Merici College
Senior Handbook and Course Outlines 2016

Wise Street
BRADDON
ACT

Telephone: (02) 6243 4100
Facsimile: (02) 6243 4199
Email: principal.merici@merici.act.edu.au
Website: www.merici.act.edu.au

Mrs Loretta Wholley Principal
Dear Parents and Students

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

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

Love life
Have hope
Be faithful

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

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

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

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

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

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

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

Yours sincerely

Loretta Wholley
Principal
May 2015
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATHOLIC ETHOS AND VALUES</td>
<td>2</td>
</tr>
<tr>
<td>ST ANGELA MERICI</td>
<td>2</td>
</tr>
<tr>
<td>MISSION STATEMENT</td>
<td>2</td>
</tr>
<tr>
<td>OUR VALUES</td>
<td>3</td>
</tr>
<tr>
<td>PASTORAL CARE AND STUDENT WELLBEING</td>
<td>4</td>
</tr>
<tr>
<td>House System</td>
<td>4</td>
</tr>
<tr>
<td>Other Support</td>
<td>4</td>
</tr>
<tr>
<td>Personal Health, Safety and Behaviour Management</td>
<td>5</td>
</tr>
<tr>
<td>Expectations of Student Behaviour</td>
<td>5</td>
</tr>
<tr>
<td>Positive Peer Relations</td>
<td>5</td>
</tr>
<tr>
<td>Induction of New Students</td>
<td>5</td>
</tr>
<tr>
<td>TEACHING AND LEARNING</td>
<td>6</td>
</tr>
<tr>
<td>Merici Principles of Powerful Learning</td>
<td>6</td>
</tr>
<tr>
<td>STRUCTURE OF THE SENIOR CURRICULUM</td>
<td>7</td>
</tr>
<tr>
<td>1. The ACT Education System</td>
<td>7</td>
</tr>
<tr>
<td>2. The BSSS</td>
<td>7</td>
</tr>
<tr>
<td>3. General Terminology</td>
<td>7</td>
</tr>
<tr>
<td>4. Student Packages at Merici College</td>
<td>9</td>
</tr>
<tr>
<td>5. Vocational Education at Merici College</td>
<td>10</td>
</tr>
<tr>
<td>6. Assessment and Grades</td>
<td>11</td>
</tr>
<tr>
<td>7. Tertiary Courses</td>
<td>12</td>
</tr>
<tr>
<td>8. Reporting to Parents</td>
<td>15</td>
</tr>
<tr>
<td>THE JUDITH FOLLETT INFORMATION CENTRE</td>
<td>15</td>
</tr>
<tr>
<td>COURSES OFFERED AT MERICI IN 2016</td>
<td>17</td>
</tr>
<tr>
<td>ENGLISH DEPARTMENT</td>
<td>19</td>
</tr>
<tr>
<td>EXPRESSIVE ARTS DEPARTMENT</td>
<td>25</td>
</tr>
<tr>
<td>GLOBAL STUDIES DEPARTMENT</td>
<td>39</td>
</tr>
<tr>
<td>INFORMATION SERVICES DEPARTMENT</td>
<td>62</td>
</tr>
<tr>
<td>LANGUAGES DEPARTMENT</td>
<td>65</td>
</tr>
<tr>
<td>MATHEMATICS DEPARTMENT</td>
<td>70</td>
</tr>
<tr>
<td>PHYSICAL, HEALTH &amp; BEHAVIOURAL SCIENCE DEPARTMENT</td>
<td>76</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION DEPARTMENT</td>
<td>82</td>
</tr>
<tr>
<td>SCIENCE DEPARTMENT</td>
<td>86</td>
</tr>
<tr>
<td>Appendix A Moderation Procedures of Assessment Tasks</td>
<td>94</td>
</tr>
<tr>
<td>Appendix B Student Responsibilities</td>
<td>95</td>
</tr>
<tr>
<td>Appendix C Academic Staff</td>
<td>96</td>
</tr>
<tr>
<td>Appendix D Fees For College Students</td>
<td>98</td>
</tr>
</tbody>
</table>
CATHOLIC ETHOS AND VALUES

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

ST ANGELA MERICI

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

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

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

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

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

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

MISSION STATEMENT

The Merici College Mission Statement:

MERICI CHALLENGES YOU TO
LOVE LIFE, HAVE HOPE, BE FAITHFUL
AND TO BUILD FUTURES MORE WONDEROUS
THAN YOU DARE TO DREAM

Senior Handbook 2016
As a Catholic school, we are explicit about the values we espouse. The diagram above was developed from a whole school survey aimed at identifying and clarifying those values central to our community. In stating these, the diagram links the values to the environment we are seeking to create and to our goals, both for religious and pastoral education and for the development of the individual.
PASTORAL CARE AND STUDENT WELLBEING

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

House System

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

Academic Welfare Tracking - AWT

In recognition of the fact that pastoral and academic performance strongly influence each other, Pastoral Care Teachers engage in our Academic Welfare Tracking program to assist students to reach their full potential. This program is run during dedicated Pastoral Care time and is designed to allow Pastoral Care Teachers to support each student’s academic journey, identify areas of need in study skills, and provide the information and access to resources that students need in order to improve their academic performance.

Other Support

Counselling Services

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

Defence Transition Mentor

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

Student Representative Council (SRC)

Students have the opportunity to effect real change in the school by standing for the SRC.

Indigenous Group - Narragunnawali

All students are able to access this group to further strengthen their connections to Aboriginal and Torres Strait Islander heritage. The group meets regularly and strives to promote indigenous events and activities throughout the school.

Sport, Clubs and Societies

There are numerous sporting teams, clubs and societies within the College where like-minded students meet and play.
Personal Health, Safety and Behaviour Management

Merici College is committed to ensuring that all members of the community, particularly students, feel safe and are free from verbal and physical abuse and harassment in the school grounds, classroom and allied teaching and sporting areas. The College employs a comprehensive anti-bullying and harassment policy which consistently demonstrates fairness and equity in managing and supporting students. This policy is in line with the ACT Education and Training Directorate Providing Safe Schools p-12 policy and is also in line with the implementation strategies of the National Safe Schools Framework.

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

Expectations of Student Behaviour

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

Within the College they should demonstrate:
- respect and care for others in all interactions
- respect for school and personal property
- avoidance of dangerous or unsafe practices

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

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

Positive Peer Relations

Merici College does not tolerate bullying in any form. All members of the College community are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. This involves mutual respect for the dignity of every individual. Our policy, available on the website, recognises the fact that bullying and harassment can undermine our learning environment and be detrimental to the individual. Our policy to promote Positive Peer Relations emphasizes ethical behaviour and makes clear that we do not tolerate bullying behaviour in any way at Merici College.

Induction of New Students

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

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

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

Merici Principles of Powerful Learning

Our teaching practice is based on the Merici Principles of Powerful Learning. These were developed by staff in 2005 and revised in 2008. They reflect the research and best practice in teaching and learning tailored to our Catholic, all girls environment. Students, who develop a love of learning and the ability to apply what they have learned to new and challenging situations, will be well equipped to face the many challenges of life. These are outcomes of Powerful Learning. The Principles underpin all aspects of teaching, from lessons in the classroom to assessment and beyond. The four rings of the Powerful Learning diagram are interconnected and contain; our fundamental purpose as a Catholic school with our foundational values (presented diagrammatically in the separate Merici College Values poster on page 3), the essential elements of the learning culture of the school and relevant teaching strategies.
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 (www.bsss.act.edu.au).

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

Attendance Regulations

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

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

Non-Attendance

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

Where a student is not regularly attending, every effort is made by the Pastoral Support Team to identify the reasons for this and re-establish a pattern of regular attendance. This will happen in the first instance through the Pastoral Care Teacher and the House Coordinator. The College Counsellors, the 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. There are also 0.5 Units sometimes referred to as quadrimester units.

What is a ‘Course’?

A Course is made up of combinations of Standard Units within a subject area. There are different kinds of course patterns that indicate the number of units studied. Normally a Minor is completed in one year in consecutive semesters and a Major is completed over two years in four consecutive semesters.
<table>
<thead>
<tr>
<th>Course Pattern</th>
<th>Number of Standard Units</th>
<th>Number of Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>2 or 3</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Major</td>
<td>4 or 5</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Major-Minor</td>
<td>6 or 7</td>
<td>6 or 7</td>
</tr>
<tr>
<td>Double Major</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

### Types of Courses

There are different categories of Courses:

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

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

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

- **University Course (H)**
  
  H classification is given to a Year 11 and 12 Course, which is designed and accredited by a tertiary institution and where successful completion of the Course will be recognised towards an undergraduate degree. H courses may contribute to a student’s ATAR calculation and to her 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. Students can also apply to have their learning activities outside of school recognised as Registered Units, so students engaged in intensive sporting programs, for example, can have the time they spend in training recognised on their ACT Senior Secondary Record of Achievement.
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                           | BSB20112 | Certificate II in Business
|---------------------------------------------------------|----------|----------------------------
| Textiles and Fashion                                    | BSB30112 | Certificate III in Business
| LMT21707                                                | LMT21707 | Certificate II in Applied Fashion Design and Technology
| SIT10212                                                |          | Certificate I in Hospitality
| SIT20312                                                |          | Certificate II in Hospitality (Kitchen Operations)
| SIT20213                                                |          | Certificate II in Hospitality
| SIT30712                                                |          | Certificate III in Hospitality
| Information Technology                                  | ICA10111 | Certificate I in Information, Digital Media and Technology
|                                                        | ICA20111 | Certificate II in Information, Digital Media and Technology
| Information and Cultural Services                       | CUL20111 | Certificate II in Information and Cultural Services
| Media                                                   | CUF20107 | Certificate II in Creative Industries (Media)
| Sport, Fitness and Administration                      | SIS20313 | Certificate II in Sport and Recreation
| Active Volunteering                                     | CHC10212 | 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 or not the student has the knowledge and skill to meet the performance criteria required in the workplace. Provided the student has successfully completed the requirements for the qualification, they will receive the relevant Certificate recorded along with their 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 will 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 Kerry McDonnell.

**6. Assessment and Grades**

**Unit Assessment**

An assessment is made of student achievement in each Semester or Quadrimester Unit. (Quadrimester units occur only in some courses.) By the end of the second week of the commencement of each unit of study,
students are notified 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. The 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 94 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. Raw scores are given for subjects that have ten students or less with Tertiary packages.

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

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

ACT Scaling Test (AST)

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

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

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

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

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

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

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

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

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


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

In addition, students also:

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

**Merici College Study Program**
The MC Study program is a compulsory program for all Year 11 students spread out during Semester 1 and Semester 2, which is designed to assist students to manage their time, develop good study habits and develop good research 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 in order to minimise surprises at the end of Year 12 and to enable students to make the best possible decisions during the two years of study about package adjustments (i.e. subject choices) and also post-school options. The school calculates an estimate for each Tertiary student at the end of 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 five in a semester unit or three absences for a quadrimester unit (following ACT system-wide policy) then the student will be deemed to have voided the unit. This may have an impact on the student's package and 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

Interim Reports and Parent-Teacher Evenings

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

Semester Reports

The College prepares a comprehensive report at the end of each semester for Year 11 students and at the end of the first semester for Year 12 students. For each unit of work studied, the report includes:

- the key learning outcomes,
- an overall achievement grade (A to E) based on Grade Descriptors from the Course Frameworks
- a description for effort and application
- a diagnostic comment on progress which makes suggestions for improving achievement in individual learning outcomes.

Students in most "T" courses also receive a Scaled Score for that unit. Students in moderation groups of less than ten students are given a Raw Score for that unit and moderation of scores occurs late in Year 12. (See above information about Scaled Scores.)

THE JUDITH FOLLETT INFORMATION CENTRE

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

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

The Physical Environment

- A dedicated Senior Study Centre where senior students can work independently
- Two classroom areas:
  - A flexible learning area with twenty desktop workstations and a flexible learning area facilitating individual, group and class learning
  - A multimedia learning area with thirty computer workstations, active board and full data projection facilities
- A small group room with active board and full data projection facilities which can be used for a variety of teaching and learning experiences
- A Reading Lounge surrounding the fiction collection and providing a wonderful reading space for
students in both lesson and recreational time

- **Individual and group** work areas
- **Extensive print resources** – fiction and non-fiction books, periodicals, newspapers, current issue resources to support the curriculum and recreational reading
- **Digital and electronic resources** – Oliver online catalogue, online databases, online encyclopaedias, ebooks – reference and fiction, Clickview videos

**The Online Presence – Merici College LibGuides**
- LibGuides is an easy to use content management system used by many thousands of libraries worldwide. Our guide highlights library resources and services available to the Merici community for research and study including Oliver the on-line catalogue, ebooks, databases and encyclopaedias.

**The Staff**
- A staff of **teacher librarians and library assistants** who are knowledge providers actively supporting and nurturing both formal and informal learning
- Support for Senior Students on Study Lines
- Enquiry desk- research and referencing skills
- Guidance for presentation of assignments correct citation and bibliographies

**General Services**
- Photocopying
- Printing
- Scanning
- Current issues services
- Periodicals available for a one week period
- Books available for a two week period
- DVDs available for overnight borrowing for seniors
- Clickview video collection accessible at school or at home

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

**Contact iC Merici**
- Information Services Coordinator
  - Phone: 62434175
  - Email: tracey.kent@merici.act.edu.au
- Teacher Librarian
  - Phone: 62434115
  - Email: ann.blakey@merici.act.edu.au
- iC Merici
  - Phone: 62434113
  - Email: library@merici.act.edu.au

“We are not what we know but what we are willing to learn.”

Mary Catherine Bateson (Writer, Cultural Anthropologist)
# COURSES OFFERED AT MERICI IN 2016

<table>
<thead>
<tr>
<th>Type</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>English AC</td>
<td>19</td>
</tr>
<tr>
<td>T</td>
<td>Literature AC</td>
<td>20</td>
</tr>
<tr>
<td>A</td>
<td>Essential English AC</td>
<td>23</td>
</tr>
<tr>
<td><strong>EXPRESSIVE ARTS DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Dance Studies</td>
<td>25</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Drama</td>
<td>27</td>
</tr>
<tr>
<td>TV &amp; AV</td>
<td>Media</td>
<td>29</td>
</tr>
<tr>
<td>Ext, T &amp; A</td>
<td>Music</td>
<td>32</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Photography</td>
<td>35</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Visual Art</td>
<td>37</td>
</tr>
<tr>
<td><strong>GLOBAL STUDIES DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Ancient History AC</td>
<td>39</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Modern History AC</td>
<td>40</td>
</tr>
<tr>
<td>AV</td>
<td>Business Administration</td>
<td>43</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Business</td>
<td>45</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Design and Graphics</td>
<td>47</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Geography AC</td>
<td>50</td>
</tr>
<tr>
<td>TV &amp; AV</td>
<td>Hospitality</td>
<td>52</td>
</tr>
<tr>
<td>TV &amp; AV</td>
<td>Information Technology</td>
<td>55</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Legal Studies</td>
<td>57</td>
</tr>
<tr>
<td>TV &amp; AV</td>
<td>Textiles and Fashion</td>
<td>59</td>
</tr>
<tr>
<td><strong>INFORMATION SERVICES DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AV</td>
<td>Information and Cultural Services</td>
<td>62</td>
</tr>
<tr>
<td><strong>LANGUAGES DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Beginning Chinese</td>
<td>65</td>
</tr>
<tr>
<td>T</td>
<td>Beginning French</td>
<td>65</td>
</tr>
<tr>
<td>T</td>
<td>Continuing French</td>
<td>65</td>
</tr>
<tr>
<td>T</td>
<td>Beginning Italian</td>
<td>66</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Continuing Italian</td>
<td>66</td>
</tr>
<tr>
<td>T</td>
<td>Beginning Japanese</td>
<td>67</td>
</tr>
<tr>
<td>T</td>
<td>Continuing Japanese</td>
<td>67</td>
</tr>
<tr>
<td>T</td>
<td>Intermediate Japanese</td>
<td>67</td>
</tr>
<tr>
<td><strong>MATHEMATICS DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Essential Mathematics AC</td>
<td>70</td>
</tr>
<tr>
<td>T</td>
<td>Mathematical Applications AC</td>
<td>72</td>
</tr>
<tr>
<td>T</td>
<td>Mathematical Methods AC</td>
<td>73</td>
</tr>
<tr>
<td>T</td>
<td>Specialist Mathematics AC</td>
<td>74</td>
</tr>
<tr>
<td><strong>PHYSICAL, HEALTH &amp; BEHAVIOURAL SCIENCE DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Psychology</td>
<td>76</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Sociology</td>
<td>77</td>
</tr>
<tr>
<td>T</td>
<td>Exercise Science</td>
<td>78</td>
</tr>
<tr>
<td>AV</td>
<td>Sport, Fitness and Administration</td>
<td>80</td>
</tr>
<tr>
<td><strong>RELIGIOUS EDUCATION DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Religious Studies</td>
<td>82</td>
</tr>
<tr>
<td><strong>SCIENCE DEPARTMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Biology AC</td>
<td>86</td>
</tr>
<tr>
<td>T</td>
<td>Chemistry AC</td>
<td>88</td>
</tr>
<tr>
<td>T &amp; A</td>
<td>Earth and Environmental Science AC</td>
<td>90</td>
</tr>
<tr>
<td>T</td>
<td>Physics AC</td>
<td>92</td>
</tr>
</tbody>
</table>

*AC designates a BSSS course integrating the Australian Curriculum*
The following Registered Units represent some of those available for students to pursue their co-curricular interests in the Senior College (under review in 2015). Each is worth a proportion 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 Programs**
Across-Age Tutoring
All My Own Work – Anti-Plagiarism
AST Study Skills Program
Christian Community Action
Conference Presenter
Canteen Work Experience
Debating
Flute Group
Literature is Good Mock
Trial Competition
Music Events Co-ordination
Music Practice Time
Outdoor Education and Leadership
Overseas Study Tours
Pastoral Care
Production of the College Newsletter
Production of the School Magazine
School Productions
Science Enrichment
Senior Choir
Shakespeare Competition
String Group
Student Administration
Study Groups
Year 11 Conference

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

**External Activities**
Dance Study and Performance
Martial Arts
Equestrian Events Dressage

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

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

If students are involved in these activities and wish to have them acknowledged on their 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.
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, following the Australian Curriculum, and students must complete units three and four of either course in Year 12 in order to gain a Major.

Course Pre-requisites

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

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 are able to 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) AC

#### Course Pre-requisites

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

**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)**

These course 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) AC**

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.

Eg students who wish to undertake a double-major will need to complete all units of English and Literature.
**Assessment Task Types**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding</strong></td>
<td>40-60%</td>
</tr>
<tr>
<td>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.</td>
<td>40-60%</td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td>20-30%</td>
</tr>
<tr>
<td>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.</td>
<td>40-60%</td>
</tr>
<tr>
<td><strong>Investigating</strong></td>
<td>20-30%</td>
</tr>
<tr>
<td>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.</td>
<td>40-60%</td>
</tr>
</tbody>
</table>

**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.
Course Pre-requisites

There are no pre-requisites for this course.

Units

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 Tasks Types

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Assessment Criteria</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1.0 unit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.5 unit</td>
</tr>
<tr>
<td>Responding</td>
<td>• Respond to fiction, nonfiction and/or multimodal texts</td>
<td>40 - 60%</td>
</tr>
<tr>
<td></td>
<td>• Students may respond in analytical forms such as short response, essay, report</td>
<td>40 - 60%</td>
</tr>
<tr>
<td></td>
<td>writing, review, letters, multimodal, blog, email, oral presentation</td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>• Students may create imaginative, entertaining, persuasive, interpretative or</td>
<td>20 - 30%</td>
</tr>
<tr>
<td></td>
<td>informative texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students may create in oral, written or non-written forms (e.g. diary entries,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>short stories, letters, websites, character interviews, short film)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• All creative tasks must include an explanation of creative choices</td>
<td>40 - 60%</td>
</tr>
<tr>
<td>Investigating</td>
<td>• Plan, enquire into and draw conclusions about texts and/or key unit concepts</td>
<td>20 - 30%</td>
</tr>
<tr>
<td></td>
<td>• Students may respond in forms such as note taking, paraphrasing, reports,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interviews, film making, oral presentation, independent research, writing for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>publication</td>
<td></td>
</tr>
</tbody>
</table>
The Expressive Arts Department offers the following courses:

- Dance T, A
- Drama T, A
- Music T, A
- Photography T, A
- Visual Art T, A
- Media TV, AV

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 (T)**

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 courses.

**Course Pre-requisites**

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

**Units**

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

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

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

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

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

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

**Dance and the Media**
This unit addresses, in a practical way, the relationship between dance and media such as photography, film and video.

**Dance in the Community**
This involves creating and organising dances for presentation in the community. Also includes students teaching creative movement, improvisation and dance workshops to a selected community group.

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

The course is designed for students who wish to study dance for its intrinsic value. It is also designed to cater for students who are aiming at tertiary studies in dance and related areas.

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

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

**Assessment in T/A Dance**

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Dance Making</th>
<th>Dance Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
</tr>
<tr>
<td>Improvisation</td>
<td>Performances (e.g. plays, exercises/ dance sequences) Minor (in-class) performances Major performance(s) (with an audience)</td>
<td>Analytical/research essay</td>
</tr>
<tr>
<td>Design of production elements</td>
<td></td>
<td>Seminar presentation (e.g. PowerPoint, oral) of research material</td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td>Performance review</td>
</tr>
<tr>
<td>Response to stimuli</td>
<td></td>
<td>Journal/log book</td>
</tr>
<tr>
<td>Development of original works</td>
<td></td>
<td>In-class essay</td>
</tr>
<tr>
<td>Response to texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choreography of original works</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Weightings in 1.0 and 0.5 units

| A & T | 40-60% | 40-60% |

**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 and T: 800-1200 words.
- 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 (T)

Drama (A)

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

There are no pre-requisites for this course.

Units

A sample of some of the units offered:

**Actor and Director**

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

**Australian Theatre**

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

**Comedy**

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

**Design for the Stage**

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

**Devised Theatre**

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

**Dramatic Explorations**

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

**The Golden Ages of Classic Theatre**

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

**Modern and Classical Tragedy**

In this unit students will explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.
Performing Shakespeare
The focus of this unit is to develop and apply an understanding of Shakespeare’s plays, through a variety of performance contexts and interpretations. While this will inevitably require an understanding of the language, the explicit focus of this unit is performance skills and contextualisation.

Realism versus Expressionism
The main emphasis of this unit is to investigate the expressionist movement as a reaction to realism, and the performance styles appropriate to each.

Theatre Production and Performance
In the unit students work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives; performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.

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

Students for whom this Course is Designed
The 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 T/A Drama

Assessment Task Types

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Making</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Suggested tasks may include but not limited to the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Improvisation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Design of production elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response to stimuli</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Development of original works</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Response to texts</td>
</tr>
</tbody>
</table>

Weightings in 1.0 and 0.5 units

<table>
<thead>
<tr>
<th></th>
<th>Making</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; T</td>
<td>40-60%</td>
<td>40-60%</td>
</tr>
</tbody>
</table>

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 and T: 800-1200 words.
- 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 (TV)

### Media (AV)

### 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), 8 units must be achieved:

- four Core units \textit{plus}
- two Specialist units \textit{plus}
- two Elective units \textit{and}
- one Media - Structured Workplace Learning unit (0.5) \textit{and}
- involvement in media industry projects.

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

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT101A</td>
<td>Apply critical thinking techniques</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
</tbody>
</table>

### Specialist Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
</tr>
<tr>
<td>CUFAIR201A</td>
<td>Develop techniques for presenting information on radio</td>
</tr>
<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcast or publication</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
<tr>
<td>CUSSOU04A</td>
<td>Record sound</td>
</tr>
<tr>
<td>CUSSOU09A</td>
<td>Mix sound sources</td>
</tr>
<tr>
<td>ICPMM296A</td>
<td>Create and test a CD-ROM/DVD</td>
</tr>
</tbody>
</table>

### Elective Units

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

### Course Pre-requisites

There are no pre-requisites for this course.

### Units

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

**Media Foundation**

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

**Documentary**

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

**Process to Production**

In this unit students will apply their understanding of media concepts through the production of a significant media project in their chosen medium. The production process for this unit will include the research, organisation of production requirements; its resources, equipment, talent, locations and production facilities, and the production schedule. Students will record, edit, present and evaluate their project in accordance with the production schedule.
Journalism
This unit is a generalist journalism unit in which 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. They will study the history of journalism and the power of the press, and examine a variety of journalistic styles, codes and conventions and the way they are targeted to specific audiences.

News and Current Affairs
This unit will enable student to undertake a wide range of news and current affairs stories and produce them in accordance with guidelines and a target audience. Students will also analyse interviewing and commentary techniques and look at the role of the presenter and the production crew.

Television
In this unit students will explore the impact of television technology on its audience, demonstrate and apply an understanding of the codes and conventions associated with the television medium and script, consider aspects of TV programs such as content and format, and produce a television product.

Film Making
This unit will enable students to understand photographic qualities of lighting and film exposure in super 8 and other formats. They will demonstrate skills and knowledge of cinematography and the visual language of film and they will plan and produce a short film.

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

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

Students for whom this Course is Designed
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 T/A Media

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.

<table>
<thead>
<tr>
<th>Task Types</th>
<th>Media Making</th>
<th>Media Responding</th>
</tr>
</thead>
</table>
| Suggested tasks may include but not limited to the following:  
  - short film, radio, sound, print media, digital media, blogs, animation, storyboards, scripts, design (set/costume/studio), apps, podcast, review, critiques, | Suggested tasks may include but not limited to the following:  
  - 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. | Suggested tasks may include but not limited to the following:  
  - essays, exams, short answer, critiques, seminars, panels, oral presentations, research assignment, evaluations, production folio, reports, blogs, journals, portfolio, reviews and podcasts. |

| Weightings in 1.0 and 0.5 units | A & T | 40-60% | 40-60% |

### 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 and T: 800-1200 words.
- 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 (T)

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) Extension Course Pre-requisites

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

(T) Course Pre-requisites

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

(A) Course Pre-requisites

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

Units

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

For a major in Music two of the following units must be studied:

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

The following units may then be studied:

- Music from the Medieval and Renaissance Period
- Australian Music
- Jazz
- Music of the Theatre
- Music for Screen
- Rock and Pop Music
- Women in Music
- Chamber Music/Small Ensemble
- Directed Study Unit (not for minor packages)

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

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

Students for whom this Course is Designed (A Course)

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

<table>
<thead>
<tr>
<th>Making</th>
<th>Performing</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Types</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1 Task:</strong></td>
<td>A minimum of two performances to be presented per standard unit (1.0 value), or one work per half unit (0.5 value).</td>
<td>One or two tasks per semester (1.0) to be set or one task per half semester (0.5).</td>
</tr>
<tr>
<td>Original complete work</td>
<td>At least one work should directly relate to the unit of study.</td>
<td>A variety of assessment task types must be used over the course (defined to be a minor)</td>
</tr>
<tr>
<td>Minimum:</td>
<td>Each performance should be a minimum of 2 minutes.</td>
<td>Task types include:</td>
</tr>
<tr>
<td>A: 24 bars – 1.0 unit</td>
<td>Task types include:</td>
<td>- Research assignment/essay</td>
</tr>
<tr>
<td>T: 32 bars – 1.0 unit</td>
<td></td>
<td>- Seminar/analysis</td>
</tr>
<tr>
<td>Minimum:</td>
<td>- Solo or ensemble work(s)</td>
<td>Minimum duration:</td>
</tr>
<tr>
<td>A: 12 bars each</td>
<td>- One movement of a work (this is equivalent to one performance piece)</td>
<td>A &amp; T: 8-20 mins</td>
</tr>
<tr>
<td>T: 16 bars each</td>
<td>Electronic music presentation must include a live performance with a lecture performance presentation (see below)</td>
<td>Task content must include elements of historical and analytical concepts, and music theory.</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>It is recommended that support material (e.g. sound and video clips) does not exceed 20% of the presentation.</td>
</tr>
<tr>
<td><strong>2 Tasks:</strong></td>
<td></td>
<td>- Exam</td>
</tr>
<tr>
<td>Two original works</td>
<td></td>
<td>The exam task must be comprehensive with a multi-focus i.e. recall, aural/listening,</td>
</tr>
<tr>
<td>Minimum:</td>
<td></td>
<td>analysis and application of music theory.</td>
</tr>
<tr>
<td>A: 12 bars each</td>
<td></td>
<td>Examples of question styles in the exam are</td>
</tr>
<tr>
<td>T: 16 bars each</td>
<td></td>
<td>theory/analytical questions, short answer</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>questions and short essay questions.</td>
</tr>
<tr>
<td><strong>One original work</strong></td>
<td></td>
<td>- In-class essay</td>
</tr>
<tr>
<td><strong>Minimum:</strong></td>
<td></td>
<td>Must only be used when completing more than one musicology task per semester unit except when undertaking a 0.5 unit.</td>
</tr>
<tr>
<td>A: 12 bars</td>
<td></td>
<td>Minimum word count:</td>
</tr>
<tr>
<td>T: 16 bars</td>
<td></td>
<td>A: 500 - 800 words</td>
</tr>
<tr>
<td><strong>An arrangement</strong></td>
<td></td>
<td>T: 800-1200 words</td>
</tr>
<tr>
<td><strong>Minimum:</strong></td>
<td></td>
<td>Task content must include elements of historical and analytical concepts, and theory.</td>
</tr>
<tr>
<td>A: 12 bars</td>
<td></td>
<td>It is recommended that support material (e.g. sound and video clips) does not exceed 20% of the presentation.</td>
</tr>
<tr>
<td>T: 24 bars</td>
<td></td>
<td>- Exam</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>The exam task must be comprehensive with a multi-focus i.e. recall, aural/listening,</td>
</tr>
<tr>
<td><strong>One original work</strong></td>
<td></td>
<td>analysis and application of music theory.</td>
</tr>
<tr>
<td><strong>Minimum:</strong></td>
<td></td>
<td>Examples of question styles in the exam are</td>
</tr>
<tr>
<td>A: 12 bars</td>
<td></td>
<td>theory/analytical questions, short answer</td>
</tr>
<tr>
<td>T: 16 bars</td>
<td></td>
<td>questions and short essay questions.</td>
</tr>
<tr>
<td><strong>A folio of composition tasks</strong></td>
<td></td>
<td>- In-class essay</td>
</tr>
<tr>
<td><strong>Minimum:</strong></td>
<td></td>
<td>Must only be used when completing more than one musicology task per semester unit expected when undertaking a 0.5 unit.</td>
</tr>
<tr>
<td>A: four 4 bar tasks</td>
<td></td>
<td>Minimum word count:</td>
</tr>
<tr>
<td>T: four 8 bar tasks</td>
<td></td>
<td>A: 300 words (open book)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: 500 words</td>
</tr>
</tbody>
</table>

### Weightings in 1.0 and 0.5 units

<table>
<thead>
<tr>
<th></th>
<th>(Creating)</th>
<th>(Performing)</th>
<th>(Musicology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>30-50%</td>
<td>25-40%</td>
<td>25-40%</td>
</tr>
<tr>
<td>T</td>
<td>30-40%</td>
<td>30-40%</td>
<td>30-40%</td>
</tr>
</tbody>
</table>

### 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.
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

There are no pre-requisites for this course.

Units

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

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

**Contemporary Photography A/T**
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.

**Photography Negotiated Study A/T**
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

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 Task Types

<table>
<thead>
<tr>
<th>Making</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical tasks include:</td>
<td>Tasks that involve both making and responding include:</td>
</tr>
<tr>
<td>Task Types</td>
<td>Theory tasks include:</td>
</tr>
<tr>
<td>- technical exercises</td>
<td>- research essay/report</td>
</tr>
<tr>
<td>- composition exercises</td>
<td>- in class essay/report</td>
</tr>
<tr>
<td>- creative responses</td>
<td>- artist review</td>
</tr>
<tr>
<td>- portfolios of images that demonstrate</td>
<td>- gallery review</td>
</tr>
<tr>
<td>- technical achievement</td>
<td>- test</td>
</tr>
<tr>
<td>- conceptual development</td>
<td>- oral presentation or seminar</td>
</tr>
<tr>
<td>- personal expression</td>
<td>- photography in context research</td>
</tr>
<tr>
<td>- exploration of theme(s)</td>
<td>- critical reflections of the work of others</td>
</tr>
<tr>
<td>- commercial application</td>
<td>- photographic diary/journal</td>
</tr>
<tr>
<td>Modes of presentation are formal and follow standard conventions for exhibition, publication or artistic/commercial portfolio. They can include digital and/or printed images.</td>
<td>Modes of presentation are personal and include workbooks and process diaries used for planning, research, development of ideas, documentation, reflection and evaluation.</td>
</tr>
<tr>
<td>Weightings in 1.0 and 0.5 units</td>
<td>Modes of presentation are formal and follow standard conventions for their form. They include written, oral, digital or multi-modal formats.</td>
</tr>
</tbody>
</table>

#### 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 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:
- 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 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

There are no pre-requisites for this course.

Units

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

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

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

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

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

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

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

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

**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 and T: 800-1200 words.
- 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
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 (TV), (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 (T) AC**

**Ancient History (A) AC**

**Course Pre-requisites**

There are no pre-requisites for this course.

**Units**

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 (T) AC**

**Modern History (A) AC**

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 back 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**

There are no pre-requisites for this course.

**Units**

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

**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 Tasks in Ancient and Modern T/A 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.

<table>
<thead>
<tr>
<th>Historical Investigation /Depth Study</th>
<th>Document Study/ Sources Analysis</th>
<th>Empathetic/Critical Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%-60%</td>
<td>20%-40%</td>
<td>20%-40%</td>
</tr>
<tr>
<td>Written</td>
<td>Written</td>
<td>Written or Oral</td>
</tr>
</tbody>
</table>

| 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 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.

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

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 (T) AC**

**Ancient/Modern History (A) AC**

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.
The Business Administration course is written under the Business Services Training Package BSBO7. Students who study this course have the opportunity to achieve double certification. Successful completion of units studied will lead to grades for the accredited course on the Senior Secondary Record of Achievement. By attaining required competencies, students can receive BSB20112 Certificate II in Business and BSB30112 Certificate III in Business, both of which are recognised nationally by employers and other training institutions. Students will also receive a Statement of Attainment for any competencies successfully completed.

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

### Course Pre-requisites

There are no pre-requisites for this course.

### Units

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBIND201A</td>
<td>Work effectively in a business environment</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>BSBCM201A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR204B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBUS201B</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations *</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy~</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBINM202A</td>
<td>Handle mail</td>
</tr>
<tr>
<td>BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy~</td>
</tr>
</tbody>
</table>

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

#### Year 12 – Semester 1 - Working in a Business Environment 3 (1.0)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOH301B</td>
<td>Apply knowledge of OHS legislation in the workplace **</td>
</tr>
<tr>
<td>BSBITU309A</td>
<td>Produce desktop published documents **</td>
</tr>
<tr>
<td>BSBITU301A</td>
<td>Create and use databases **</td>
</tr>
<tr>
<td>BSBWRT301A</td>
<td>Write simple documents **</td>
</tr>
<tr>
<td>BSBDIV301A</td>
<td>Work effectively with diversity **</td>
</tr>
<tr>
<td>BSBINM301A</td>
<td>Organise workplace information **</td>
</tr>
<tr>
<td>BSBITU307A</td>
<td>Develop keyboarding speed and accuracy</td>
</tr>
</tbody>
</table>
**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

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

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.
This course is designed to provide students with flexible pathways for further education in business and related fields or for direct entry into the workforce.

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

Course Pre-requisites

There are no pre-requisites for this course.

Units

An indicative selection of units:

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Tests</th>
<th>Formal test conditions apply.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research, investigation and analysis</td>
<td>This task must allow students to research information and ideas and to present cohesive, extended argument, incorporating in-depth analysis and evaluation.</td>
</tr>
<tr>
<td>Open response</td>
<td>This list is indicative but not exhaustive</td>
</tr>
</tbody>
</table>

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
Through Design 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.

Course Pre-requisites

There are no pre-requisites for this course.

Units

Graphic Design A/T
- 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
- Digital conventions & standards including resolution, file size, file type and file management and colour systems
- Collect and analyse visual imagery mood-boards, colours, inspirations, to support the design process
- Communication of concepts using freehand sketching
- Demonstrate concept development
- Produce a final solution
- Evaluate process
- The elements and principles of design and visual language
  - Contrast
  - Hierarchy
  - Balance
  - Repetition
  - Alignment
  - Colour
  - Line, etc
- Layout and presentation, understanding grid systems
- Typography as an element of design
- Work health safety, ethics and sustainable practice
**Graphic Design – Applications A/T**

It is recommended that students have completed the unit Graphic Design (1.0).

- Graphic design processes - Design brief, conceptualisation and development of idea, understanding of client/designer relationship, design solution, evaluation process, etc
- Formal critique process
- Investigate the history and practice of graphic design through:
  - art and design history
  - graphic designers
  - design studios
- The history and practice of printing and print processes including:
  - printing methods: e.g., off-set, digital, laser, ink-jet, letter-press, etc
  - print output: e.g., weight and surface, coated paper, art grades, varnishes, etc
- Graphic design industry printing standards
- Graphic design for digital technology such as:
  - game images
  - websites
  - mobile device interfaces
  - animation
  - multimedia solutions
- Graphic design industry standards for digital media, e.g. file format, compression, file size, colour management etc
- Iconography and visual literacy; e.g., metaphors, symbolism, characterisation, logo types and signage
- Typography within design solutions
- Copyright, intellectual property and ethical issues
- Work health safety, ethics and sustainable practice

**Graphic Design – Typography A/T**

It is recommended that students have completed the unit Graphic Design (1.0) and Graphic Design Applications (1.0).

- 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:
  - measurement systems
  - type categories
  - typefaces & Font families
  - legibility and readability
  - leading
  - kerning
  - tracking
  - type variation
  - punctuation
  - justification
- Paragraph & character styles
- The grid system
- Display type & style sheets
- Role of typography as graphic design
- 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 A/T**

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. All deadlines of the project are set by unit outline:
  o defining parameters for a design/problem
  o writing a brief
  o defining the criteria for design solution’s success
  o time management plan
  o research and development including competition, strategies for innovation, identifying market opportunities, etc.
  o applying design process
  o production skills and processes
  o an industry standard design solution specified by the brief
• Design process folio (recording project management cycle) including continual evaluation process and all documentation for assessment

**Students for whom this Course is Designed**

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**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description</th>
<th>Weightings (1.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T Unit</td>
</tr>
<tr>
<td>Written/Oral</td>
<td>Written Report: (1000-1500 words) – T unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Report: (500-1000 words) – A unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks may include, research/investigation report, test, product review, design analysis, exhibition, design brief, an advertising/marketing plan, exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oral/Digital Presentation: (8-12 minutes) – T unit</td>
<td>30%-40%</td>
</tr>
<tr>
<td></td>
<td>Oral/Digital Presentation: (4-6 minutes) – A Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks may include PowerPoint (or similar) presentation or, podcast, tutorial, interview, online discussion, product presentation/critique session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks using ICT may include web pages, CADD, podcasts, etc.</td>
<td></td>
</tr>
<tr>
<td>Design Development</td>
<td>The design portfolio should outline and explain the design process of products and reflect:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• A design brief (background, requirements and limitations)</td>
<td>30%-40%</td>
</tr>
<tr>
<td></td>
<td>• Research (analysis/comparison, survey, feedback)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concept sketches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Materials and techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This diary must be supported with storyboards, concept boards, mood-boards or digital process diary as relevant to course.</td>
<td></td>
</tr>
<tr>
<td>Practical Work</td>
<td>Practical work may include: solution to design brief, products/prototypes, technical drawings/presentations, scale models, computer modelling or practical test.</td>
<td>30%-40%</td>
</tr>
</tbody>
</table>

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

- design and problem solving
- technology skills
- knowledge and understanding

**Geography (T) AC**

**Geography (A) AC**

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.

Choice of units will be mutually agreed upon depending on student preferences and available teaching resources. Field studies will be incorporated into units where appropriate.

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**

There are no pre-requisites for these courses.

**Units**

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**

Students can prepare for career paths in Environmental Resource Management, Water and Soil Conservation, Urban Planning, Geography, Development Economics, Meteorology, National Parks Planning, Tourism and Hospitality, and so on.
The T Course is suitable for those seeking tertiary entry by providing opportunities for achieving academic excellence through independent research. The A Course is suitable for those seeking vocational education and improved employment opportunities and those choosing to study the subject out of personal interest.

**Assessment in T/A Geography**

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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Geographical Knowledge and Understanding</th>
<th>Geographical Inquiry and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Type</strong></td>
<td>Suggested tasks:</td>
<td>Suggested tasks:</td>
</tr>
<tr>
<td></td>
<td>• oral</td>
<td>• charting</td>
</tr>
<tr>
<td></td>
<td>o lecture</td>
<td>• data analysis</td>
</tr>
<tr>
<td></td>
<td>o media presentation</td>
<td>• data base</td>
</tr>
<tr>
<td></td>
<td>o PowerPoint presentation</td>
<td>• fieldwork techniques</td>
</tr>
<tr>
<td></td>
<td>o role play</td>
<td>o field notes</td>
</tr>
<tr>
<td></td>
<td>o seminar</td>
<td>o field journal</td>
</tr>
<tr>
<td></td>
<td>• tests</td>
<td>o field report</td>
</tr>
<tr>
<td></td>
<td>o in-class essay</td>
<td>o Geographic Information System (GIS)</td>
</tr>
<tr>
<td></td>
<td>o topic tests</td>
<td>o interview</td>
</tr>
<tr>
<td></td>
<td>o unit test</td>
<td>o mapping</td>
</tr>
<tr>
<td></td>
<td>• visual</td>
<td>o measuring and testing</td>
</tr>
<tr>
<td></td>
<td>o annotated visual display</td>
<td>o questionnaire</td>
</tr>
<tr>
<td></td>
<td>o photographic presentation</td>
<td>o sketching</td>
</tr>
<tr>
<td></td>
<td>o multimedia presentation</td>
<td>o survey</td>
</tr>
<tr>
<td></td>
<td>o webpage design</td>
<td>o transect</td>
</tr>
<tr>
<td></td>
<td>Suggested word length for research/essay/written response/in-class analysis, essay, exhibition review:</td>
<td>Suggested tasks:</td>
</tr>
<tr>
<td></td>
<td>T: 800 - 1200</td>
<td>• map work</td>
</tr>
<tr>
<td></td>
<td>A: 500 - 800</td>
<td>• remote sensing</td>
</tr>
<tr>
<td></td>
<td>Suggested oral presentation length:</td>
<td>Note: No single assessment task is to be weighted greater than 40%</td>
</tr>
<tr>
<td></td>
<td>T: 12 - 15 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: 8 - 12 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: No single assessment task is to be weighted greater than 40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weightings in T 1.0 and 0.5 Units</th>
<th>0 - 55%</th>
<th>0 - 55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weightings in A 1.0 and 0.5 Units</td>
<td>0 - 60%</td>
<td>0 - 60%</td>
</tr>
</tbody>
</table>
A new version of this course has been developed to include a Tertiary component and Certificate III in Hospitality. Certificate I and II qualifications embedded in the course have been updated to reflect changes resulting from continuous improvement in Tourism, Hospitality and Events Training Package (release 3).

This course provides students opportunities that not only promote an appreciation and understanding of the workplace culture and practices of the hospitality industry but also engages them in examining and evaluating the impact of social, cultural and environmental issues from a hospitality perspective. Students who study this course have the opportunity to achieve double certification.

Successful completion of units studied will lead to grades for the accredited course on the 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 (such as Certificates I and II in Hospitality Operations and Kitchen Operations) that is recognised nationally by both employers and other training institutions.

This course should enable students to:

- 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 complete a minimum of one week’s work placement 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**

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

<table>
<thead>
<tr>
<th>Hospitality Essentials A/V</th>
<th>Industry Essentials T/V</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXFS101 Use hygienic practices for food safety</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXWH101 Participate in safe work practices</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCC101 Use food preparation equipment</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCC102 Prepare simple dishes**</td>
<td>Prepare simple dishes**</td>
</tr>
<tr>
<td>SITHIND201 Source and use information on the hospitality industry</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>TLIIE1005A Carry out basic workplace calculations</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td>BSBSUS201A Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>SITXFS101 Participate in safe food handling practices</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS101</td>
<td>Provide information and assistance</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items**</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment**</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
</tr>
</tbody>
</table>

### Hospitality Industry Service Procedures T/V

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXCCS101</td>
<td>Provide information and assistance</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable items**</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment**</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITXCOM201</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXCCS303</td>
<td>Provide service to customers</td>
</tr>
</tbody>
</table>

### Café Service Skills A/V

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches**</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee**</td>
</tr>
<tr>
<td>SITHIND20</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
</tr>
<tr>
<td>SITHIND301</td>
<td>Work effectively in hospitality service</td>
</tr>
</tbody>
</table>

### Hospitality Service Management T/V

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches**</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHFAB203</td>
<td>Prepare and serve non-alcoholic beverages**</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee**</td>
</tr>
<tr>
<td>SITHIND20</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
</tr>
<tr>
<td>SITHIND301</td>
<td>Work effectively in hospitality service</td>
</tr>
</tbody>
</table>

### Leadership in Café Training A/V

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee**</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes**</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
</tr>
<tr>
<td>SITXHRM30</td>
<td>Coach others in job skills</td>
</tr>
</tbody>
</table>

### Managing a Training Café T/V

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery**</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage**</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee**</td>
</tr>
<tr>
<td>SITXFIN201</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SITHIND202</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes**</td>
</tr>
<tr>
<td>SITHFAB309</td>
<td>Provide advice on food</td>
</tr>
<tr>
<td>SITXHRM30</td>
<td>Coach others in job skills</td>
</tr>
</tbody>
</table>
Students for whom this Course is Designed

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

Competency Based Assessment in Hospitality

Assessment Tasks

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

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

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

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

<table>
<thead>
<tr>
<th>Task Type</th>
<th>T Units</th>
<th>A Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical: To demonstrate practical performance skills in courses under this framework, students will:</td>
<td>Analyse and apply e.g. administration, planning and organisational skills</td>
<td>Identify, explain and apply e.g. planning and organisational skills</td>
</tr>
<tr>
<td></td>
<td>Explore, evaluate and demonstrate e.g. leadership/management skills</td>
<td>Describe, recommend and demonstrate e.g. problem solving, initiative and decision making skills</td>
</tr>
<tr>
<td></td>
<td>In addition to the practical skills outlined for A units.</td>
<td></td>
</tr>
<tr>
<td>1.0 unit weightings</td>
<td>30% - 50%</td>
<td>40% - 60%</td>
</tr>
<tr>
<td>0.5 unit weightings</td>
<td>30% - 50%</td>
<td>40% - 60%</td>
</tr>
<tr>
<td>Theoretical: To demonstrate knowledge and understanding of the theoretical aspects of courses under this framework, students will:</td>
<td>Explore and examine e.g. concepts, issues, theories and principles</td>
<td>Identify and/or explain e.g. techniques, performance, events, point of view, relationships and plans</td>
</tr>
<tr>
<td></td>
<td>Critically analyse e.g. contrast and comparison - interrelationships or connections - techniques, theories, performance, events, points of view, relationships and plans</td>
<td>Describe and explore e.g. products, techniques, concepts, issues and principles</td>
</tr>
<tr>
<td></td>
<td>Evaluate e.g. - strategies, techniques and approaches to administration - compare and contrast data, techniques and strategies</td>
<td>Recommend e.g. products, techniques and strategies</td>
</tr>
<tr>
<td></td>
<td>In addition to the theoretical skills outlined for A units.</td>
<td>Justify e.g. points of view with evidence and reasons</td>
</tr>
<tr>
<td>1.0 unit weightings</td>
<td>50% - 70%</td>
<td>40% - 60%</td>
</tr>
<tr>
<td>0.5 unit weightings</td>
<td>50% - 70%</td>
<td>40% - 60%</td>
</tr>
</tbody>
</table>
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 (TV)
Information Technology (AV)

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 ICA11 Information and Communications Technology Training Package. By attaining required competencies, students work towards the award of ICA2011 Certificate II 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 required to study this course.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>ICAICT201A</td>
<td>Use computer operating systems and hardware</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>ICAICT204A</td>
<td>Operate a digital media technology package</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
</tr>
</tbody>
</table>

Electives (choose 7)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT205A</td>
<td>Design basic organisational documents using computing packages</td>
</tr>
<tr>
<td>ICAICT206A</td>
<td>Install software applications</td>
</tr>
<tr>
<td>ICAICT207A</td>
<td>Integrate commercial computing packages</td>
</tr>
<tr>
<td>ICAICT209A</td>
<td>Interact with ICT clients</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ICAICT210A</td>
<td>Operate database applications</td>
</tr>
<tr>
<td>ICAICT211A</td>
<td>Identify and use basic current industry-specific technologies</td>
</tr>
<tr>
<td>ICASAS201A</td>
<td>Maintain inventories for equipment, software and documentation</td>
</tr>
<tr>
<td>ICASAS202A</td>
<td>Apply problem-solving techniques to routine IT malfunctions</td>
</tr>
<tr>
<td>ICASAS203A</td>
<td>Connect hardware peripherals</td>
</tr>
<tr>
<td>ICASAS204A</td>
<td>Record client support requirements</td>
</tr>
<tr>
<td>ICASAS206A</td>
<td>Detect and protect from spam and destructive software</td>
</tr>
<tr>
<td>ICASAS207A</td>
<td>Protect and secure information assets</td>
</tr>
<tr>
<td>ICASAS208A</td>
<td>Maintain IT equipment and consumables</td>
</tr>
<tr>
<td>ICASAS209A</td>
<td>Connect and use a home-based local wireless network</td>
</tr>
<tr>
<td>ICPMM321C</td>
<td>Capture a digital image</td>
</tr>
<tr>
<td>CUFDIG201A</td>
<td>Maintain interactive content</td>
</tr>
<tr>
<td>CUFCAM201A</td>
<td>Assist with a basic camera shoot</td>
</tr>
<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
</tbody>
</table>

**Units**

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**

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 Task Types (T Course)

To demonstrate knowledge and understanding in T courses, students will:

- **Demonstrate, apply, explore, examine**: high level application of IT and skills and principles
- **Think critically and analyse**: extract requirements, define the problem and assess the most effective solution
- **Hypothesise and Problem solve**: design and implement the solution to the problem
- **Evaluate**: test, evaluate and document the solutions
- **Synthesis**: able to transfer skills and understanding to new situations. Delivering a complete solution that incorporates all aspects of the problem solving methodology

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Practical</th>
<th>Theoretical</th>
<th>Weightings 1.0 &amp; 0.5 units</th>
</tr>
</thead>
</table>
| Assignments and Projects | • Portfolio of work that includes a range of practical elements and comprehensive documentation  
                                 • Algorithm design and programming tasks | • Comprehensive specification documents, training manuals, other user documentation, etc.  
                                 • Conceptual design documents, e.g. ER diagrams  
                                 • Research report/essay | 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:

- **Demonstrate, examine and recommend**: application of IT and skills and principles
- **Identify, explain and use**: implement and test a basic solution
- **Apply and justify**: appraise the effectiveness of the solution

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Practical</th>
<th>Theoretical</th>
<th>Weightings 1.0 &amp; 0.5 units</th>
</tr>
</thead>
</table>
| Assignments and Projects | • Portfolio of work that includes a range of practical elements and some documentation  
                                 • Basic algorithm design and programming tasks | • Specification documents, training manuals, other user documentation, etc.  
                                 • Conceptual design documents, e.g. Flow chart  
                                 • Research report/short answer | 30% - 80% |
| Tests                    | Open and closed computer/book practical and theory tests                  |                                                                              | 20% - 70% |

Legal Studies (T)  
Legal Studies (A)

A new Legal Studies course is due for implementation in 2016. 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

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

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

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

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

Students for whom this Course is Designed
Any student could gain from studying 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 T/A Legal Studies

Assessment Tasks

<table>
<thead>
<tr>
<th>Task types</th>
<th>Type 1 Test</th>
<th>Type 2 Written</th>
<th>Type 3 Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Unit test</td>
<td>e.g. Research Assignment, Argumentative comparative, Essay, Report, Biography, Identification activity, In Class writing</td>
<td>e.g. Mock Trial, Oral, Moot, Dispute resolution, Presentation, Debates , Seminar, Monologue, Dialogue, Interview, Models, Websites, In Class writing</td>
<td></td>
</tr>
</tbody>
</table>

| 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.
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, ethical issues and relevant skills for employment in the textiles and fashion industries.

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.

Students will have the opportunity to develop and refine literacy and numeracy skills through the study of Fashion Design and Textiles. This includes exposure to the specialised language and terminology within this field. Written, oral, visual and multimedia communications, including ICT applications, are integral to successful study in this course.

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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTGN2001B</td>
<td>Follow defined OH&amp;S policies and procedures</td>
</tr>
<tr>
<td>LMTGN2002B</td>
<td>Apply quality standards</td>
</tr>
<tr>
<td>LMTCL2001B</td>
<td>Use a sewing machine</td>
</tr>
<tr>
<td>LMTCL2003B</td>
<td>Identify fibres and fabrics</td>
</tr>
<tr>
<td>LMTFD2005B</td>
<td>Identify design process for fashion designers</td>
</tr>
<tr>
<td>LMTFD2001B</td>
<td>Design and produce a simple garment</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
</tbody>
</table>

**Group A – Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTGN2003B</td>
<td>Work in the textiles, clothing and footwear industry</td>
</tr>
<tr>
<td>LMTGN2009B</td>
<td>Operate computing technology in a TCF workplace</td>
</tr>
<tr>
<td>LMTCL2011B</td>
<td>Draw and interpret a basic sketch</td>
</tr>
<tr>
<td>LMTFD2002B</td>
<td>Apply printing techniques to produce Indigenous textile designs</td>
</tr>
<tr>
<td>LMTFD2003B</td>
<td>Apply dyeing techniques to produce Indigenous textile designs</td>
</tr>
</tbody>
</table>
Group B – Elective Units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTCL200GB</td>
<td>Press Work</td>
</tr>
<tr>
<td>LMTCL2007B</td>
<td>Lay-up, mark and cut uncomplicated fabrics and lays.</td>
</tr>
</tbody>
</table>

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.
### Assessment Tasks

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description</th>
<th>Weightings (1.0 unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T Course</td>
</tr>
</tbody>
</table>
| Theoretical | * Analytical essay:  
| Written and/or Oral |  
|           |  
|           | • (1000-1500 words) T Course  
|           | • (500-1000 words) A Course  
|           | Tasks may include a marketing plan, magazine/journal articles, field investigation, exam, exhibition review or a research report with primary evidence. | 30%-40% | 20%-30% |
|           | * Oral Presentation:  
|           |  
|           | • (8-12 minutes) T Course  
|           | • (4-6 minutes) A Course  
|           | 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:  
| |  
| | – a design brief  
| | – research and critical analysis  
| | – concept sketches with analysis  
| | – techniques, experiments with analysis and samples  
| | – production and materials management  
| | – evaluation.  
| | 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
The Information Services Department offers Information and Cultural Services AV.

The course is based on the CUL20111 Certificate II in Information and Cultural Services. It gives students the opportunity to obtain a nationally recognised qualification as well as contributing to their Senior Secondary Certificate. Students study units which will permit completion of an A/V minor and a Certificate II in Information and Cultural Services. If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment of partial completion of the qualification.

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

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

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

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

#### Course Pre-requisites

There are no course pre-requisites for this course.

#### Units

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

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit of competence</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
<td>Core</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>CULIND201A</td>
<td>Develop and apply knowledge of information and cultural services</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>CULEVP201A</td>
<td>Assist with the presentation of public activities and events</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINL301A</td>
<td>Develop and use information literacy skills</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS201A</td>
<td>Assist with circulation services</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS202A</td>
<td>Process information resource orders</td>
<td>Elective</td>
</tr>
<tr>
<td>CULINS301A</td>
<td>Process and maintain information resources</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Students for whom this Course is Designed

This course is designed to cater for tertiary and accredited students who wish to develop skills that are transferable across a range of administration, library and other cultural environments.

Assessment in an authentic workplace environment

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

Assessment Tasks

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

<table>
<thead>
<tr>
<th>Task types</th>
<th>Theory</th>
<th>Practical activity</th>
<th>Work based activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggestions</td>
<td>• summative tests</td>
<td>• poster/flyer/brochure</td>
<td>• description/analysis of work-based activities (virtual enterprise, simulation, work placement)</td>
</tr>
<tr>
<td></td>
<td>• research exercise</td>
<td>• DVD</td>
<td>• observation report</td>
</tr>
<tr>
<td></td>
<td>• work investigation</td>
<td>• organising an event</td>
<td>• logbook/diary</td>
</tr>
<tr>
<td></td>
<td>• planning exercise</td>
<td>• visual display</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• presentation</td>
<td>• multimedia presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• scenarios</td>
<td>• simulations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• portfolio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 - 50%</td>
<td>20 - 50%</td>
<td>20 - 50%</td>
</tr>
</tbody>
</table>

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

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

Throughout this course students are encouraged to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managed learners
- collaborative team members
<table>
<thead>
<tr>
<th>BSSS Unit Title</th>
<th>Competency Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information and Cultural Services Industry</td>
<td>BSBOHS201A, CULIND201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>(1.0)</td>
<td>CULINL301A, BSBWOR203A, ICAICT203A</td>
<td>Develop and apply knowledge of information and cultural services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work effectively with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and use information literacy skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>Develop and Apply Industry Knowledge</td>
<td>BSBOHS201A, CULIND201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>(0.5)</td>
<td>CULINL301A</td>
<td>Develop and apply knowledge of information and cultural services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and use information literacy skills</td>
</tr>
<tr>
<td>Working with Others and Operating Software</td>
<td>BSBWOR203A, ICAICT203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>(0.5)</td>
<td></td>
<td>Operate application software packages</td>
</tr>
<tr>
<td>Promoting Information and Cultural Services</td>
<td>BSBCUS201A, CULINS201A, CULEVP201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>(1.0)</td>
<td>CULINS202A, CULINS301A</td>
<td>Assist with circulation services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist with the presentation of public activities and events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process information resource orders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process and maintain information resources</td>
</tr>
<tr>
<td>Customer Service and Public Relations</td>
<td>BSBCUS201A, CULINS201A, CULEVP201A</td>
<td>Deliver a service to customers</td>
</tr>
<tr>
<td>(0.5)</td>
<td>CULINS202A, CULINS301A</td>
<td>Assist with circulation services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist with the presentation of public activities and events</td>
</tr>
<tr>
<td>Process and Maintain Information Resources</td>
<td>CULINS202A, CULINS301A</td>
<td>Process information resource orders</td>
</tr>
<tr>
<td>(0.5)</td>
<td></td>
<td>Process and maintain information resources</td>
</tr>
<tr>
<td>Structured Workplace Learning in Information and Cultural Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
- Beginning French (T)
- Beginning Italian (T)
- Continuing Chinese (T/A)
- Continuing French (T)
- Continuing Italian (T)
- Beginning Japanese (T)
- Intermediate Japanese (T)
- Continuing Japanese (T).

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

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

**Beginning Chinese (T)**

**Course Pre-requisites**

There are no prerequisites for this course.

**Units**

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**

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.

**Beginning French (T)**

**Continuing French (T)**

**Beginning T Course Pre-requisites**

There are no prerequisites for this course.

**Continuing T Course Pre-requisites**

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

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)

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)

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 Italian (T)
Continuing Italian (T)
Continuing Italian (A)

Beginning T Course Pre-requisites

There are no prerequisites for this course.

Continuing T Course Pre-requisites

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

Continuing A Course Pre-requisites

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

Units

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 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)

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)

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)

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.

Beginning Japanese (T)
Intermediate Japanese (T)
Continuing Japanese (T)

Beginning T Course Pre-requisites

There are no prerequisites for this course.

Intermediate T Course Pre-requisites

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

Continuing T Course Pre-requisites

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

Units

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

Continuing Japanese students will study the four units outlined below:

Continuing Japanese (T)
- The Individual's Experience
- Society and Community
- The World Around Us
- Lifestyle and Traditions
Intermediate Japanese students will study two units from the Beginning Japanese (T) course (in Year 11) and another two from the Continuing Japanese (T) course (in Year 12) as outlined below:

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

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

**Students for whom this Course is Designed (Beginning T)**
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 Japanese culture through language learning.

**Students for whom this Course is Designed (Intermediate T and Continuing T)**
These courses are designed for students who may wish to:
- continue their studies in Japanese at Tertiary level
- use their language skills to communicate effectively with other Japanese speakers for recreational, vocational or personal purposes
- develop a deeper understanding and appreciation of Japanese culture through language learning.

**Assessment in ALL Language subjects**

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

All courses will be assessed as follows:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Speaking</th>
<th>Writing</th>
<th>Responding</th>
</tr>
</thead>
</table>
| **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:
- Oral presentation
- Role-play
- Interview
- Conversation
- Discussion
- Questionnaire

Sustained writing piece in the target language may include:
- A short text in a variety of genres
- Assignment under controlled conditions
- Short response to an unseen visual stimulus/statistics
- Translation
- Survey

Close textual analysis of language:
- Listening comprehension
- Reading comprehension
- Written/visual response to a variety of text types
- Creative response and written rationale
- Summary
- Short response

<table>
<thead>
<tr>
<th>Weightings in A/T 1.0 Units</th>
<th>25-40%</th>
<th>25-40%</th>
<th>25-40%</th>
</tr>
</thead>
</table>

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

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

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

**Language Use:**
- clarity and expression
- accuracy
- risk taking
Mathematics 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 Mathematical Methods)
- 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

**Course Advice**

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

**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 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**

- 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.
- Where students are studying only one mathematics course and change courses, they are awarded the course in which they conclude.

**Essential Mathematics (A) AC**

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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calculations, percentages and rates</td>
<td>• Representing and comparing data</td>
<td>• Measurement</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Percentages</td>
<td>• Scales, plans and models</td>
<td>• Earth geometry and time zones</td>
</tr>
<tr>
<td>• Algebra</td>
<td>• Rates and ratios</td>
<td>• Graphs</td>
<td>• Loans and compound interest</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Time and motion</td>
<td>• Data collection</td>
<td></td>
</tr>
</tbody>
</table>

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

**Units**

**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 which 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 which 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 which 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 which 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 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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| ● Consumer arithmetic  
  ● Algebra and matrices  
  ● Shape and measurement  | ● Univariate data analysis and the statistical investigation process  
  ● Applications of trigonometry  
  ● Linear equations and their graphs  | ● Bivariate data analysis  
  ● Growth and decay in sequences  
  ● Graphs and networks  | ● Time series analysis  
  ● Loans, investments and annuities  
  ● Networks and decision mathematics |

Units

**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

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) AC

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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions and graphs</td>
<td>Exponential functions</td>
<td>Further differentiation</td>
<td>The logarithmic function</td>
</tr>
<tr>
<td>Trigonometric functions</td>
<td>Arithmetic and geometric</td>
<td>and applications</td>
<td>Continuous random variables</td>
</tr>
<tr>
<td>Counting and probability</td>
<td>sequences and series</td>
<td>Integrals</td>
<td>and the normal distribution</td>
</tr>
<tr>
<td></td>
<td>Introduction to differential</td>
<td>Discrete random variables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>calculus</td>
<td></td>
<td>Interval estimates for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>proportions</td>
</tr>
</tbody>
</table>

Units

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics</td>
<td>Trigonometry</td>
<td>Complex numbers</td>
<td>Integration and</td>
</tr>
<tr>
<td>Vectors in the plane</td>
<td>Matrices</td>
<td>Functions and</td>
<td>applications of</td>
</tr>
<tr>
<td>Geometry</td>
<td>Real and complex</td>
<td>sketching graphs</td>
<td>integration</td>
</tr>
<tr>
<td></td>
<td>numbers</td>
<td>Vectors in three</td>
<td>Rates of change and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dimensions</td>
<td>differential equations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Statistical inference</td>
</tr>
</tbody>
</table>

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

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**

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:

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong></td>
<td>40 - 75%</td>
</tr>
<tr>
<td>For example: Multiple Choice, Short Answer, Extended Questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Test Tasks (in-class)</th>
<th>0 - 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example:</td>
<td>25 - 60%</td>
</tr>
<tr>
<td>Validation activities, Modelling, Investigations, Problem solving, Journals, Portfolios, Presentations, Practical Activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take Home Tasks</th>
<th>0 – 30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example:</td>
<td></td>
</tr>
<tr>
<td>Modelling, Investigations, Portfolios, Practical activities</td>
<td></td>
</tr>
</tbody>
</table>

Senior Handbook 2016 75
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 have 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.

This course is due for accreditation in 2015 and some changes may occur prior to implementation in 2016.

Course Pre-requisites

There are no pre-requisites for this course.

Units

**Infancy to Childhood and Happiness**
This unit addresses the biological and cognitive nature of emotional response and forces that shape our perspective of happiness and wellbeing. You will then explore the development and processes related to the stages of life beginning at childhood.

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

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

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

**Students for whom this Course is Designed**

The Psychology 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 T/A Psychology**

**Assessment Tasks and Criteria**

The table below shows three task types (research assignment, test/exam and open response) and a choice of assessment methods (written, oral, journal and presentation).
Over a minor course of study, 2 standard units of assessment will cover all three-assessment task types and students must complete a task from each mode. For a 1.0 unit, the weighting assigned to any one-assessment task type must not exceed 50%.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Test/Exam</th>
<th>Research Assignment</th>
<th>Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples such as:</td>
<td>Multiple choice</td>
<td>Experimental survey/report</td>
<td>Case studies</td>
</tr>
<tr>
<td></td>
<td>Short answer responses</td>
<td>Literature review/essay</td>
<td>Film review</td>
</tr>
<tr>
<td></td>
<td>In Class essay</td>
<td>Research presented by:</td>
<td>Debate</td>
</tr>
<tr>
<td></td>
<td>Interprestations of unseen stimuli</td>
<td></td>
<td>Public campaign</td>
</tr>
<tr>
<td></td>
<td>Document study</td>
<td>o Report</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Essay</td>
<td></td>
</tr>
<tr>
<td>Weightings A/T 1.0 Units</td>
<td>20 - 50%</td>
<td>o Seminar</td>
<td>Diary journal/entry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Poster</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Pamphlet o Multimedia o Portfolio</td>
<td>Creative response:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Newspaper or other articles response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Journal articles response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Diagram/sociogram</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Artwork</td>
</tr>
</tbody>
</table>

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

**Sociology (T)**

**Sociology (A)**

This course is due for accreditation in 2015 and some changes may occur prior to implementation in 2016.

**Course Pre-requisites**

There are no pre-requisites for this course.

**Units**

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

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

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

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

The Sociology 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 T/A Sociology

Assessment Tasks and Criteria

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Test/Exam</th>
<th>Research Assignment</th>
<th>Open Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples such as:</td>
<td>• Multiple choice</td>
<td>• Experimental survey/report</td>
<td>• Case studies</td>
</tr>
<tr>
<td></td>
<td>• Short answer responses</td>
<td>• Literature review/essay</td>
<td>• Film review</td>
</tr>
<tr>
<td></td>
<td>• In Class essay</td>
<td>• Research presented by:</td>
<td>• Debate</td>
</tr>
<tr>
<td></td>
<td>• Interpretations of</td>
<td>o Report</td>
<td>• Public campaign</td>
</tr>
<tr>
<td></td>
<td>unseen stimuli</td>
<td>o Essay</td>
<td>• Role play</td>
</tr>
<tr>
<td></td>
<td>• Document study</td>
<td>o Seminar</td>
<td>• Diary journal/entry</td>
</tr>
<tr>
<td>Weightings A/T</td>
<td>20 - 50%</td>
<td>20 - 50%</td>
<td>• Creative response:</td>
</tr>
<tr>
<td>1.0 Units</td>
<td></td>
<td></td>
<td>o Newspaper or other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>articles response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Journal articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Diagram/sociogram</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Artwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Exercise Science (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.

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

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

Course Pre-requisites

There are no pre-requisites for this course.

Units

Anatomy and Physiology
This unit covers the basic structure and function of the human body; its cells, tissues, organs and systems. Students will analyse how the structure and function of the skeletal, articular, muscular and nervous systems relate and enhance human motion and performance.
**Sports Performance and Nutrition**
In this unit students will look at the importance of physical fitness and its role in enhancing training and athletic performance, the inherent link between physical fitness and energy systems and study the structure and function of the digestive system: its relationship between food intake, energy expenditure and metabolism and the dietary requirements of a variety of athletes for enhanced performance.

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

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

**Students for whom these Courses are Designed**
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**

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Theoretical</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• tests (unit tests, mid semester, end of semester)</td>
<td>• demonstration of skills</td>
<td>50% - 80%</td>
</tr>
<tr>
<td>• essays</td>
<td>• participation in activity; group work or independently</td>
<td></td>
</tr>
<tr>
<td>• research assignments or projects</td>
<td>• diary, journal, portfolio of practical exercises or log book</td>
<td></td>
</tr>
<tr>
<td>• written reports or investigations</td>
<td>• sports leadership</td>
<td></td>
</tr>
<tr>
<td>• laboratories</td>
<td>• sports administration</td>
<td></td>
</tr>
<tr>
<td>• diary, journal, portfolio of practical exercises or log book</td>
<td>• laboratories</td>
<td></td>
</tr>
<tr>
<td>• video study, analysis, production</td>
<td>• practical tasks &amp; test</td>
<td></td>
</tr>
<tr>
<td>• website study/evaluation</td>
<td>• computer simulation</td>
<td></td>
</tr>
<tr>
<td>• presentation/seminar/oral/ICT/poster/project</td>
<td>• teamwork</td>
<td></td>
</tr>
<tr>
<td>• interview response</td>
<td>• communication skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• debates</td>
<td></td>
</tr>
<tr>
<td><strong>Weightings T</strong></td>
<td><strong>Practical</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>50% - 80%</strong></td>
<td><strong>20% - 50%</strong></td>
</tr>
</tbody>
</table>

**Assessment Criteria**
Students will be assessed on the degree to which they demonstrate:
• knowledge, understanding, and application
• analysis and evaluation
• communication skills
• performance skills.
Sport, Fitness and Administration (AV)

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

### Course Pre-requisites

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

### Units

**Fitness**

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

**Management of Recreation Programs**

This unit covers the principles and practices of the sport and recreation industry and community development. Students will be able to prepare and conduct a variety of sport and recreation sessions and improve their event management skills. Through these activities students should develop a greater understanding of group dynamics, leadership and team building.

**Sports Coaching**

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

**The Sports Industry and First Aid**

This unit has a strong focus on providing first aid and responding to emergency situations. Students are also involved in activities that require teamwork and exploration of risk management strategies.

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

### Students for whom this Course is Designed

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

### Assessment in Sport, Fitness and Administration

<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
</table>
| Suggested tasks that could be used to meet the assessment criteria. | • demonstration of skills e.g. coaching  
• umpiring, sports leadership  
• participation in activity: in group work and/or independently  
• sports administration  
• labs  
• practical tasks | • tests  
• essay  
• assignments  
• oral  
• reports  
• labs  
• diary/journal |

<table>
<thead>
<tr>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-70%</td>
</tr>
</tbody>
</table>
Assessment Criteria

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

- knowledge, understanding, and application
- analysis and evaluation
- communication skills
- performance skills.
Religious Education involves learning about the phenomena of religion in general and the expression of it within a number of different traditions, however, while other traditions are studied the primary focus is on Christianity in general and Catholicism in particular. In understanding the nature of religion and the ways it finds expression, students can increase their understanding of themselves and the world in which they live.

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 (T)
Religious Studies (A)

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.

Course Pre-requisites

There are no pre-requisites for this course.

Units

*Search for Meaning T/A*

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

All students will cover the material in Section 1:

**Section 1. Exploring religion.**

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

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

- Indigenous spiritualities (e.g. Aboriginal and Torres Strait, Pacific Island, etc.)
- Early local religion (e.g. animism, fertility cults, shamanism, etc.)
- Christianity
- Semitic world religions (e.g. Judaism, Islam)
- Asian world religions (e.g. Hinduism, Buddhism)
- Sects and cults
- Contemporary expressions of spirituality (i.e. New Age movements).
**Encountering Ethical Issues T/A**

In completing this unit students will critically appraise:

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

**Social Justice T/A**

The following points should incorporate a range of belief systems.

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

**Youth Spirituality and Christian Ministry**

This unit will focus on recognising and understanding the nature of religion and spirituality. Students will develop and implement a ministry experience so that youth can be drawn into an experience of Christian Spirituality.

The following topics will be covered

- **Vision for Youth Spirituality and Ministry:**
  - Definitions of youth ministry and spirituality
  - Types of youth ministries in the world, Australia and Canberra, including examples of Indigenous ministries in Australia
  - The unique nature of church and school-based youth ministry.
- **The Relationship between Faith and Mission:**
  - Youth ministry as evangelisation and discipleship
  - Understanding the core beliefs to be expressed in youth ministry
  - The Church’s call to mission and service
  - Opportunities for ecumenical or inter-faith dialogue.
- **Growth in Spirituality:**
  - Christian prayer
  - The role of scripture in youth ministry
  - The role of celebration – Liturgy and worship
  - The role of building community.
Religion through the Arts T/A

This unit provides an overview of how religious and spiritual concepts have been expressed through various artistic media and imagery with reference to their historical and cultural contexts.

It is envisaged that students would be exposed to many art forms, including any of the following:

- Architecture
- Dance/movement
- Drama
- Film/media
- Literature
- Music
- Painting
- Photography
- Sculpture
- Tapestries
- Textiles

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

World Religions

This unit is intended to offer a study of the religions of the world in a manner that is comparative, factual, and fair-minded, whilst at the same time recognising the profound, perhaps mystical nature of the practices and experiences of the believer. It is a study about religion which invites the students to reflect on their own experiences, and examine questions raised by the presence of the other in contemporary society. This will involve a phenomenological approach using the appropriate conventions of religious literacy.

- The nature of religion
- Australian indigenous spirituality
- Key concepts including animism, monotheism, pantheism, monism, polytheism
- The seven dimensions of religion according to Ninian Smart
- Application of the Smart’s dimensions to the study of two Abrahamic Religions and one other from the list below:

<table>
<thead>
<tr>
<th>Semitic</th>
<th>Asian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judaism</td>
<td>Hinduism</td>
</tr>
<tr>
<td>Christianity</td>
<td>Buddhism</td>
</tr>
<tr>
<td>Islam</td>
<td></td>
</tr>
</tbody>
</table>

- Theological concepts underpinning religious practice in different cultures
- The influence of culture on religious practice in contemporary society.

Religion and the Media T/A

This unit is a study of the way religions are represented and constructed in contemporary media. It will provide students with the opportunity to critically evaluate the way religion, religious themes and religious figures are presented in the news and current affairs, film, music, websites and advertising.

Specific reference will be made to the manner in which the following are presented by the media:

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

Specific content:

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

This unit is designed for students:

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

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

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

Students for whom this Course is Designed

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

Assessment in T/A Religious Education

Assessment Tasks and Criteria

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

- understanding and applying knowledge
- creative thinking
- critical thinking
- inquiry skills
- communication skills

For assessment in a 1.0 unit:

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

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

**Biology (T) AC**

**Biology (A) AC**

**Course Pre-requisites**

There are no prerequisites for this course. Unit 2 is a pre-requisite for Units 3 and 4.

**Units**

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:

**Unit 1: Biodiversity and Connectedness**

In this unit, students investigate and describe a number of 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.
Students for whom this Course is Designed (T Course)

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

Students for whom this Course is Designed (A Course)

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

Assessment in Biology T/A

**Assessment Tasks and Assessment Criteria**

<table>
<thead>
<tr>
<th>Suggested task types:</th>
<th>Strands</th>
<th>Weighting for 1.0 and 0.5 units</th>
<th>Weighting for Project based units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inquiry skills</td>
<td>Human endeavour</td>
<td>Understanding</td>
</tr>
<tr>
<td>log book</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>practical report</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>research assignment</td>
<td>*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>presentations</td>
<td>*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>investigative project</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>essay</td>
<td>*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>models</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>test/quizzes</td>
<td>*</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>practical skills test</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
</tbody>
</table>

**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 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) AC

#### 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.

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

**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 through the use of 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**

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**

<table>
<thead>
<tr>
<th>Suggested task types:</th>
<th>Strands</th>
<th>Weighting for 1.0 and 0.5 units</th>
<th>Weighting for Project based units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inquiry skills</td>
<td>Human endeavour</td>
<td>Understanding</td>
</tr>
<tr>
<td>log book</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>practical report</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>research assignment</td>
<td></td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>presentations</td>
<td></td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>investigative project</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>essay</td>
<td></td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>models</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>test/quizzes</td>
<td></td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>practical skills test</td>
<td>✓</td>
<td>*</td>
<td>✓</td>
</tr>
</tbody>
</table>

**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 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

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.

Students studying a minor will study the first two units - Introduction to Earth Systems and Earth Processes. Students completing an Earth and Environmental Science major will study all four units.

Units

In Earth and Environmental Science, students develop their understanding of the ways in which interactions between Earth systems influence Earth processes, environments and resources. There are four units:

**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 tsunami and how human activities can contribute to the frequency, magnitude and intensity of Earth’s hazards eg fire and drought.

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

This course will be useful for any student who is interested in Geology and current issues effecting 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

<table>
<thead>
<tr>
<th>Suggested task types:</th>
<th>Strands</th>
<th>Weightings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inquiry skills</td>
<td>Human endeavour</td>
</tr>
<tr>
<td>log book</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>practical report</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>research assignment</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>presentations</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>investigative project</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>essay</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>models</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>test/quizzes</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>practical skills test</td>
<td>✓</td>
<td>*</td>
</tr>
</tbody>
</table>

**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 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
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

In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena. There are four units:

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

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

#### Assessment Tasks and Assessment Criteria

<table>
<thead>
<tr>
<th>Suggested task types:</th>
<th>Strands</th>
<th>Weighting for 1.0 and 0.5 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inquiry skills</td>
<td>Human endeavour</td>
</tr>
<tr>
<td>log book</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>practical report</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>research assignment</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>presentations</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>investigative project</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>essay</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>models</td>
<td>✓</td>
<td>*</td>
</tr>
<tr>
<td>test/quizzes</td>
<td>*</td>
<td>✓</td>
</tr>
<tr>
<td>practical skills test</td>
<td>✓</td>
<td>*</td>
</tr>
</tbody>
</table>

**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 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.
- 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

Moderation

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

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

Inter-College Moderation

This takes place twice yearly on Moderation Days where teachers from different colleges compare standards of student work. These days help to establish consistent standards among all ACT colleges so that unit grades are comparable for the award of the 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, it is often the case that Business, Geography and Legal Studies results are scaled together. In order for this to occur, the teachers of those units work together to establish assessment that can be used as a basis for comparison between subjects. Once scaling groups are established in Year 11, they remain a scaling group until the end of Year 12.

Small Groups and the Process for Moderation

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

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

Senior students are expected:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs L Wholley</td>
<td>B.Ed., M.Rel Ed.</td>
</tr>
<tr>
<td>Dr A Cleary</td>
<td>B.Sc.(Hons), Grad.Dip.Ed., Ph.D.</td>
</tr>
<tr>
<td>Mrs T Scott</td>
<td>B.Ed., M.Ed.</td>
</tr>
<tr>
<td>Ms J Aboud</td>
<td>B.App.Sc., Grad.Dip.(Secondary), Cert IV Public Sector</td>
</tr>
<tr>
<td>Mr M Amann</td>
<td>B.(Theology), Grad.Dip.Ed., Grad.Cert.(Creative Writing)</td>
</tr>
<tr>
<td>Mrs C Amesbury</td>
<td>B.Ed.(Physical &amp; Health), M.Ed.(Physical &amp; Health)</td>
</tr>
<tr>
<td>Mr O Barlow</td>
<td>B.Sc.(Hons), Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Mrs A Blakey</td>
<td>B.Teach., B.Ed.</td>
</tr>
<tr>
<td>Ms A Bogg</td>
<td>B.A.(Dramatic Art), Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mr F Boone</td>
<td>B.Ed., Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Mr T Brady</td>
<td>B.Sc, Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms V Bridge</td>
<td>B.Sc.(Hons), Dip.Ed.</td>
</tr>
<tr>
<td>Ms F Bunning</td>
<td>B.Sc.(Hons), Dip.(Permaculture), Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mr J Cave</td>
<td>B.Sc.(Hons), Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Mr M Chifley</td>
<td>B.A.(Ed.)</td>
</tr>
<tr>
<td>Ms A Connellan</td>
<td>B.Ed., Grad.Cert.(RE)</td>
</tr>
<tr>
<td>Ms S Conte</td>
<td>B.A., M.A., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Mrs D Davis</td>
<td>Dip.Teach., Grad.Dip.(R.E.)</td>
</tr>
<tr>
<td>Mrs R Dhillon</td>
<td>B.Sc., B.Ed., M.Sc., Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Ms K Firman</td>
<td>B.Ed.(Primary), M.Ed.(Special Ed.)</td>
</tr>
<tr>
<td>Ms P Fothergill</td>
<td>B.Ed.(Health &amp; Physical Ed.)</td>
</tr>
<tr>
<td>Ms C Fraser</td>
<td>Dip.Ed., B.Ed.</td>
</tr>
<tr>
<td>Ms G Galluzzo</td>
<td>B.A.(Ed.), M.Ed.</td>
</tr>
<tr>
<td>Mr R Higginbotham</td>
<td>B.PDHPE (Secondary Ed), Cert IV (Workplace Training &amp; Assessment)</td>
</tr>
<tr>
<td>Mrs E Igoe-Taylor</td>
<td>H.D.T.Art (Secondary)</td>
</tr>
<tr>
<td>Name</td>
<td>Qualifications</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mrs E Kennedy</td>
<td>B.A. (Soc.Sc/Hum Movement), Dip.Ed.(PE), Grad.Cert.(R.E.), Cert IV TAA, Cert IV (Fitness)</td>
</tr>
<tr>
<td>Ms T Kent</td>
<td>B.Ed., M.Ed.(Teacher Librarianship), TAE (Workplace Assessor)</td>
</tr>
<tr>
<td>Mrs M Keogh</td>
<td>B.Sc.(Hons) Environmental, Grad.Cert.(Ed.), Grad.Cert.(Lead. &amp; Management)</td>
</tr>
<tr>
<td>Mrs L Laird</td>
<td>Dip.Teach., Grad.Dip.Arts, M.Ed.(Counselling)</td>
</tr>
<tr>
<td>Mrs MJ Logan</td>
<td>B.A., Dip.Ed., Cert IV TAA</td>
</tr>
<tr>
<td>Mr S Madsen</td>
<td>B.Ed., Grad.Dip.(Computing), Cert IV (Training &amp; Assessment)</td>
</tr>
<tr>
<td>Ms L. Martinello</td>
<td>B.A.(Hons), PGCE (Eng with SFN), Professional Cert. in ASD</td>
</tr>
<tr>
<td>Ms H Maybin</td>
<td>B.Ed.(P.E.), Grad.Cert.(R.E.), M.E.(Wellbeing)</td>
</tr>
<tr>
<td>Mr M McCluskey</td>
<td>B.A. Engineering (Hons), Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mrs S McRae</td>
<td>B.Sc.(Hons), M.Ed., Grad.Dip.Ed., Cert IV TAA</td>
</tr>
<tr>
<td>Mrs V Meyers</td>
<td>B.Ed, Workplace Assessor Cert IV</td>
</tr>
<tr>
<td>Mr W Mueller</td>
<td>B.A., Dip.Ed.</td>
</tr>
<tr>
<td>Ms L Pearce</td>
<td>B.A.(Hons) Dance Ed., Grad.Cert.(RE)</td>
</tr>
<tr>
<td>Dr S Powell</td>
<td>B.A.(Hons., Ph.D, Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms C Preston</td>
<td>B.Ed.(Home Ec.), Cert IV (Workplace Training &amp; Assessment)</td>
</tr>
<tr>
<td>Mr M Reynolds</td>
<td>B.A., Grad.Dip.(Secondary), Cert IV (Workplace Training &amp; Assessment)</td>
</tr>
<tr>
<td>Mr D Rodda</td>
<td>B.Inf.Tech., B. Engineering (Hons), Grad.Dip.(Secondary)</td>
</tr>
<tr>
<td>Dr I Svilans-Dennis</td>
<td>Dip.T.(Sec), B.A.(Hons), M.S.d'Et.Th., M.A., Ph.D., D.A.L.F. (France)</td>
</tr>
<tr>
<td>Mr G Thomson</td>
<td>B.Sc., Grad.Dip.Ed.(Secondary)</td>
</tr>
<tr>
<td>Mrs A Thorne</td>
<td>B.Ed., Grad.Dip.(Special Education)</td>
</tr>
<tr>
<td>Ms M Tolforree</td>
<td>B.Music (Music Ed.), Grad.Dip.(Gifted Ed.)</td>
</tr>
<tr>
<td>Mr H Walker</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Ms B Way</td>
<td>B.Ed.(Secondary), Cert IV (Training &amp; Assessment)</td>
</tr>
<tr>
<td>Dr K White</td>
<td>B.Sc.(Hons), Ph.D., Grad.Dip.Ed.</td>
</tr>
<tr>
<td>Ms L. Withers</td>
<td>B.Ed, Cert II, III, IV Business Admin, Cert IV (Training &amp; Assessment)</td>
</tr>
<tr>
<td>Mrs B Wood</td>
<td>B.Ed.(Physical &amp; Health), Cert IV (Workplace Training &amp; Assessment), Cert III/IV (Fitness), Grad.Cert.(RE)</td>
</tr>
<tr>
<td>Ms T Young</td>
<td>B.A.(Visual Arts), Cert III (Com. Cookery), Grad.Dip.Ed., Cert IV (Training &amp; Assessment)</td>
</tr>
</tbody>
</table>
Appendix D  Fees For College Students

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

**Tuition Fees** are set by the Catholic Education Commission with the approval of the Archbishop and are revised annually. Fees for the current year (2015) are $993 per term for Year 11. Year 12 fees are charged over Terms 1, 2 and 3 only and are currently $1,344 per trimester. Family discounts apply if you have more than one daughter at Merici. Discounts also apply if you have older students at St Francis Xavier, St Clare’s, St Mary MacKillop or John Paul colleges, provided you inform us.

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

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

**Resource Fee** (All Subjects) for Senior School is $210 per year for 2015.

**Year 11 Conference:** For the current year (2015) the charge is $205 charged in Term 1.

**Year 12 Retreat:** For the current year (2015) the charge is $205 charged in Term 3.

**General Fee:** $712 per student per term for Year 11 and $949 per student per trimester for Year 12. This subsidises other college and classroom running costs such as IT e.g. internet access, site licences, filtering and copyright cost; classroom equipment and consumables e.g. art supplies, food in hospitality; printing, paper and stationery; administration and site utilities, pastoral care for students, bus hire, excursions under $20 etc.

**Parent and Friends Levy:** Amount collected on behalf of the Parent Association who in turn support education and building initiatives in the College. For 2015 it is $31 per term for families whose eldest child is in Year 11 or below, and $41 per trimester for families whose eldest child is in Year 12.

**Diocesan Building Contribution:** An addition to our fees collected by Catholic Education. For 2015 it is $153 per term for families whose eldest child is in Year 11 or below, and $204 per trimester for families whose eldest child is in Year 12.