BSBSUS201	Participate in environmentally sustainable work practices
ICTICT201	Use computer operating systems and hardware
ICTICT202	Work and communicate effectively in an IT environment
ICTICT203	Operate application software packages
ICTICT204	Operate a digital media technology package
ICAWEB201	Use social media tools for collaboration and engagement

#### Electives

ICTICT205	Design basic organisational documents using computing packages
ICTICT210	Operate database applications
ICPDMT321	Capture a digital image
CUADIG201	Maintain interactive content
CUAPOS201	Perform basic vision and sound editing
ICTICT308	Use advanced features of computer applications
ICPDMT346	Incorporate video into multimedia presentations



## Units

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Some suggested units:

### A Course

- Databases and spreadsheets
- Website Design
- Computer Games, Programming and Design
- Digital Media Foundations, Audio and Video
- Digital Media Graphics and Animation
- Dynamic Website Construction

### T Course

- Databases and Spreadsheets
- Website Design
- Computer Games, Programming and Design
- Digital Media Foundations, Audio and Video
- Digital Media Graphics and Animation
- Programming Fundamentals
- Dynamic Website Construction

### Students for whom this Course is Designed

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This course has a number of streams that can lead students through specialisations and provide the underpinning knowledge and skills for entry level career pathways in programming, networking and digital media. Students may also complete a generalist course pattern by studying introductory units across the streams.

## Assessment Tasks in Information Technology

### Assessment Task Types (T Course)

To demonstrate knowledge and understanding in T courses, students will:			
<ul style="list-style-type: none"><li>• <i>Demonstrate, apply, explore, examine</i> high level application of IT and skills and principles</li><li>• <i>Think critically and analyse</i> extract requirements, define the problem and assess the most effective solution</li><li>• <i>Hypothesise and Problem solve</i> design and implement the solution to the problem</li><li>• <i>Evaluate</i> test, evaluate and document the solutions</li><li>• <i>Synthesis</i> able to transfer skills and understanding to new situations. Delivering a complete solution that incorporates all aspects of the problem-solving methodology</li></ul>			
Task Type	Practical	Theoretical	Weightings 1.0/0.5 units
Assignments and Projects	<ul style="list-style-type: none"><li>• Portfolio of work that includes a range of practical elements and comprehensive documentation</li><li>• Algorithm design and programming tasks</li></ul>	<ul style="list-style-type: none"><li>• Comprehensive specification documents, training manuals, other user documentation, etc.</li><li>• Conceptual design documents, e.g. ER diagrams</li><li>• Research report/essay</li></ul>	30% - 80%
Tests	Open and closed computer/book practical and theory tests		20% - 70%

### Assessment Task Types (A Course)

To demonstrate knowledge and understanding in A courses, students will: <ul style="list-style-type: none"><li>• <i>Demonstrate, examine and recommend</i>: application of IT and skills and principles</li><li>• <i>Identify, explain and use</i>: implement and test a basic solution</li><li>• <i>Apply and justify</i>: appraise the effectiveness of the solution</li></ul>			
Task Type	Practical	Theoretical	Weightings 1.0/0.5 units
Assignments and Projects	<ul style="list-style-type: none"><li>• Portfolio of work that includes a range of practical elements and some documentation</li><li>• Basic algorithm design and programming tasks</li></ul>	<ul style="list-style-type: none"><li>• Specification documents, training manuals, other user documentation, etc.</li><li>• Conceptual design documents,</li><li>• e.g. Flowchart</li><li>• Research report/short answer</li></ul>	30% - 80%
Tests	Open and closed computer/book practical and theory tests		20% - 70%

## LEGAL STUDIES A/T/M

A new Legal Studies course is due for implementation in 2017. Details of the current course are outlined below. The Legal Studies T and A course has integrated T/A level components. This course 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 this course.

### Units

#### Unit 1 Crime, Justice & the Legal System

- Examine the principles of criminal justice.
- Investigate criminal processes in Australia including sentencing and the prison system.

#### Unit 2 Civil Law and Resolution of Disputes

- Introduction to sources of Australian law including the Constitution, Parliament and Courts
- Introduction to family law and investigate the relationship between family institutions and legal processes.
- Investigate how civil disputes are solved in the context of the entertainment industry ("Entertainment Law").

#### Unit 3 Law, Government & Society

- Investigate the Australian legal and political system
- Study the rule of law in the context of Health Laws (Laws relating to Birth & Death) and Laws which affect Young People.

#### Unit 4 International Relations and the Law

- Examine the evolution of human rights in Australia
- Examine the relationship between Australia and the World in the context of International crime, conflicts and terrorism

## Students for whom this Course is Designed

Any student could gain from studying this course, which gives them the opportunity to develop skills and allows 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 Legal Studies

### Assessment Tasks

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

\* 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.

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.

## TEXTILES AND FASHION A/T/V/M

### Vocational Course

Fashion and Textiles is a broad and evolving area of study that reflects important and varied roles, among them the provision of protection, comfort and social meaning within a cultural context. This field is a multidisciplinary study that draws on concepts and skills underpinning design, technology, markets, culture, environmental sustainability and ethical issues.

This course promotes students' knowledge and understanding of textiles and fashion from the chemical or natural raw materials to the finished product. Student learning is scaffolded to utilise the design process and develop creative, innovative and resourceful responses. They will learn problem solving, project management; analysis and evaluation skills based on sound design theory as well as develop appropriate technical skills. They will also develop confidence to pursue a variety of study options, lifelong leisure activities or employment that may include a career in the Textiles Clothing and Footwear Industry.

The course includes local and interstate excursions, which will provide a valuable insight into the design, production, marketing and retail areas of fashion design.

This course also incorporates 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.

This course also incorporates 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.

### VET qualification LMT21707 – Certificate II in Applied Fashion Design and Technology Core Competencies

Code	Competency Title	
MSMENV272	Participate in environmentally sustainable work practices	Core
MSMWHS200	Work safely	Core
MSS402051	Apply quality standards	Core
MSTCL2011	Draw and interpret a basic sketch	Core

### Group A – Elective Units

Code	Competency Title	
MSTCL2020	Lay up uncomplicated fabrics and lays	Elective
MSTFD2001	Design and produce a simple garment	Elective
MSTFD2005	Identify design process for fashion designs	Elective
MSTFD2006	Use a sewing machine for fashion design	Elective
MSTFD2002	Apply printing techniques to produce Indigenous textile designs* (prerequisite MSTGN2011)	
MSTFD2003	Apply dyeing techniques to produce Indigenous textile designs* (prerequisites MSTGN2011)	

### Group B – Elective Units

Code	Competency Title	
MSTGN2011	Identify fibres, fabrics and textiles used in the TCF industry	Elective
MSTGN2003	Work in the TCF Industry #	Elective
MSTGN2009	Operate computing technology in a TCF workplace	Elective

**Group B – Imported Units** a maximum of three (3) units may be selected from the Textiles, Clothing and Footwear Training Package

Code	Competency Title	
MSTCL2006	Press work	Elective

### Course Pre-requisites

There are no pre-requisites for this course, although students who have studied textiles in the junior school may have an advantage.

### Units

The units available are:

- Design Applications
- Textiles for Interiors
- Fashion Design and Illustration
- Marketing Your Own Designer Label
- Fashion Industry
- Working with Textiles
- Designing for Clients
- Design for Performance
- Recycle and Re-use
- Fashion and Textiles Negotiated Study

To gain a Certificate II in Applied Fashion Design and Technology a student will need to complete a major.

## Students for whom this Course is Designed

This course is designed to meet the needs of students interested in a career within fashion, interior design, styling, textiles, or related industries such as manufacturing, marketing, media or retail.

This course is equally suited to students seeking to gain insight into fashion, textiles, marketing and related industries and to develop competencies for a pathway to work or further education.

The content, goals and assessment that is part of the 'A' classification is educationally sound and appropriate for students with a more general interest in this field of study.

## Student assessment in Textiles and Fashion

### Assessment Tasks

Task Type		Description	Weightings (1.0 unit)	
			T Course	A Course
Theoretical	Written and/or Oral	Analytical essay: <ul style="list-style-type: none"> <li>(1000-1500 words) T Course</li> <li>(500-1000 words) A Course</li> </ul> Tasks may include a marketing plan, magazine/journal articles, field investigation, exam, exhibition review or a research report with primary evidence. Oral Presentation: <ul style="list-style-type: none"> <li>(8-12 minutes) T Course</li> <li>(4-6 minutes) A Course</li> </ul> Tasks may include PowerPoint presentation with speaker's notes, seminar, tutorial, interview, debate or an online discussion. Tasks using ICT may include web pages, virtual fashion store, virtual layout for interior design etc.	30%-40%	20%-30%
	Design Development	The design diary should authenticate and explain the construction of the product and must reflect: <ul style="list-style-type: none"> <li>a design brief</li> <li>research and critical analysis</li> <li>concept sketches with analysis</li> <li>techniques, experiments with analysis and samples</li> <li>production and materials management</li> <li>evaluation.</li> </ul> This diary may be supported with storyboards, concept boards, mood boards and digital process diary.	30%-40%	20%-30%
Practical work		Garment(s) Textile articles(s) Marketable product(s) Group production simulation Sample range(s) Interior furnishing(s) Textile art piece(s)	30%-40%	50%-60%

### 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

# LANGUAGES DEPARTMENT

Facilitator: Ms Antonietta Martiniello

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Continuing language courses are designed for students who have previously studied a language in High School and have achieved at least a 'B' grade.

Beginning language courses are designed for students with **no prior knowledge** of the language. Students are treated as **true beginners**. These courses are a wonderful introduction to language learning and an excellent way to undertake a Tertiary accredited course that is fun, engaging and a great introduction to language learning beyond College education.

The following courses are available:

Beginning Chinese (T)

Continuing Chinese (T)

Beginning French (T)

Continuing French (T)

Beginning Italian (T)

Continuing Italian (T/A)

Proficient language options are offered at the ANU and are available for students wishing to enroll in ANU Extension Courses.

\* A minimum enrolment number is required for senior language classes to be offered.

# At the time of publication, the provision of Continuing Japanese was still under consideration. Students considering this option should make direct contact with the College.

## BEGINNING CHINESE / CONTINUING CHINESE A/T

### Beginning T Course Pre-requisites

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There are no pre-requisites for this course.

### Continuing T Course Pre-requisites

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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 Chinese. Students who have attended the College in the junior school would normally have completed four full years of Chinese study.

### Units

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The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. 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 (Beginning T)

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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.

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

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This course is intended for students who wish to:

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

## **BEGINNING FRENCH A/T AND CONTINUING FRENCH T**

### **Beginning Course Pre-requisites**

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There are no prerequisites for this course.

### **Continuing T Course Pre-requisites**

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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 the College in the junior school would normally have completed four full years of French study.

### **Units**

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The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. 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 (Beginning A/T)**

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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 French culture through language learning.

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

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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.

## **BEGINNING AND CONTINUING ITALIAN A/T**

### **Beginning T Course Pre-requisites**

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There are no prerequisites for this course.

### **Continuing T Course Pre-requisites**

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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.

### **Continuing A Course Pre-requisites**

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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. A test may be given to assess the appropriate level of entry.

### **Units**

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The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. 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 for whom this Course is Designed (Beginning T)**

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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 Italian culture through language learning.

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

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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 (Continuing A)**

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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.

## **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:

Task Type	Speaking	Writing	Responding
Mandatory	Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open-ended questions presented on CD, DVD or USB Minimum time limit: Beginning 3 mins Continuing 5 mins	Sustained writing produced in class under test conditions within a minimum of – 30 mins (Beginning) 45 mins (Continuing) in response to an unseen question based on content covered in the unit Minimum word limit: Beginning 150 words Continuing 250 words	Listening and reading comprehension and analysis with questions and answers in English and/or the target language** ** comprehensive testing of listening and reading skills are required.
Minimum for Mandatory	25% of unit total mark	25% of unit total mark	25% of unit total mark
Optional	The following options must include unscripted questions by teachers and/or peers in the target language: <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Role-play</li> <li>• Interview</li> <li>• Conversation</li> <li>• Discussion</li> <li>• Questionnaire</li> </ul>	Sustained writing piece in the target language may include: A short text in a variety of genres <ul style="list-style-type: none"> <li>• Assignment under controlled conditions</li> <li>• Short response to unseen visual stimulus/statistics</li> <li>• Translation</li> <li>• Survey</li> </ul>	Close textual analysis of language: <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Reading comprehension</li> <li>• Written/visual response to a variety of text types</li> <li>• Creative response and written rationale</li> <li>• Summary</li> <li>• Short response</li> </ul>
Weightings A/T 1.0 Units	25-40%	25-40%	25-40%

### 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

# MATHS DEPARTMENT

Coordinator: Mr Huckleberry Walker

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Mathematics is important background for a variety of courses and many employment prospects. Studying a mathematics course is **highly recommended for all students**, especially those 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 –Major-Minor or a Double Major at Tertiary level (in conjunction with Specialist Methods)
- Specialist Methods – as a Major or a Minor 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
- Essential Mathematics – as a Major or a Minor at Accredited Level
- Contemporary Mathematics – as a Major or a Minor at Accredited Level

## Course Advice

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The following guide is intended to give students important information in the selection of the appropriate Mathematics course for the senior college.

**Contemporary Mathematics A** should be considered by students who are completing A/V packages.

**Essential Mathematics A** should be considered by students who are completing A/V packages.

**Mathematical Applications T** should be considered by students who have achieved a C or better in Year 10 and do not require Mathematics for further study.

**Mathematical Methods T** should be considered by students who have achieved an A or B in Year 10 and have completed the 10A course.

**Specialist Methods T** should be considered by students who have achieved an A or B in Year 10 and have completed the 10A course.

**Specialist Mathematics T** should be considered by students who have achieved an A or B in Year 10, have completed the 10A course and are interested in exploring a broader range of mathematical ideas.

## Course Patterns

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Students may choose a combination of major and minor Mathematics courses, studying up to two courses concurrently as outlined in the following course descriptions.

## CONTEMPORARY MATHEMATICS A

Contemporary Mathematics focuses on enabling students to develop essential capabilities for twenty-first century learners. The major themes of Contemporary Mathematics A/M are the numeracy skills students will require in employment post-college and to manage their personal finances. Contemporary Mathematics A/M is a thematic course that focuses on mathematical skills for employment and everyday life.

Contemporary Mathematics is organised into four units as outlined below.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Income and Payroll Maths</li><li>• Workplace problem-solving</li><li>• Mathematics for Industry and VET</li><li>• Negotiated Study</li></ul>	<ul style="list-style-type: none"><li>• Money Management</li><li>• Banking and Financial Planning</li><li>• Negotiated Study</li></ul>	<ul style="list-style-type: none"><li>• Budget and Tenancy</li><li>• Mathematics of Transport</li><li>• Mathematics of Travel</li><li>• Independent Mathematical Project</li></ul>	<ul style="list-style-type: none"><li>• Mathematics in Health</li><li>• Mathematics in Sport</li><li>• Maths for Nursing and Ageing</li><li>• Negotiated Study</li></ul>

The content of each unit will be delivered in real life contexts that may include: Food; Earning and Managing Money; Independent Living; Design; Health; Finance or Travel.

## Units

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### Unit 1: Contemporary Mathematics

In **Unit 1**, students will study numeracy in the workplace (for example, income and payroll maths, workplace problem solving, mathematics for Industry and VET).

### Unit 2: Contemporary Mathematics

In **Unit 2**, students will study financial numeracy (for example, money management, banking and financial loans).

### Unit 3: Contemporary Mathematics

In **Unit 3**, students will study numeracy skills for living (for example, budget, tenancy, mathematics of transport and travel).

### Unit 4: Contemporary Mathematics

In **Unit 4**, students will study numeracy skills required for maintaining personal and supporting others' health. It includes, maths relating to nutrition, diet, medication and exercise.

## Students for whom this Course is Designed

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Contemporary Mathematics A/M is a thematic course that focuses on mathematical skills for employment and everyday life. This course is designed to meet the needs of students who are not otherwise catered for in the new courses integrating the Australian Curriculum. It would suit students who do not need a tertiary accredited course in Mathematics.

## ESSENTIAL MATHEMATICS A

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

Essential Mathematics is organised into four units as outlined below.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Calculations, percentages and rates</li><li>• Measurement</li><li>• Algebra</li><li>• Graphs</li></ul>	<ul style="list-style-type: none"><li>• Representing and comparing data</li><li>• Percentages</li><li>• Rates and ratios</li><li>• Time and motion</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Scales, plans and models</li><li>• Graphs</li><li>• Data collection</li></ul>	<ul style="list-style-type: none"><li>• Probability and relative frequencies</li><li>• Earth geometry and time zones</li><li>• Loans and compound interest</li></ul>

The content of each unit will be delivered in real life contexts that may include: Food; Earning and Managing Money; Independent Living; Design; Health; Finance or Travel.

**Unit 1: Essential Mathematics**

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity, and the interpretation of graphs. Two contexts that could be used in this unit are Mathematics and foods and Earning and managing money.

**Unit 2: Essential Mathematics**

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Two possible contexts that could be used in this unit to achieve this goal are Mathematics and cars and Mathematics and independent living.

**Unit 3: Essential Mathematics**

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs, and data collection. Two possible contexts that could be used in this unit to achieve this goal are Mathematics and design and Mathematics and medicine.

**Unit 4: Essential Mathematics**

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, and loans and compound interest. Two possible contexts that could be used in this unit are Mathematics of finance and Mathematics of travelling.

**Students for whom this Course is Designed**

This course is designed to reinforce mathematical skills. Emphasis is on the use of mathematics in the workplace. It would suit students who do not need a tertiary accredited course in Mathematics. Problems are practical and realistic, and reflect the general use of Mathematics in everyday life, in business and employment situations.

**MATHEMATICAL APPLICATIONS T**

Mathematical Applications is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. Mathematical Applications is organised into four units as outlined below.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Consumer arithmetic</li> <li>Algebra and matrices</li> <li>Shape and measurement</li> </ul>	<ul style="list-style-type: none"> <li>Univariate data analysis and the statistical investigation process</li> <li>Applications of trigonometry</li> <li>Linear equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate data analysis</li> <li>Growth and decay in sequences</li> <li>Graphs and networks</li> </ul>	<ul style="list-style-type: none"> <li>Time series analysis</li> <li>Loans, investments and annuities</li> <li>Networks and decision mathematics</li> </ul>

The following rules apply where students have studied units from the Mathematical Applications course:

- Students may study this course concurrently with the **Mathematical Methods** course that integrates the Australian Curriculum to form a major minor or double major in Mathematical Methods, according to the requirements in the Mathematical Methods course document.
- Students who complete a major in Mathematical Methods and fewer than 2.0 units of Mathematical Applications will include these units in a major in Mathematical Methods.

- Students who complete a major in Mathematical Applications and fewer than 2.0 units of Mathematical Methods will include these units in a major in Mathematical Applications.
- Where students study 2.0 – 3.0 units in each of Mathematical Methods and Mathematical Applications, two minor courses will be awarded.

## Units

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### Unit 1: Mathematical Applications

This unit has three topics: 'Consumer arithmetic', 'Algebra and matrices', and 'Shape and measurement'. 'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money, and provides fertile ground for the use of spreadsheets. 'Algebra and matrices' continues the F-10 study of algebra and introduces the new topic of matrices. 'Shape and measurement' extends the knowledge and skills students developed in the F-10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

### Unit 2: Mathematical Applications

This unit has three topics: 'Univariate data analysis and the statistical investigation process', 'Linear equations and their graphs', and 'Applications of trigonometry'. 'Univariate data analysis and the statistical investigation process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression, and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.

### Unit 3: Mathematical Applications

This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'. 'Bivariate data analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. 'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations such as a rail or social network.

### Unit 4: Mathematical Applications

This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'. 'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans and investments' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

## Students for whom this Course is Designed

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The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE where mathematical content is minimal. Courses such as primary teaching and nursing are among such courses. While this T course is less demanding than Specialist Mathematics and Mathematical Methods, the content is diverse and includes interesting applications.

## MATHEMATICAL METHODS T

Mathematical Methods is designed for those students who want to gain a sound understanding of a broad range of Mathematical ideas.

Mathematical Methods is organised into four units as outlined below.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Functions and graphs</li><li>• Trigonometric functions</li><li>• Counting and probability</li></ul>	<ul style="list-style-type: none"><li>• Exponential functions</li><li>• Arithmetic and geometric sequences and series</li><li>• Introduction to differential calculus</li></ul>	<ul style="list-style-type: none"><li>• Further differentiation and applications</li><li>• Integrals</li><li>• Discrete random variables</li></ul>	<ul style="list-style-type: none"><li>• The logarithmic function</li><li>• Continuous random variables and the normal distribution</li><li>• Interval estimates for proportions</li></ul>

The following rules apply where students have studied units from the Mathematical Methods course:

- This course can be studied in conjunction with Specialist Mathematics (integrating the Australian Curriculum) to form a major minor or double major in Specialist Mathematics, according to the requirements in the Specialist Mathematics course document.
- Students who complete a major in Mathematical Methods and fewer than 2.0 units of Specialist Mathematics will include these units in a major in Mathematical Methods.
- Students may study this course concurrently with the **Mathematical Applications** course that integrates the Australian Curriculum.
- Students who complete a major in Mathematical Methods and fewer than 2.0 units of Mathematical Applications will include these units in a major in Mathematical Methods.
- Students who complete a major in Mathematical Applications and fewer than 2.0 units of Mathematical Methods will include these units in a major in Mathematical Applications.
- Where students study 2.0 – 3.0 units in each of Mathematical Methods and Mathematical Applications, two minor courses will be awarded.

### Units

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#### Unit 1: Mathematical Methods

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

#### Unit 2: Mathematical Methods

In this unit, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

### Unit 3: Mathematical Methods

In this unit, the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

### Unit 4: Mathematical Methods

In this unit, the logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

### Students for whom this Course is Designed

This course is designed for those students whose future pathways may involve mathematics and statistics and their application in a range of disciplines such as science, health and social sciences at the tertiary level.

## SPECIALIST METHODS T

While there is considerable overlap in concepts and processes explored in Mathematical Methods, the Specialist Methods course is designed for those students who want to expand on their understanding across a broad range of Mathematical ideas.

Specialist Methods is organised into four units as outlined below.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"><li>• Functions and graphs</li><li>• Trigonometric functions</li><li>• Counting and Probability</li></ul>	<ul style="list-style-type: none"><li>• Exponential functions</li><li>• Arithmetic and geometric sequences and series</li><li>• Introduction to differential calculus</li></ul>	<ul style="list-style-type: none"><li>• The logarithmic function</li><li>• Further differentiation and applications</li><li>• Integrals</li></ul>	<ul style="list-style-type: none"><li>• Simple linear regression</li><li>• Discrete random variables</li><li>• Continuous random variables and the normal distribution</li><li>• Interval estimates for proportions</li></ul>

### Units

#### Unit 1: Specialist Methods

**Unit 1** begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored. The study of probability begins with a review of the fundamentals and the introduction to the concepts of conditional probability and

independence. The study of probability and statistics allows students to further develop their counting techniques in combinatorics in Specialist Mathematics.

### Unit 2: Specialist Methods

In **Unit 2** exponential functions and logarithms as their inverses are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

### Unit 3: Specialist Methods

In **Unit 3** the logarithmic function is studied in more detail. The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Derivatives of logarithmic and exponential functions are explored.

### Unit 4: Specialist Methods

In **Unit 4** simple linear regression is considered for bivariate data. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

### Students for whom this Course is Designed

This course is useful for students who plan tertiary study in disciplines in which Mathematics plays a major role such as statistics, engineering, actuarial studies, finance, physical sciences and computer science.

## SPECIALIST MATHEMATICS T

Specialist Mathematics provides opportunities, beyond those presented in Specialist Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Students studying this course **must also be studying the Specialist Methods AC course**. A minor or major are not available in this course.

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Combinatorics</li> <li>Vectors in the plane</li> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry</li> <li>Matrices</li> <li>Real and complex numbers</li> </ul>	<ul style="list-style-type: none"> <li>Complex numbers</li> <li>Functions and sketching graphs</li> <li>Vectors in three dimensions</li> </ul>	<ul style="list-style-type: none"> <li>Integration and applications of integration</li> <li>Rates of change and differential equations</li> <li>Statistical inference</li> </ul>



The following rules apply where students have studied units from the Specialist Mathematics course:

- A Specialist Mathematics major-minor consists of a major (4 units) in Mathematical Methods and a total of 2- 3 units of Specialist Mathematics
- A Specialist Mathematics double major consists of a major (4 units) in Mathematical Methods and a total of 4 units of Specialist Mathematics.
- Students who complete a major in Mathematical Methods and fewer than 2 units of Specialist Mathematics will include these units in a major in Mathematical Methods.

## Units

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### Unit 1: Specialist Mathematics

This unit contains three topics that complement the content of Mathematical Methods. The proficiency strand, 'Reasoning', of the F-10 curriculum is continued explicitly in the topic 'Geometry' through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic 'Combinatorics' provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic 'Vectors in the plane' provides new perspectives on working with two-dimensional space, and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

### Unit 2: Specialist Mathematics

This unit contains three topics, 'Trigonometry', 'Matrices' and 'Real and complex numbers'. 'Matrices' provides new perspectives for working with two-dimensional space, 'Real and complex numbers' provides a continuation of the study of numbers. The topic 'Trigonometry' contains techniques that are used in other topics in both this unit and Units 3 and 4. All of these topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

### Unit 3: Specialist Mathematics

This unit contains three topics, 'Complex numbers', 'Vectors in three dimensions', and 'Functions and sketching graphs'. The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3 the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in Mathematical Methods is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from Mathematical Methods. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

### Unit 4: Specialist Mathematics

This unit contains three topics: 'Integration and applications of integration', 'Rates of change and differential equations' and 'Statistical inference'. In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

### Students for whom this Course is Designed

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This course is useful for students who plan tertiary study in disciplines in which Mathematics plays a major role such as statistics, engineering, actuarial studies, finance, physical sciences and computer science.

## Assessment in T/A Mathematics

### Assessment Tasks and Criteria

Technology, its selection and appropriate use, is an integral part of all the following criteria. Students will be assessed on the degree to which they demonstrate:

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

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

Task Type	Weighting	
Tests For example: Multiple Choice, Short Answer, Extended Questions	40 - 75%	
Non-Test Tasks(in-class) For example: Validation activities, Modelling, Investigations, Problem solving, Journals, Portfolios, Presentations, PracticalActivities	0 - 60%	25 - 60%
Take Home Tasks For example: Modelling, Investigations, Portfolios, Practical activities	0 - 30%	

# PHYSICAL, HEALTH & BEHAVIOURAL SCIENCE DEPARTMENT

Coordinator: Mr Robert Higginbotham

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This Department offers Psychology (T, A), Sociology (T, A), Exercise Science (T), Sport, Fitness and Administration (AV).

The study of Behavioural Science provides a comprehensive understanding of individuals, families and communities. Behavioural Science explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Students who complete units belonging to both the Psychology and Sociology courses may complete a course in Behavioural Sciences.

NB. Due to the popularity of Psychology and Sociology we are unable to guarantee students' being able to study both at the same time. We will, however, make every effort to accommodate where possible.

## PSYCHOLOGY A/T/M

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Individual Differences

This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

#### Psychology in Society

This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

#### Into the Mind:

This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

#### The Psychology of Wellness

This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and

environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

### **Students for whom this Course is Designed**

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

## **SOCIOLOGY A/T/M**

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Identity**

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

#### **Sociology of Social Justice**

This unit explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

#### **Cultural Icons**

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

#### **Power & Institutions**

This unit explores the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the 'big picture' of society, and explore the ways in which their lives are shaped by forces outside of their control.

### **Students for whom this Course is Designed**

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The Sociology course is of general interest, but provides 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 Psychology and Sociology**

### **Assessment Tasks and Criteria**

The table below shows the two task types (test and inquiry) and a choice of assessment methods (written, oral, journal and presentation) that can be chosen as types of tasks.

Over a minor course of study, 2 standard units of assessment will cover both-assessment task types. and students must complete a task from each mode.

Task Type	Test	Inquiry
	A test may include: <ul style="list-style-type: none"> <li>• multiple choice</li> <li>• short answer responses</li> <li>• extended response</li> <li>• in-class essay</li> </ul>	Suggested tasks may include: <ul style="list-style-type: none"> <li>• oral presentation</li> <li>• research report</li> <li>• experimental report/survey</li> <li>• literature review</li> <li>• essay</li> <li>• seminar</li> <li>• multimedia presentation</li> <li>• case studies</li> <li>• film study</li> <li>• diary/ journal entry</li> <li>• public campaign</li> <li>• role play</li> <li>• journal article</li> <li>• model</li> <li>• sociogram</li> <li>• artwork</li> </ul>
<b>Weightings in A/T</b> 1.0 Units	40 - 60%	40 - 60%
<b>Weightings in A/T</b> 0.5 Units	40 - 60%	40 - 60%
<b>Weightings in M</b> 1.0 and 0.5 Units	10 - 90%	10 - 90%

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

- knowledge and understanding
- skills.

## EXERCISE SCIENCE A/T

The Exercise Science course is 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.

This course is currently undergoing an update and may have slight variances to the structure of the course, however, content and structure will predominately remain the same.

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

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There are no pre-requisites for this course.

## Units

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### 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

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This course is designed for students who intend to proceed to post-secondary studies (university or CIT) in the fields of para-medical 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.

## Assessment in Exercise Science

Task Type	Theoretical	Practical
	<ul style="list-style-type: none"><li>• tests (unit tests, mid semester, end of semester)</li><li>• essays</li><li>• research assignments or projects</li><li>• written reports or investigations</li><li>• laboratories</li><li>• diary, journal, portfolio of practical exercises or log book</li><li>• video study, analysis, production</li><li>• website study/evaluation</li><li>• presentation/seminar/oral/ICT/poster/project</li><li>• interview response</li></ul>	<ul style="list-style-type: none"><li>• demonstration of skills</li><li>• participation in activity; group work or independently</li><li>• diary, journal, portfolio of practical exercises or log book</li><li>• sports leadership</li><li>• sports administration</li><li>• laboratories</li><li>• practical tasks &amp; test</li><li>• computer simulation</li><li>• teamwork</li><li>• communication skills</li><li>• debates</li></ul>
Weightings T	50% - 80%	20% - 50%

**Assessment Criteria**

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

- knowledge, understanding, and application
- skills

**SPORT, RECREATION AND LEADERSHIP A/M/V****Vocational Course**

Sport, Recreation and Leadership 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**

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There are no course pre-requisites in Sport, Recreation and Leadership (AV).

**Units**

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**Community Activities & Events**

The focus of this unit is on organising, facilitating and completing work activities linked to community activities and events. Students may choose to study from the electives Community Activities, Sports Administration and Event Management.

**Sports Coaching & Management**

The focus of this unit is on the systems in place that provide skills and resources for sports based activities. Students study the theory and practice of sports coaching and how it is managed. Students may choose to study from the electives Coaching Fundamentals, Advanced Coaching and Sports Management.

**Active Lifestyles & Sports Leadership**

The focus of this unit is working effectively in a Sport and Recreation environment to plan and deliver individual and group exercise sessions that reflect the needs of clients. Students may choose to study from the electives Orientation to Fitness, Instructional Fitness, Event Leadership & Sports Project.

**Sport & Recreation Industry**

The focus of this unit is the structure of sectors within the sports fitness and recreation industry. Students may study the roles and responsibilities of organisations within each sector and the significance for communities. Students may choose to study from the electives First Aid or Aquatics and Safety.

**Students for whom this Course is Designed**

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This course is designed for a wide range of students who have an interest in physical activity, sports, recreation and 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, Recreation and Leadership

Task Type	Critical Analysis and Evaluation	Practical Skills Application
	Suggested tasks: <ul style="list-style-type: none"> <li>• research essays</li> <li>• assignments</li> <li>• reports</li> <li>• exam/tests</li> <li>• multimedia tasks</li> <li>• reflective diaries</li> <li>• journals</li> <li>• portfolios</li> <li>• logs</li> </ul>	Suggested tasks: <ul style="list-style-type: none"> <li>• practical laboratories</li> <li>• presentations</li> <li>• orals</li> <li>• physical activity tasks</li> <li>• practical tests</li> <li>• campaigns and case studies</li> <li>• debates</li> <li>• seminars</li> <li>• field trips</li> </ul>
Weightings in A 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

### Assessment Criteria

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

- knowledge, understanding, and application
- skills



# RELIGIOUS EDUCATION DEPARTMENT

Coordinator: Mr Andrew Blakey

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Religious Studies is the study of identity, beliefs, Community, society, human behaviour and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence as understood and manifested across different religious traditions and cultures. Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners. Religious Studies engages students in a dynamic process of making meaning of the world. (BSSS, 2015)

The Religious Education Department offers:

- Religious Studies (T)
- Religious Studies (A)

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

## RELIGIOUS STUDIES A/T/M

All students are required to complete 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. Potential units on offered are described below.

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Search for Meaning

The search for meaning and purpose is a universal human experience. Across time and culture humanity has sought to address the fundamental questions of life. In this unit students will reflect on some of these questions. They will explore how meaning is created through various religious, spiritual and philosophical world views. They will examine how some of these world views inform the individual and communal search for meaning, both in Australia and globally. They will reflect on their own beliefs and values and how these shape their own search for meaning.

Specific content covered:

- the fundamental questions of life which give meaning to human existence, e.g. who am I, why am I here, how did the universe come to be, why is there evil, suffering, death, love
  - what it means to be human and the ability to experience:
    - o wonder and awe
    - o curiosity
    - o reason
    - o emotion
    - o meaning
    - o relationships
- the human search for meaning across time and space

- understandings of God and the divine
- the dimensions of religion including Smart's seven dimensions, Pluralism (Dickson, Campbell)
  - define the terms:
    - o cosmology
    - o faith
    - o humanism
    - o reason
    - o religion
    - o religious experience
    - o philosophy
    - o secular
    - o scientific
    - o world view
- the origins of humanism as coming from the Renaissance and Enlightenment, rejection of the control of organised religion on human thought and behaviour, identify various religious world views, the impact of various world views on particular communities, cults and sects

### **Encountering Ethical Issues**

In this unit students will examine the concept of ethics, survey its historical and contemporary foundations and explore secular and religious perspectives of ethical issues. Case studies of specific ethical issues will be examined using these perspectives. In addition, students will investigate the theological teachings of one religious tradition and its perspective on ethical issues.

Specific content covered:

- define ethics
- absolute, normative, and relative ethics, and the Golden Rule
- history of ethical thinking from the Pre Socratic Greeks including Socrates, Plato and Aristotle to medieval, renaissance, modern and postmodern philosophers
- goodness and evil: natural evil, moral evil
- religious and secular views of human dignity
- religious, indigenous, cultural and secular ethical principles that guide practical and ethical judgements
- historical and philosophical basis of ethical principles including virtue theory, natural law principles, deontology, humanism, teleology, utilitarianism, situational ethics
- responses to ethical issues from both religious or philosophical perspectives
- the role of conscience in secular and religious traditions
- ethical issues (for example: environmental ethics, business, nanotechnology, bioethics, sexual/relationship ethics, sexualisation, sport, media, technology, honesty/lying, gender, human service, war and conflict, torture, international aid, leadership and politics, ethics of duty, aging, end of life issues)

### **Christian Service**

This unit provides a significant opportunity for students to study the foundational basis of Christian Service through scripture, teaching and inspirational founders and contemporary people but also to participate in the Christian service experience. The Service Learning Model and Theological Reflection are recommended tools for the delivery of this unit.

### **Religion and the Media**

Both religious and media institutions are powerful influences in modern societies. This unit explores how media and religious influence is exercised through various organisations, teachings, perspectives, beliefs and values. It also explores religious themes and representations of race, class, gender and culture in film, news and current affairs, music and advertising.

### **Religion and Science**

Religion and science are necessary partners in providing the opportunities to live meaningful lives, to protect and enhance the environment of our rich and varied world and explore the cosmos with a view to improving all life. Despite long-held beliefs from a variety of religious traditions supporting both a scientific and

religious view of the world, conflicts and misunderstandings during the past four centuries have created a gulf between science and religion. Pope Benedict XVI said that “there is friendship between science and faith,” and that “scientists can, through their vocation to study nature, follow an authentic and absorbing path of sanctity;”. This unit attempts to find the bridge between religion and science and to appreciate the role of both religious and scientific truth in a contributing to building a peaceful and just world.

### **Religion, Psychology and Relationships**

In this unit students will examine religious, spiritual and psychological perspectives about being human and human behaviour, including understanding of cognitive, physical, social, emotional and intellectual development. Psychological theories, concepts and perspectives that inform our understanding and awareness of religious and spiritual beliefs will be explored in detail. Students will examine the capacity of the psychological, spiritual and religious perspectives to influence, positively and negatively on faith development, spirituality, happiness, relationships and wellbeing.

### **Religion, Worship and the Arts**

This unit provides students with the option of pathway A or B.

**Option A** provides an overview of the characteristics of sacred and religious arts. It explores the intersection between history and artistic expression in different religious and spiritual traditions and cultural contexts. At least two traditions should be studied, with one tradition focusing on either Asian, or Indigenous religious traditions and cultures and the other on a major world religion. In exploring what constitutes religious art in a particular tradition, religious teachings and theological understanding should be investigated. Students will examine art as means of communicating religious and spiritual themes, messages and stories. Students will assess sacred and religious artworks in order to understand and appraise the spiritual and religious ideas evoked by the art.

**Option B** provides an overview of the development of Christian worship through music and song, art, prayer, service and giving of self and substance. It is grounded in the Scriptural definition of worship found in Romans 12:1-2. It will examine various art forms such as sculpture, painting, architecture, music and dance, including understanding and experiencing the different forms, the theological thought in the text of songs, and some key figures in the development of Christian worship. In addition, it will explore, at both a theological and practical level, other expressions of Biblical worship including styles of Church service, liturgy and prayer as well as practical service and giving.

### **Social Justice**

In this unit students will examine the concept of social justice and its historical and contemporary foundations. The unit will examine secular and religious perspectives of social justice, significant social justice issues and various responses to them. Specific social justice organisational programs will be discussed in detail. In addition, students will investigate the theological teachings of one religious tradition when dealing with social justice issues.

### **Students for whom this Course is Designed**

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The Religious Studies T Course is suitable for students who enjoy analytical debate and discussion on the role of Religion in society. All students at Merici are required to complete a course (Major or Minor) in Religious Studies. Students completing a Minor are required to complete 12 hours of Christian Community Service in Year 12, to complement their other studies in a Catholic College.

### **Assessment in Religious Studies**

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

- knowledge and understanding
- skills

Assessment tasks in all courses need to be cater for the needs of students, including creative, open-ended and rich learning tasks.

### Assessment Tasks and Criteria – T and A Units

Task Type	In-class (written)	Research	Creative
	May include: <ul style="list-style-type: none"> <li>document study (A/T)</li> <li>exam (A/T)</li> <li>short or extended response (A only)</li> <li>extended and short responses (T only)</li> <li>in-class essay (T only)</li> <li>stimulus response (A/T)</li> <li>short responses (A only)</li> </ul>	May include: <ul style="list-style-type: none"> <li>biography (A only)</li> <li>essay (A/T)</li> <li>film study (A/T)</li> <li>portfolio (A/T)</li> <li>report (A/T)</li> <li>research project (T only)</li> </ul>	May include: <ul style="list-style-type: none"> <li>artwork (A/T)</li> <li>community service (A/T)</li> <li>project (A/T)</li> <li>debate or seminar (T only)</li> <li>diary entry (A/T)</li> <li>game (A/M only)</li> <li>ICT presentation (A/T)</li> <li>Interview (A/T)</li> <li>Narrative (A/T)</li> <li>oral presentation (A/T)</li> <li>performance (A/T)</li> <li>prayer/liturgy (A/T)</li> <li>promotional campaign (A/T)</li> </ul>
Weightings in T 1.0 units	30-40%	30-40%	30-40%
Weightings in A 1.0 units	20-30%	20-30%	40-60%

#### Additional Assessment Advice

For a 1.0 unit, a minimum of three (3) and a maximum of five (5) tasks are required:

#### Research tasks:

- for written tasks – A course – 600-800 words
- for written tasks – T course – 1200-1400 words
- require correct citation and a reference list
- require students to draw on a range of sources

#### Creative tasks:

- must include a written rationale of 300-400 words. The rationale is a piece of critical reflective writing that puts the task into context for the audience.
- require students to respond creatively/critically to sources
- if an oral task, for the A course a minimum of 5 minutes and a maximum of 8 minutes
- if an oral task, for the T course a minimum of 8 minutes and a maximum of 10 minutes.

### Assessment Tasks and Criteria – M Units

Task Type	In-class (written)	Research	Creative
	May include: <ul style="list-style-type: none"> <li>short responses</li> <li>stimulus response</li> </ul>	May include: <ul style="list-style-type: none"> <li>film study</li> <li>portfolio</li> </ul>	May include: <ul style="list-style-type: none"> <li>artwork or game</li> <li>community service project</li> <li>ICT presentation</li> <li>performance</li> <li>prayer/liturgy</li> <li>diary entry</li> <li>interview</li> </ul>
Weightings in M 1.0 & 0.5 units	10-80%	10-80%	10-80%

#### Additional Assessment Advice

- for a 1.0 unit, a minimum of three (3) and a maximum of five (5) tasks are required.
- for a 0.5 unit, a minimum of two (2) and a maximum of three (3) tasks are required.
- all 1.0 units must include an assessment task for EACH task type
- research tasks OR creative tasks may be assessed in class.

# SCIENCE DEPARTMENT

Coordinator: Mrs Joanne Aboud

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The Science Department offers five courses: Chemistry, Physics and Earth and Environmental Science (Tertiary only), Biology and Human Biology (Tertiary and Accredited).

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 potentially available and are selected according to students' interests.

To complete a Major or Minor in Biology, four or two units must be studied from the same course.

## BIOLOGY A/T

### Course Pre-requisites

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There are no prerequisites for this course.

### Units

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Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. In Biology, students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales. There are four units of study:

#### Unit 1: Biodiversity and Connectedness

In this unit, students investigate and describe several diverse ecosystems, exploring the range of biotic and abiotic components and their interactions, using classification systems for data collection, comparison and evaluation. Students develop an understanding of the dynamics, diversity and underlying unity of these systems.

#### Unit 2: Cells and Organisms

In this unit students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. Students will examine the inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students also investigate the ways in which matter moves and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

#### Unit 3: Heredity and Continuity of Life

In this unit students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted by analyzing the possible genotypes and phenotypes of offspring. They connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations. Students explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

## **Unit 4: The Internal Environment**

In this unit students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

## **HUMAN BIOLOGY A/T**

### **CoursePre-requisites**

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There are no prerequisites for this course.

### **Units**

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The Human Biology course uses the human life cycle as a means to create a close link between personal experience and theoretical content for students. Health issues that relate to particular life cycle stages are explored with relation to the structure and function of the human body. This connects theory to practice and provides real world examples. A wide range of factors that affect the homeostatic balance of the human body are explored. These include: pathogenic attack, immune responses, hormonal imbalances, environmental factors, mental health issues and chronic disease because of life style choices.

### **Unit 1: The Essentials of Human Life**

In this unit the focus is on the anatomy and physiology of different tissue types and their purposes in the mature human body. Relationships between the tissue types are explored in order to develop an understanding of the intricate interconnectivity that produces the specialised organs of the human body such as the heart and the liver, with a specialised function. Students learn about the stem cells from which tissue form in the embryo and which are the foundation for the growing therapeutic treatment of many degenerative diseases.

### **Unit 2: The Aging Human Body**

This unit investigates human reproduction and the development of the foetus in order to understand the sources of variation that make each of us unique individuals. Students learn about the mechanisms of transmission of genetic materials to the next generation, the role of gametes in reproduction, the development of the embryo and tests for screening both the embryo and the newly born child for abnormalities. The emphasis is on developing an understanding of the remarkable development and growth rate of the foetus. Advances in technology, such as modern imaging technology, mean that we can trace this development in detail and precisely mark developmental changes. Students will also study in vitro fertilisation (IVF), sexually transmitted diseases and contraception.

### **Unit 3: Human Health and the Environment**

This unit investigates the impact of environmental conditions upon the health of humans both at the individual and population level. The environmental causes of disease will be considered, based on the nature of the risk: biological, chemical, physical and social. Students will also interrogate the environmental and demographic markers of specific chronic diseases such as the link between asbestosis and mining and malaria and living in the tropics. Students will consider not only the expression of specific environmental diseases but also how the risk can be reduced and possible solutions.

### **Unit 4: Treating the Human Body**

In this unit, students study the exponential growth of research and knowledge about the functioning of the human body that informs the Western mode of treating illness, and also consider alternative ways of treating illness in Australia. The veracity of alternative diagnosis and treatment methods will be interrogated. Student learning will be further enhanced through interaction with professional practitioners, wherever practical.

## Negotiated Study

Prerequisite – Students must have studied two standard units (completed a minor in Human Biology)  
Students may negotiate to undertake a major investigation or project in a specific area of interest in human biology. The unit may include study outside of the college (e.g. at universities, CSIRO etc.). It may include a working relationship with a professional scientist in the chosen field or may take another form of investigation.

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

Biology T and Human Biology T are 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 and Human Biology A are 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 Biology and Human Biology T/A

### Assessment Tasks and Assessment Criteria

Suggested task types:	Strands			Weightings	
	Inquiry skills	Human endeavour	Understanding	1.0 and 0.5 units	Project based units
log book	✓	*	✓	40-60%	(T Course) 60-100% (A Course) 40-100%
practical report	✓	*	✓		
research assignment	*	✓	✓		
presentations	*	✓	✓		
investigative project	✓	✓	✓		
essay	*	✓	✓		
models	✓	*	✓		
test/quizzes	*	✓	✓	40-60%	(T Course) 0-40% (A Course) 0-60%
practical skills test	✓	*	✓		
<b>Key:</b> This table is designed to highlight types of tasks which address different content descriptors and assessment criteria. Teachers are reminded that any single task can incorporate multiple assessment strands. ✓ highly relevant - These tasks will have a clear link to the content descriptors and assessment strands. * some relevance - These tasks have some links to the content descriptors and assessment strands.					

### Additional Assessment Advice

- For a standard 1.0 unit, a minimum of three and a maximum of five assessment items.
- For a half-standard 0.5 unit, minimum of two and a maximum of three assessment items.

- Each unit (standard 1.0 or half standard 0.5) should include at least 2 different types of tasks. It is recommended that, in standard units, no assessment item should carry a weighting of less than 10% or greater than 45% of the unit assessment.
- A variety of task types and modes of presentations should be used during the course.
- It is recommended that an open-ended investigation be undertaken at least once during a minor and twice during a major. This investigation may either be theoretical or practical or a combination of both.

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

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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.

Students studying a minor will study the first two units - Chemical Fundamentals and Molecules.

Students completing a Chemistry major will study all four units.

### Units

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Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. The four units of study are:

#### Unit 1: Chemical Fundamentals

In this unit, students relate matter and energy in chemical reactions, as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives, including fuels, cosmetics, building materials and pharmaceuticals, as a context for investigating the relationships between structure and properties.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.



## **Unit 2: Molecules**

In this unit students develop their understanding of the physical and chemical properties of materials including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including using a range of catalysts.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases, and use the kinetic theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

## **Unit 3: Equilibrium and Redox Reactions**

In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgments and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

## **Unit 4: Structure, Synthesis and Design**

In this unit, students focus on the principles and application of chemical synthesis, particularly in organic chemistry. This involves considering where and how functional groups can be incorporated into already existing carbon compounds in order to generate new substances with properties that enable them to be used in a range of contexts.

Students use science inquiry skills to investigate the principles and application of chemical structure, synthesis and design. They select and use data from instrumental analysis to determine the identity and structure of a range of organic materials. They make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.

## **Students for whom this Course is Designed**

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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

Suggested task types:	Strands			Weightings	
	Inquiry skills	Human endeavour	Understanding	1.0 and 0.5 units	Project based units
log book	✓	*	✓	40-60%	40-100%
practical report	✓	*	✓		
research assignment	*	✓	✓		
presentations	*	✓	✓		
investigative project	✓	✓	✓		
essay	*	✓	✓		
models	✓	*	✓	40-60%	0-60%
test/quizzes	*	✓	✓		
practical skills test	✓	*	✓		
<p>Key: This table is designed to highlight types of tasks which address different content descriptors and assessment criteria. Teachers are reminded that any single task can incorporate multiple assessment strands.</p> <p>✓ highly relevant - These tasks will have a clear link to the content descriptors and assessment strands.</p> <p>* some relevance - These tasks have some links to the content descriptors and assessment strands.</p>					

#### Additional Assessment Advice for T Courses

- For a standard 1.0 unit, a minimum of three and a maximum of five assessment items.
- For a half-standard 0.5 unit, minimum of two and a maximum of three assessment items.
- Each unit (standard 1.0 or half standard 0.5) should include at least 2 different types of tasks. It is recommended that, in standard units, no assessment item should carry a weighting of less than 10% or greater than 45% of the unit assessment.
- It is recommended that an open-ended investigation be undertaken at least once during a minor and twice during a major. This investigation may either be theoretical or practical or a combination of both.

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

- knowledge and understanding
- critical thinking
- investigative skills
- communication skills
- effective work practices

## EARTH AND ENVIRONMENTAL SCIENCE A/T

The Earth and Environmental 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

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Earth and Environmental Science is a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components. Earth and environmental scientists consider how these interrelationships produce environmental change at a variety of timescales. To do this, they integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically-defensible predictions can be made about the future. There are four units of study:

### **Unit 1: Introduction to Earth Systems**

In this unit students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. Students study the processes that formed the oceans and atmosphere and the origin and significance of water at Earth's surface. They will also examine the formation of soils at Earth's surface (the pedosphere) as a process that involves the interactions of all Earth systems.

### **Unit 2: Earth Processes**

In this unit students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy. Students will examine how the heat and gravitational energy transfer in Earth's interior drive the movements of Earth's tectonic plates and how solar energy to Earth is influenced by the structure of the atmosphere resulting in global weather patterns.

### **Unit 3: Living on Earth**

In this unit students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. Students learn about ecosystem services and how natural and human mediated changes of the biosphere, hydrosphere, atmosphere and geosphere, including the pedosphere, influence resource availability and sustainable management.

### **Unit 4: The Changing Earth**

In this unit students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments. They examine the cause and effects of naturally occurring Earth hazards including volcanic eruptions, earthquakes and tsunamis and how human activities can contribute to the frequency, magnitude and intensity of Earth's hazards e.g. fire and drought.

### **Students for whom this Course is Designed (T/A)**

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

## Assessment in Earth and Environmental Science T/A

### Assessment Tasks and Assessment Criteria

Suggested task types:	Strands			Weightings	
	Inquiry skills	Human endeavour	Understanding	1.0 and 0.5 units	Project based units
log book	✓	*	✓	40-60%	(T Course) 60-100% (A Course) 40-100%
practical report	✓	*	✓		
research assignment	*	✓	✓		
presentations	*	✓	✓		
investigative project	✓	✓	✓		
essay	*	✓	✓		
models	✓	*	✓	40-60%	(T Course) 0-40% (A Course) 0-60%
test/quizzes	*	✓	✓		
practical skills test	✓	*	✓		
<p>Key: This table is designed to highlight types of tasks which address different content descriptors and assessment criteria. Teachers are reminded that any single task can incorporate multiple assessment strands.</p> <p>✓ highly relevant - These tasks will have a clear link to the content descriptors and assessment strands.</p> <p>* some relevance - These tasks have some links to the content descriptors and assessment strands.</p>					

#### Additional Assessment Advice for T Courses

- For a standard 1.0 unit, a minimum of three and a maximum of five assessment items.
- For a half-standard 0.5 unit, minimum of two and a maximum of three assessment items.
- Each unit (standard 1.0 or half standard 0.5) should include at least 2 different types of tasks. It is recommended that, in standard units, no assessment item should carry a weighting of less than 10% or greater than 45% of the unit assessment.
- It is recommended that an open-ended investigation be undertaken at least once during a minor and twice during a major. This investigation may either be theoretical or practical or a combination of both.

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

### 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

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Physics uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by making, observations and quantitative measurements. In this subject, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena.

There are four units of study:

### **Unit 1: Linear Motion and Waves**

In this unit students describe, explain and predict linear motion and investigate the application of wave models to light and sound phenomena. They will design and conduct investigations, including the manipulation of devices to measure motion and the direction of light rays for the collection of valid and reliable data.

### **Unit 2: Thermal, Nuclear and Electrical Physics**

In this unit students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate transfer and transformation in electrical circuits. Students will conduct investigations using temperature, current and potential difference measuring devices and to communicate methods and findings.

### **Unit 3: Gravity and Electromagnetism**

Students will investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves. Students will investigate uniform circular motion, projectile motion, satellite motion and gravitational and electromagnetic phenomena and communicate their methods and findings.

### **Unit 4: Revolutions in Modern Physics**

In this unit students investigate how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter and the Standard Model of particle physics. Students will conduct investigations into frames of reference, diffraction, black body and atomic emission spectra, the photoelectric effect and photonic devices, and communicate methods and findings.

### **Students for whom this Course is Designed**

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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

Suggested task types:	Strands			Weighting
	Inquiry skills	Human endeavour	Understanding	1.0 and 0.5 units
log book	✓	*	✓	40-60%
practical report	✓	*	✓	
research assignment	*	✓	✓	
presentations	*	✓	✓	
investigative project	✓	✓	✓	
essay	*	✓	✓	
models	✓	*	✓	
test/quizzes	*	✓	✓	40-60%
practical skills test	✓	*	✓	
Key: This table is designed to highlight types of tasks which address different content descriptors and assessment criteria. Teachers are reminded that any single task can incorporate multiple assessment strands.				
✓ highly relevant - These tasks will have a clear link to the content descriptors and assessment strands.				
* some relevance - These tasks have some links to the content descriptors and assessment strands.				

#### Additional Assessment Advice for Courses

- For a standard 1.0 unit, a minimum of three and a maximum of five assessment items.
- For a half-standard 0.5 unit, minimum of two and a maximum of three assessment items.
- Each unit (standard 1.0 or half standard 0.5) should include at least 2 different types of tasks. It is recommended that, in standard units, no assessment item should carry a weighting of less than 10% or greater than 45% of the unit assessment.
- A variety of task types and modes of presentations should be used during the course.

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

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### Moderation

Moderation is a mechanism for ensuring fairness and equity in the allocation of student grades and marks. 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 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 College.

### 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 ACT Senior Secondary Certificate.

Moderation Day 1 looks at work done by the Year 11 students from Semester 2 of the previous year  
Moderation Day 2 looks at work done by the Year 12 students from Semester 1 of the current year.

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 students in it to be statistically valid. These groups are called scaling groups. For example, Business, Geography and Legal Studies results are scaled together. 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 oversees 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

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

Senior students are expected to:

### **Participation in all community and academic events**

- attend and participate actively in morning PC and PC long lesson
- attend and participate in all scheduled lessons.
- explain all absence by a note, within 5 working days of returning from absence
- supply a doctor's certificate for extended absences of more than 3 days.
- attend all scheduled assemblies and student meetings
- participate in the Year 11 Conference and the Year 12 Retreat
- support all spiritual, cultural, social and sporting activities of our College

### **Work Ethic**

- take responsibility for the timely completion of assessment items
- notify teachers via phone or email should I be absent on the day an assessment task is due

### **Administration**

- sign in at the Student Services Office if I am late to school or I am returning to school during the day
- sign out at the Student Services Office only after 11.30am, unless I have a scheduled appointment
- sign out at the Student Services Office if I am unable to remain at school because of sickness
- regularly monitor Moodle page and Merici email for important communications

### **Uniform and Behaviour**

- wear the Senior College uniform correctly
- observe all College expectations and to behave, both in public, on-line and in the College, in a respectful manner
- if driving to school:
  - use the designated parking area for students and display a Merici parking permit
  - obey general road rules, including speed limits around the College, and to exercise care, attention and courtesies when driving



## Appendix C: Academic Staff

Mrs L Wholley	B.Ed., M.Rel Ed.
Dr A Cleary	B.Sc.(Hons), Grad.Dip.Ed.(Secondary), M.Theo(Dist), Ph.D.
Mrs N Dickie	B.Ed., M.A.(Edu), M.Rel.(Edu)
Ms J Aboud	B.App.Sc., Grad.Dip(Secondary), Cert IV Public Sector
Mrs M Adams	B.A., Grad.Dip.Ed., Grad.Cert.(R.E.)
Ms J Baines	B.A., Grad.Dip.Ed., T.C.(SOL)
Mr O Barlow	B.Sc.(Hons), Grad.Dip.Ed.
Ms S Birch-Marston	Dip.Paint., Grad.Dip.Ed., M.Ed.
Mrs A Blakey	B.Teach., B.Ed.
Mr A Blakey	Dip.Ed., Grad.Dip.Ed., B.Ed., Cert IV TAE
Mr F Boone	B.Ed., Workplace Assessor Cert IV
Mr T Brady	B.Sc, Grad.Dip.Ed.
Ms F Buining	B.Sc.(Hons), Dip.(Permaculture), Grad.Dip.(Secondary)
Mr M Chifley	B.A.(Ed.)
Mr P Coe	B.Info.Tech., Grad.Dip.(Bus), Grad.Dip.Ed.(Secondary), Grad.Cert.(Mgmt)
Ms A Connellan	B.Ed., Grad.Cert.(RE)
Ms S Conte	B.A., M.A., Grad.Dip.(Secondary)
Mrs A Curran	Dip.Teach., Grad.Dip.Ed., Grad.Cert.(R.E.)
Mrs D Davis	Dip.Teach., Grad.Dip.(R.E.)
Ms Robyn De Puit	B.Ec., Grad.Dip.Ed.
Mr S Devoy	B.App.Sc., Grad.Dip.Ed.(Secondary)
Ms R Dhillon	B.Sc., B.Ed., M.Sc., Grad.Dip.Ed.(Secondary)
Mrs C Dillon	B.A., Grad.Dip.Ed.
Ms C Dinn	B.Com. Welfare, Grad.Cert.(Theology), Grad.Dip.Ed.
Ms M Drummond	B.A., Grad.Dip.Ed.
Ms K Firman	B.Ed.(Primary), M.Ed.(Special Ed.)
Ms P Fothergill	B.Ed.(Health & Physical Ed.)
Ms C Fraser	Dip.Ed., B.Ed.
Ms F Game	B.A. Science, B.A.Law, Grad.Dip. Legal Practice, Grad.Dip. Teaching and Learning
Mrs L Henderson	B.Mus.Ed., Grad.Cert.(R.E.), Grad.Cert.Ed.(Incl. Ed.)
Ms M Henry	B.A., Dip.Ed., Grad.Dip.(R.E.)
Mr R Higginbotham	B.PDHPE (Secondary Ed), Cert IV (Workplace Training & Assessment)
Mrs E Iggoe-Taylor	H.D.T.Art (Secondary)
Mr B Jarvis	B.Ed.
Mrs Janell Jones	B.A., Dip.Ed., Cert.(R.E.)

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Mrs E Kennedy	B.A.(Soc.Sc/Hum Movement), Dip.Ed.(PE), Grad.Cert.(RE), Cert IV TAA, Cert IV (Fitness)
Ms T Kent	B.Ed., M.Ed.(Teacher Librarianship), TAE (Workplace Assessor)
Mrs L Laird	Dip.Teach., Grad.Dip.Arts, M.Ed.(Counselling)
Mr S Lo Casto	M.Teach
Mrs MJ Logan	B.A., Dip.Ed., Cert IV (Training & Assessment)
Ms T Lyons	B.Ed.(Secondary)
Ms L Martingale	B.A.(Hons), PGCE (Eng with SFN), Professional Cert. in ASD
Ms A Martiniello	B.Ed., Dip.Teach., Grad.Cert.(TESOL), RE Acc., M.Ed.(Foreign Lang.) in progress
Ms K McDonnell	B.A., Dip.Ed., TAE.(Workplace Assessor), Cert.IV (Career Dev.), Cert.III (Bus.), Cert II (IT)
Mrs S McRae	B.Sc.(Hons), M.Ed., Grad.Dip.Ed., Cert IV (Workplace Training & Assessment)
Mrs V Meyers	B.Ed, Cert IV (Workplace Training & Assessment)
Mr M Negline	E.Ed. B. Teaching (Primary)
Ms N Passchier	B.A., Grad.Dip.Ed.(Secondary)
Mrs S Paton	B.A. Arts, Grad.Dip.Teaching, Grad.Cert. Cultural Studies
Ms L Pearce	B.A.(Hons) Dance Ed., Grad.Cert.(RE)
Ms R Pettit	
Dr S Powell	B.A.(Hons), Grad.Dip.Ed. Ph.D,
Ms C Preston	B.Ed.(Home Ec.), Cert IV (Workplace Training & Assessment)
Mr M Reynolds	B.A., Grad.Dip.(Secondary), Cert IV (Workplace Training & Assessment)
Mr G Ryan	B.App.Sc., Grad.Dip.Ed., Grad.Cert.(R.E.)
Mrs A Sloan-Gardner	B.Ed.Stud, B.Ed.(Secondary)
Ms J Smith	B.A.Science, B.A.Ed.
Ms C Stanhope	B.Sc.(BioChem.), Grad.Dip.Ed.
Mrs R Taylor	B.A., Grad.Dip.
Dr C Teniswood	B.Sc.(Hons), LMusA, Grad.Cert(RE), Grad.Dip.Ed., Ph.D.
Mr G Thomson	B.Sc., Grad.Dip.Ed.(Secondary)
Ms K Turvey	B.A., Grad.Dip.Ed., M.Litt.(App Linguistics)
Mr H Walker	M.Ed.
Ms B Way	B.Ed.(Secondary), Cert IV (Workplace Training & Assessment)
Dr K White	B.Sc.(Hons), Ph.D., Grad.Dip.Ed.
Ms L Withers	B.Ed, Cert II, III, IV Business Admin, Cert IV (Workplace Training & Assessment)
Mrs B Wood	B.Ed.(Physical & Health), Cert IV (Workplace Training & Assessment), Cert III/IV (Fitness), Grad.Cert.(RE)
Ms T Young	B.A.(Visual Arts), Cert III (Com. Cookery), Grad.Dip.Ed., Cert IV (Training & Assessment)