

2027

# BSSS SENIOR HANDBOOK & COURSE OUTLINES





## Merici College BSSS Senior Handbook and Course Outlines 2027



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## CONTENTS

MISSION AND VISION.....	4
STRUCTURE OF THE SENIOR CURRICULUM.....	6
1. The ACT Education System.....	6
2. The BSSS.....	6
4. Student Packages at Merici College.....	8
5. Vocational Education at Merici College.....	9
6. Assessment and Grades.....	11
7. Tertiary Courses.....	11
8. Reporting to Parents.....	14
CHRISTIAN SERVICE LEARNING PROGRAM.....	14
ENGLISH DEPARTMENT.....	17
LANGUAGES DEPARTMENT.....	24
CREATIVE AND PERFORMING ARTS DEPARTMENT.....	29
DESIGN AND TECHNOLOGY DEPARTMENT.....	46
HUMANITIES DEPARTMENT.....	51
HEALTH AND PHYSICAL EDUCATION DEPARTMENT.....	63
SCIENCE DEPARTMENT.....	67
MATHEMATICS DEPARTMENT.....	79
RELIGIOUS EDUCATION DEPARTMENT.....	87
VET & CAREERS DEPARTMENT.....	94
Appendix A: Moderation Procedures of Assessment Tasks.....	103
Appendix B: Student Responsibilities.....	104

# MISSION AND VISION

## Mission Statement

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

## Vision

Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

## Purpose

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

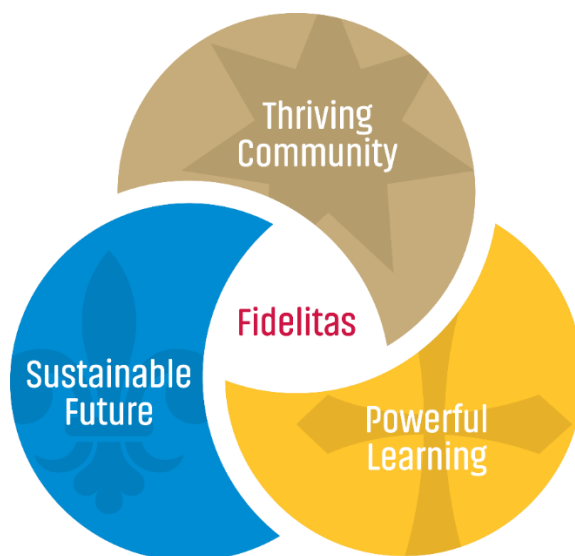
## Values

Fidelitas - We are a faithful community.

Integritas - We are a principled community.

Communitas - We are an inclusive community.

Spes - We are a hope-filled community.



As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community.

Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

“The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works.” (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community; young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place in the world.

“Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them.” (St Angela Merici)

# STRUCTURE OF THE SENIOR CURRICULUM

## 1. The ACT Education System

The ACT has its own system of senior studies operated by the Board of Senior Secondary Studies (called the BSSS). Years 11 and 12 form a two-year program that culminates in the awarding of a testamur named the ACT Senior Secondary Certificate that sits side by side with an academic transcript named the ACT Senior Secondary Record of Achievement.

The BSSS specifies requirements that apply to all colleges across the ACT, and additionally, each college has its own requirements. All colleges work on the principle of continuous assessment.

## 2. The BSSS

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

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

### Attendance Regulations

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

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

### Non-Attendance

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

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

### 3. General Terminology

#### What is a Standard Unit?

A Standard Unit is a class studied for 55 hours usually over a semester. A Standard Unit is classified as a 1.0 or a *semester* unit.

#### What is a 'Course'?

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

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

#### Types of Courses

There are different categories of Courses:

##### Accredited Course (A)

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

##### 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.

##### Vocational Course (V)

Vocational Courses are also either Accredited or Tertiary. 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 UC offer programs to high achieving students in a range of areas. Enrolment occurs directly through the university, although Merici plays a liaison role.

##### Modified Course (M)

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

### **Registered Units (R)**

A Registered or R Unit is usually designed to further students' social, artistic, sporting and/or personal development or to assist students with an academic program (e.g. The Duke of Edinburgh Award Scheme). These units are school developed and contribute to the overall number of points for the ACT Senior Secondary Certificate but cannot be used towards the student's Australian Tertiary Admission Rank (see below for more information about the ATAR.) Registered Units recognise that students' learning can occur outside the classroom environment but are restricted to school organised activities.

## **4. Student Packages at Merici College**

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

There are many destinations available to students after Year 12 and only students who wish to gain direct entry into university need to take a Tertiary Course package or work towards a Schools Recommendation on an accredited package. 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, except a course in Mathematics is mandatory for Tertiary students. Unless special circumstances exist, English must be studied at Tertiary level if a student is in a Tertiary package. In Year 12, students may move to five subjects provided they have discussed this with the Deputy Principal Teaching and Learning. Religious Education can be studied as a Minor and completed in Year 11.

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 Teaching and Learning, the Senior Studies Coordinator, or the Vocational Education Coordinator.

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

### **Making Up a Student Package**

There are two main streams of study in Years 11 and 12. One pathway is suitable for students interested in continuing at Canberra Institution of Technology (CIT), entering the workforce following the completion of Year 12 or using alternative pathways for entry into university. The second option is a direct 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.
- 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),
  - iv) 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.

### **Catholic Archdiocese of Canberra and Goulburn Education Ltd. – a Registered Training Organisation (46330)**

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

VET Courses at Merici College		
Business Services	BSB20120 BSB30120	Certificate II in Workplace Skills Certificate III in Business
Hospitality	SIT10222 SIT20322	Certificate I in Hospitality Certificate II in Hospitality
Active Volunteering	CHC24015	Certificate II in Active Volunteering
Foundation Skills	FSK20119	Certificate II in Skills for Work and Vocational Pathways
Fitness	SIS30321	Certificate III in Fitness

### **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 as well as a unit score, at the completion of the semester.

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

### **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 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 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 require a set period of hours for workplace 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 adjust their subject load at Merici, taking into account the large time commitment required outside of school. While it is possible to combine an ASBA with a Tertiary package, this combination requires a great commitment for the student, and would not be a suitable choice for most students.

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

## 6. Assessment and Grades

### Unit Assessment

An assessment is made of student achievement in each Semester. By the end of the second week of the commencement of each unit of study, students are notified on a *Unit Assessment Outline* of the method of assessment, and of the relative weighting of assessment items. The Unit Assessment Outline also includes information about moderation, calculation of unit scores, appeal procedures, late penalties and voiding. Unit Assessment Outlines are available through *SEQTA* and through the BSSS Student Profile Online.

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.

See below for more information on moderation procedures.

### 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.

## 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 their BSSS Student Profile Online.

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 the minimum number of units required for that course type.

- For a four-unit Major (i.e. four semesters of work), 2.8 scores are used (i.e. the best two scores and 80% of the third score).

- For a two-unit Minor (i.e. two semesters of work), 1.4 scores are used (i.e. the best score and 40% 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. If students repeat units, however, the most recent score is automatically used.

The BSSS rescales every course using the AST results.

### **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 800. This is then translated into an ATAR.

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

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

More information is available from the BSSS website

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

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

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

To access a University in Canberra an ATAR of approximately 60-70 would be required, although lower cut-offs exist in some courses and in some interstate universities.

### **ACT Scaling Test (AST)**

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

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

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

Whilst the AST is comparable to an aptitude test and therefore does not allow students to demonstrate all their talents, Merici College has an extensive range of practices planned over the period of Years 11 and 12 to 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 response using supplied stimulus material.
3. Short Response Item  
This task is a test of the substance and quality of the student's reasoning and thinking and of their ability to explain and justify points of view with precision.

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

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

More information is available from the BSSS website [http://www.bsss.act.edu.au/information\\_for\\_students/act\\_scaling\\_test](http://www.bsss.act.edu.au/information_for_students/act_scaling_test), under information for students.

## **AST Preparation**

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

In addition, students also:

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

## **Estimates**

Estimates of ATARs are encouraged by the BSSS to minimise surprises at the end of Year 12 and to enable students to make the best possible decisions during the two years of study about package adjustments (i.e. subject choices) and post-school options. The school calculates an estimate for each Tertiary student at the end of each semester. The estimates are sent out to students after academic reports are released.

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 seven in a semester unit (following ACT system-wide policy) then the student will be deemed to have voided the unit. This may have an impact on the student's package and their success in gaining a Senior Secondary Certificate. The student must provide documentation for absences within five school days of the return to school.

### Parent-Teacher Evenings

Towards the end of Terms 1 and 3, an email is sent to parents indicating any requests for interviews by their daughter's teachers. Parent-teacher evenings follow shortly after. Students are encouraged to attend parent teacher meetings with their parents to facilitate authentic conversations about improved learning and achievement.

### Semester Reports

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

- the key learning outcomes
- an overall achievement grade (A to E) based on Grade Descriptors from the Course Frameworks
- a description for approaches to learning
- a diagnostic comment on progress and suggestions for improving achievement in their pastoral care report.

Students in 'T' courses also receive a Scaled Score for that unit, and students in 'A' courses a Unit Score.

## CHRISTIAN SERVICE LEARNING PROGRAM

The Christian Service Learning Program (CSLP) is an example of living out the College vision and mission statement, providing the opportunity to put faith into action in the local and global community. This program invites students to explore the servant ministry of Jesus and to respond to others with the same love and compassion. It is anticipated that students will benefit from the experience by carefully reflecting on their service and gaining a better understanding of themselves, the people they serve and the issues they will confront.

The CSLP model incorporates service learning activities in Years 11-12 that are both school directed (voluntary) and self-directed. In Years 11-12 students are strongly encouraged to seek out self-directed opportunities in the broader community. It is hoped students will further address the Christ-Centred outcomes from their junior years.

Christ-centred Learning Outcomes
1. Develop an understanding and appreciation of the mission of St. Angela Merici and the Ursuline tradition
2. Link faith and Gospel values to their personal response to these needs
3. Demonstrate an understanding of the difficulty for the poor and marginalised
4. Recognise that service is a responsibility of all members of the community and needs to be authentic
5. Identify ways in which involvement in the program can lead to personal growth

### Angel Effect

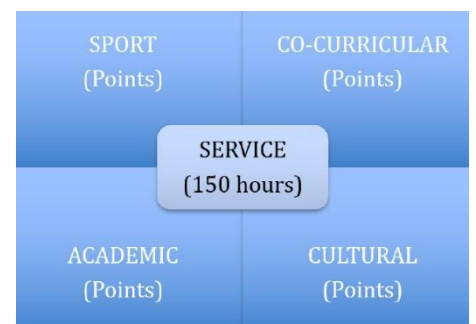
The Angel Effect is a recognition of the Christian Service offered at Merici College. The students' efforts are awarded through a five-tier award system: Blue, Red, Gold, Platinum and Diamond Angel Awards. Completed service hours are verified by the relevant supervisor and counted towards a student's Angel Effect within the database where records of student service are maintained.

	Blue Angel Award – 50 hours of Christian Service
	Red Angel Award – 100 hours of Christian Service
	Gold Angel Award – 150 hours of Christian Service
	Platinum Angel Award – 300 hours of Christian Service
	Diamond Angel Award – 500 hours of Christian Service

### St Angela Merici Award

This Award is for students who have achieved at a high level in three (3) categories – from the following 5 areas of the College: Service, Sport, Co-curricular, Cultural and Academic. One of the areas must be Service.

In addition, the recipient must have attended all major liturgical events and community days. The recipient from any year level is discerned by the Merici College Leadership Team from all students who it believes meet the eligibility criteria. This Award will be presented to the recipient at the conclusion of the St. Angela Merici Day Mass.



## COURSES OFFERED AT MERICI IN 2027

Type	Title
<b>ENGLISH DEPARTMENT</b>	
T	English
T	Literature
A	Essential English
<b>LANGUAGES DEPARTMENT</b>	
A/T	Beginning Chinese/Continuing Chinese
A/T	Beginning French/Continuing French
A/T	Beginning Italian/Continuing Italian
A/T	Beginning Spanish/Continuing Spanish
<b>CREATIVE AND PERFORMING ARTS (CAPA) DEPARTMENT</b>	
A/T	Art & Design
A/T	Dance
A/T	Drama
A/T	Photography
A/T	Music
A/T	Media
<b>HUMANITIES DEPARTMENT</b>	
A/T	Ancient History
A/T	Modern History
A/T	Business Studies
A/T	Legal Studies
A/T	Economics
A/T	Global Studies
<b>HEALTH AND PHYSICAL EDUCATION (HPE) DEPARTMENT</b>	
A/T	Exercise Science
A/T/M	Athlete Development
<b>DESIGN AND TECHNOLOGY</b>	
A/T	Design and Graphics
A/T	Design and Textiles
A/T	Information Technology
<b>SCIENCE DEPARTMENT</b>	
A/T	Biology
A/T	Health Science
T	Chemistry
A/T	Earth and Environmental Science
T	Physics
A/T	Psychology
<b>MATHEMATICS DEPARTMENT</b>	
A	Essential Mathematics
T	Mathematical Applications
T	Mathematical Methods
T	Specialist Methods
T	Specialist Mathematics
<b>RELIGIOUS EDUCATION DEPARTMENT</b>	
A/T	Religious Studies
A/T	World Religions
A/T	Sociology
T	Education
<b>VET &amp; CAREERS</b>	
A/V	Business Administration
A/V	Sport, Recreation & Leadership
A/V/T	Hospitality
V	Fitness

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

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

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

### **College-based**

For example: Pastoral Care; Personal development (Conference, Study Skills, First Aid); Leadership (Student Representative Council, Leadership Group, Event Management, Peer Education, Mentoring Coaching).

### **Work exploration**

For example: Work placement; Training Program

### **Sport & Recreation**

For example: Rock Climbing, Swimming, Oztag, AFL, Cycling, Hockey, Basketball, Badminton, Triathlon etc.

### **Community Service**

For example: Outreach, Projects

### **Cultural**

For example: Drama Performance, Dance Performance, Musical Performance, Media Performance

If students are involved in these activities and wish to have them acknowledged on their Senior Secondary Record of Achievement, they need to contact the Deputy Principal Teaching and Learning. If students are involved in other organised activities not included in this list, then they should see the Deputy Principal Teaching and Learning to see if the activities are accredited with the BSSS.

## **ENGLISH DEPARTMENT**

Coordinator: Mr Luke Nott

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

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

## ENGLISH (T)

### Course Pre-requisites

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

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

### Units

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#### Year 11 Units

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

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

##### **English Unit 2- Representation Through Texts**

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

#### Year 12 Units

Students studying Units 3 and 4 below must have studied Unit 2 from either Literature (T) 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 recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

## English Unit 4 - Perspectives

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

## LITERATURE (T)

### Course Pre-requisites

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

### Units

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#### Year 11 Units

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

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

#### Literature Unit 2 – Intertextuality

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

#### Year 12 Units

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

#### Literature Unit 3 – Power of Literature

This unit develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined.

Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

### **Literature Unit 4 – Literary Interpretations**

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

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

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These courses are designed for students who:

- intend to pursue the formal study of English when they leave school
- intend to pursue courses which require a score in English (T)
- wish to develop their language skills and deepen their appreciation and enjoyment of literature.

### **Assessment in English and Literature (T)**

#### **Assessment Criteria**

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

- responding
- creating.

### **ENGLISH/LITERATURE (T)**

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

In the English/Literature course:

- a minor consists of a combination of 2-3 units from these courses
- a major consists of a combination of at least 4 units which must include at least Unit 4 from either English T or Literature T
- a major-minor consists of a combination of at least 6 units which must include at least Unit 4 from either English T or Literature T
- a double-major consists of a combination of at least 8 units from English T and Literature T e.g. students who wish to undertake a double-major will need to complete all units of English and Literature.

## Assessment Task Types

Criteria	Task Types
Responding	<ul style="list-style-type: none"> <li>Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:               <ul style="list-style-type: none"> <li>short responses, essays, reports, reviews, articles, blogs, documentaries, seminars</li> </ul> </li> <li>Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:               <ul style="list-style-type: none"> <li>essays, reports, interviews, film making, oral presentation, writing for publication</li> </ul> </li> </ul>
Creating	<ul style="list-style-type: none"> <li>Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as:               <ul style="list-style-type: none"> <li>short stories, letters, websites, character interviews, short films, theatrical scripts and poetry</li> </ul> </li> </ul>
<p><b>Weightings in AT/M 1.0 and 0.5 Units:</b>            No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p>	

### Additional Assessment Information

- 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 are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

## ESSENTIAL ENGLISH (A/M)

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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Students study the following four units over two years:

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

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

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

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

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

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

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

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

## Students for whom this Course is Designed

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

The course is designed for those students who:

- do not intend to pursue the formal study of English when they leave school
- do not wish to pursue the English (T) course
- intend to pursue courses which do not require a score in English (T).

## Assessment in Essential English (A)

### Assessment Criteria

Students will be assessed on the degree they demonstrate an understanding of:

- responding
- creating.

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

### Assessment Tasks Types

Criteria	Task Types
Responding	<ul style="list-style-type: none"><li>• Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:<ul style="list-style-type: none"><li>– short responses, essays, reports, reviews, articles, blogs, documentaries, seminars</li></ul></li><li>• Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:<ul style="list-style-type: none"><li>– essays, reports, interviews, film making, oral presentation, writing for publication</li></ul></li></ul>
Creating	<ul style="list-style-type: none"><li>• Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as:<ul style="list-style-type: none"><li>– short stories, letters, websites, character interviews, short films, theatrical scripts and poetry</li></ul></li></ul>
<b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.	

### Additional Assessment Information

- 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 are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

## LANGUAGES DEPARTMENT

Coordinator: Mrs Tina Rodriguez

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Continuing language courses are designed for students who have previously studied a language in junior 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/A)	Continuing Chinese (T/A)
Beginning French (T/A)	Continuing French (T/A)
Beginning Italian (T/A)	Continuing Italian (T/A)
Beginning Spanish (T/A)	Continuing Spanish (T/A)

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

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

## BEGINNING CHINESE / CONTINUING CHINESE (T/A)

### Beginning Course Pre-requisites (T/A)

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There are no pre-requisites for this course.

### Continuing T Course Pre-requisites

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

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

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

## **Units**

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The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. The topics listed below are covered in the various units:

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

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

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

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

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This course is intended for students who wish to: continue their studies in Chinese at Tertiary level

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

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

### **Beginning Course Pre-requisites (T/A)**

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There are no prerequisites for this course.

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

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

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

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This course is intended for students who have completed a junior language program or for students who have some previous knowledge of French 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 listed below are covered in the various units:

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

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

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

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

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This course is intended for students who wish to:

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

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

### **Beginning Course Pre-requisites (T/A)**

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There are no prerequisites for this course.

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

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

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

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This course is intended for students who have completed a junior language program or for students who have some previous knowledge of Italian through family background. It is desirable that students have a broad knowledge of vocabulary and expressions as well as a good understanding of spoken and written Italian.

It is particularly suitable for students who may understand and speak Italian quite well but who have some difficulty understanding and applying the more grammatical concepts with a high degree of accuracy. A test may be given to assess the appropriate level of entry.

## **Units**

---

The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. The topics as summarised below are covered in the various units:

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

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

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

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

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This course is intended for students who wish to:

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

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

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This course is intended for students who wish to:

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

## **BEGINNING SPANISH (T/A) AND CONTINUING SPANISH (T/A)**

### **Beginning Course Pre-requisites (T/A)**

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There are no prerequisites for this course.

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

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

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

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

## **Units**

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The course is designed so that it is possible to combine students in both Years 11 and 12, but they are assessed separately. The topics as summarised below are covered in the various units:

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

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

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

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

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This course is intended for students who wish to:

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

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

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This course is intended for students who wish to:

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

## Assessment in ALL Language subjects

### Assessment Task Types

Inquiry based tasks 40%	In class tasks 60%
<p>Preparation may be collaborative or individual, and production may be interactive; the assessment is based on individual production</p> <p>Examples:</p> <ul style="list-style-type: none"><li>● Blog/Vlog</li><li>● Debate</li><li>● Interview</li><li>● Report</li><li>● Seminar</li><li>● News website</li><li>● Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li><li>● Multimodal text with intercultural questions</li><li>● Tutorial</li></ul>	<p>Individual spontaneous production of language in response to an unseen stimulus/questions.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>● Oral interview</li><li>● Sustained writing</li><li>● Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li></ul> <p><b>Listening, speaking, reading and writing should be assessed in an in-class environment at least once in an academic year.</b></p>

All courses will be assessed as follows:

### Assessment Criteria

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

- communicating
- understanding.

## CREATIVE AND PERFORMING ARTS DEPARTMENT

Coordinator: Ms Ali Fogarty

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### VISUAL ARTS (A/T/M)

The study of Visual Arts develops knowledge and understanding of traditional and contemporary art works through engagement with art from a range of different styles, times, places, and cultures. Through exploration of traditional and non-traditional art forms, students develop the technical proficiency and confidence as art-makers to communicate their ideas. They learn as consumers and art creators, by responding critically to art works, concepts, and theories, enriching their intercultural understanding. Students critically and creatively analyse their world and develop curiosity, knowledge and understanding of the evolving and dynamic nature of art.

Students learn as artists, by creating art products that engage audiences and communicate meaning, utilising art techniques. Art practice has the capacity to engage, inspire and enrich all students, excite their curiosity and imagination, and encourage students to reach their creative and expressive potential. They work collaboratively, independently, and ethically whilst making and responding to art works.

Through creative processes, they develop capacity as problem solvers, risk takers, and critical and creative thinkers. They learn that art exists in process, as much as in finished art works and understand the collaborative nature of an interconnected art ecosystem.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Visual artists become highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. They develop production skills and hone practices that present ideas and projects in ways that engage target audiences. Students develop empathetic awareness and skills in the practice of collaborating with others respectfully and using Work Health and Safety standards.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Creativity in Visual Arts**

Students learn about the creative process in Visual Arts by critically and creatively analysing art works, experimenting with creative processes, and developing technical proficiency to express their ideas through various conventions and forms. They examine different approaches to the creative process. Students understand that creativity in the visual arts is the transformation of materials to convey ideas. Students apply their emerging creative process, techniques, and strategies to express their understanding of self and the world.

#### **Communicating Meaning in Visual Arts**

Students develop visual literacy by learning about how meaning and concepts are constructed and communicated in a variety of art works. They analyse the forms, conventions, vocabulary, and symbols used by artists to construct meaning and express their ideas. Students explore techniques for communicating their ideas to an audience and develop skills as audience and artist. They apply techniques to communicate their understanding of a range of issues through art works. Student's express concepts, ideas and meaning through visual communication.

#### **Visual Arts in Context**

Students learn about how artists over time and place have represented their concepts and ideas. They explore how artists, curators, critics throughout the world and history have expressed their understanding of self, place, and issues. Students apply their technical knowledge, empathy, ethics, and principles of intercultural understanding to creating art works.

#### **Narratives in Visual Arts**

Students learn about the artist as a storyteller. They explore representational and non-representational art works and how these shape narratives. Through analysis of narratives in art works, students gain insights of how perspectives on the world are presented and how that affects reception of and responses to art works and artists. Students apply their theoretical and technical skills to create representational and non-representational art works that convey narratives and responses to narratives.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

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

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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)

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This course is suitable for those students who:

- are looking for avenues to develop practical skills and the ability to express themselves through visual and verbal language;
- wish to seek employment in related areas.

### Assessment Tasks in Visual Arts

The Arts																					
<b>Task Types</b>	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 40px;">performance</td> <td style="padding-left: 100px;">portfolio or body of work</td> </tr> <tr> <td style="padding-left: 40px;">curating</td> <td style="padding-left: 100px;">critical essay</td> </tr> <tr> <td style="padding-left: 40px;">installation</td> <td style="padding-left: 100px;">aural examination</td> </tr> <tr> <td style="padding-left: 40px;">multimodal</td> <td style="padding-left: 100px;">research tasks</td> </tr> <tr> <td style="padding-left: 40px;">composition</td> <td style="padding-left: 100px;">podcast</td> </tr> <tr> <td style="padding-left: 40px;">choreography</td> <td style="padding-left: 100px;">visual process diary</td> </tr> <tr> <td style="padding-left: 40px;">short films</td> <td style="padding-left: 100px;">digital process diary</td> </tr> <tr> <td style="padding-left: 40px;">ensemble theatre</td> <td style="padding-left: 100px;">blog</td> </tr> <tr> <td style="padding-left: 40px;">sculpture</td> <td style="padding-left: 100px;">directing</td> </tr> <tr> <td style="padding-left: 40px;">script writing</td> <td style="padding-left: 100px;">website</td> </tr> </table>	performance	portfolio or body of work	curating	critical essay	installation	aural examination	multimodal	research tasks	composition	podcast	choreography	visual process diary	short films	digital process diary	ensemble theatre	blog	sculpture	directing	script writing	website
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<b>Weightings in A/T/M 1.0 and 0.5 units</b>	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>																				

### **Additional Assessment Information**

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Students will be assessed on:

- making
- responding.

## **DANCE (A/T/M)**

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In Dance, students learn as artists, by making and interpreting dance performances that communicate to audiences. They learn as audiences, by responding critically to dance. Students develop skills in appreciating, creating, performing, and producing dance independently and collaboratively for a range of contexts. In *Dance*, movement is a knowledge. Students learn as they engage with the history, lineage, technical dance skills, theories and concepts of dance, choreographers and critics that came before them, and become literate in the vocabularies and ideas of a range of styles and forms.

Students experiment and engage in calculated risks and accept setbacks when realising their artistic vision. Further they use the theories, concepts and vocabulary and learning to develop their own creative practice that explores self, life, and the world. Students learn to use their body as an instrument to skilfully express knowledge and understanding. They develop proficiency, artistry, and use their physical literacy and dance literacy to solve problems, embody knowledge and express their understanding of issues of concern. They develop their voices as informed artists and engage with the world aesthetically and intellectually to become clear sighted about problems and empowered to propose solutions.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Dancers become highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. They develop production skills and hone practices that present ideas and projects in ways that engage target audiences. Students develop empathetic awareness and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

### **Course Pre-requisites**

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

## Units

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### **Creativity in Dance**

Students learn about the creative process. Students develop the ability to create dance works with intention, originality, and impact on audiences. Students develop their imagination and ownership of ideas and dance works. They engage with the history, lineage, technical dance skills and the creative processes of dance. Students examine different approaches to the creative process. They apply the creative process, experiment, and refine techniques, and use problem-solving strategies to express understandings of teacher directed and professional repertoires, self, community, and the world.

### **Communicating Meaning in Dance**

Students learn about how meaning is communicated in a variety of dance forms and styles. They explore technical dance skills, stage craft and production elements from chosen dance styles for communicating their ideas to an audience and reflect on their success. Students apply their dance literacy, knowledge, skills, and understandings to communicate their arguments and insight into teacher directed and professional repertoires, themes, and issues. This unit provides the opportunity for students to say something as well as make something.

### **Dance in Context**

Students learn about how dance practitioners over time and place have embodied their knowledge. They explore the impact of dancers and choreographers from history and throughout the world and how they have expressed their understanding of self, place, and themes. Students create and interpret dance works reflecting appreciation of techniques from diverse, cultural, geographical and/or historical contexts, observing ethical approaches and intercultural understanding.

### **Collaboration in Dance**

Students learn about how to collaborate effectively to create, interpret and perform works that develop ideas and engage with the school and/or wider community. They examine different approaches to collaboration used by different dance organisations. They explore the opportunities and challenges of working with other dance practitioners and/or artists to create a performance to meet a design brief. Students apply technical dance skills, creative, production, communication, technology, problem solving and collaboration skills to create and perform multifaceted works for an audience.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent unit and the third 1.0 unit in a course of study.

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

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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)

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

### Assessment in Dance A/T/M

The Arts	
<b>Task Types</b>	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
<b>Weightings in A/T/M 1.0 and 0.5 units</b>	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>

### Additional Assessment Advice for Dance

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Students will be assessed on:

- making
- responding.

## **DRAMA (A/T/M)**

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The study of Drama develops knowledge and understanding through exploration of performance and production elements. Dramatic works have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Students develop self-management, problem solving, leadership and interpersonal skills.

They learn to be resourceful, critical, and creative thinkers, and develop capacity to take risks. Students experience the challenge and pleasure that comes from the study of drama that can be transferred to a range of careers and situations.

Students understand that theatre stems from traditions, that drama has changed over time and that dramatic works differ widely in different contexts. They learn that that drama exists in process, as much as in finished artistic products and understand the collaborative contribution of actors, directors, playwrights, designers, and technicians. Students work collaboratively, collectively, and independently, making and responding to dramatic works for a range of audiences.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Students become highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. Students develop production skills and hone practices that present ideas and projects in ways that engage target audiences. They become empathetic and aware and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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A sample of some of the units offered:

#### **Creativity in Drama**

Students develop their skills to think imaginatively and flexibly to express their understanding of self, others, and the world. They examine First Nations Australians dramatic practice that stems from a sense of place. They explore techniques and strategies to achieve their purpose and apply the creative process. They will examine a range of approaches to the creative process. Students work collectively, collaboratively, and independently to examine the human experience and create new insights.

#### **Communicating Meaning in Drama**

Students examine how meaning is communicated in drama, utilising performance skills, elements of production, forms, and styles. By conducting research and analysing dramatic works that have communicated a powerful message for a particular purpose and students draw conclusions about how meaning was communicated to the intended audience. They develop skills in empathy, interaction, responsiveness, and communication. Through the creation of their own dramatic works and performances, students understand semiotics and power relationships in different societies. They apply dramatic techniques to shape audience response, by provoking, informing, or entertaining.

### **Drama in Context**

Students explore the works of dramatists and performers from different times and different places, to understand the way social, historical, political and/or cultural contexts have shaped theatre and impacted audiences, including First Nations Australians contexts. They engage with the issues and ethical dilemmas confronting people in other contexts, to develop insight and intercultural understanding. Through a range of perspectives, they examine the possibilities - through different genres, forms of practice and approaches to technique, they gain understanding of dramatic techniques that may be applied.

### **Adaptation in Drama**

Students examine a range of spoken, performed, visual or written texts to understand how universal themes and perspectives are represented through adaptation. They assess the relevance of the challenges and the issues that are revealed, and explore possible interpretations, to reimagine them as dramatic performances for a contemporary audience. They develop skills in adaptability, critical analysis, and versatility. In adapting texts, students use a variety of methods, mediums, and techniques to achieve transformation.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

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

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

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

## Assessment in Drama (A/T/M)

### Assessment Task Types

The Arts	
Task Types	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
Weightings in A/T/M 1.0 and 0.5 units	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>

### Additional Assessment Advice for Drama

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Students will be assessed on:

- making
- responding

## MUSIC (A/T/M)

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Music is unique as an aural art form that develops cognitive, kinaesthetic, empathetic, and aesthetic capacities in students. It is an integral part of culture, society, and personal identity. In Music, students learn about principles, practices and approaches to music making, and develop a critical understanding of self and perspectives on the world. The critical study of music engages in research, development of technical skills, communication and involves students in debate on contemporary issues. Through listening, performing, composing, presenting, and producing, students develop an informed appreciation of music. This course has been written with open expectations around prior technical skills. This is intended to increase access to students from a wide range of musical backgrounds, traditions, and experiences. Teachers will make judgements and form expectations in line with the achievement standards but apply them to a wide range of music making activities.

In Music, students learn as artists and develop the necessary skills for making, interpreting, and responding to a variety of music genres. They apply the creative process, elements of music, meta-language, symbols, theory, and aural skills to communicate their ideas and understanding to develop their overall musicianship. Students conduct in-depth creative inquiries into creativity, communicating meaning, music in context, and improvisation and variation. They apply their learning to their own music making.

Students engage in experimentation and creative risk taking, work collaboratively, independently, and collectively to achieve creative goals. They learn to use a variety of technologies to create and communicate their ideas and experiences. They develop transferable skills for further work and study, such as intercultural awareness, research skills, critical and creative thinking, and problem solving in range of contexts.

Studying senior secondary Music provides students with a suite of skills and understandings that are valuable to a wide range of further study and careers. Music enables students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and communicate with an increasingly globalised and technology-driven society.

It provides a foundation in music knowledge, understanding and skills for those students who wish to pursue further Music related studies. The transferable skills developed by the dynamic and collaborative processes of creativity assist students to follow pathways that engage with the broader community both in the arts and a wide range of professions.

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

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

### **(A) Course Pre-requisites**

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

### **Units**

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#### **Creativity in Music**

Students learn about creativity in music by exploring a range of techniques and strategies musicians use in the creative process. They make informed personal interpretations in performances, compositions, and criticism to evoke responses from target audiences. Students make music to express their understanding of the world through interpretation, performance, production, and composition in authentic contexts. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

### **Communicating Meaning in Music**

Students learn about how meaning is communicated in a variety of musical genres by analysing musical works and performances that have made a difference. They explore technical skills, stage craft and production elements for communicating their ideas to a target audience to shape response, provoke, inform, or entertain. Students apply techniques to communicate their understanding of themselves and the world through music. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

### **Music in Context**

Students explore the works of musicians from different times and places to understand the way social, historical, political and/or cultural contexts have shaped music and impacted audiences. Students create music drawing on forms, styles, and techniques from a variety of contexts. They develop insights into intercultural understanding and ethical approaches to music reproduction. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

### **Improvisation and Variation in Music**

Students learn about improvisation and variation through a range of musical genres. They explore how musicians adapt ideas, arrange, improvise, and create variation in music. They consider regulatory and ethical issues associated with using the works of others. Students create music that explores a variety of interpretations of an idea, context, mood, or emotion. They develop skills in adaptability, resilience, critical analysis, and versatility. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course. For students to fulfill the achievement standards, unit specific goals and content descriptions for the course, they are required to develop skills in composition, performance, and responding/analysis.

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

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

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

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This Course is designed for students who want to pursue Music as an interest at a non-tertiary level.

## Assessment in Music A/T/M

The Arts	
<b>Task Types</b>	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
<b>Weightings in A/T/M/V 1.0 and 0.5 units</b>	No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit

### Additional Assessment Advice for Music

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

## PHOTOGRAPHY (A/T/M)

The study of photography can be used to broaden personal experience and understanding of an increasingly interconnected and technologically rich world. Photography enables students to explore and understand self, others, the world, and their place in it, as creators and consumers.

Images are the language of photography, and are used to represent, question, and communicate concepts and ideas. Students learn how photography stems from traditions and has styles, forms and conventions that inform its visual language. Photographic practice has the capacity to engage, inspire and enrich all students, excite their curiosity and imagination.

Photography builds resilient, empathetic, and resourceful people with the ability to shape and respond to a changing world. Students develop interpersonal skills to work collaboratively and independently, making and responding to photographic works for a range of audiences.

Students develop general capabilities and transferable skills through the creative process that are readily transferable to other roles in the creative industries. They become problem solvers, and critical and creative thinkers, and these skills are relevant to a wide range of career and life pathways. Students develop sophisticated technical, conceptual knowledge and skills to be informed, visually literate communicators. Students apply their skills and capabilities in specific photographic and commercial and artistic endeavours, and more broadly in a range of personal interests and work contexts.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Creativity in Photography**

Students learn about the creative process in Photography. They explore techniques and strategies used to create photographic works. Students apply the creative process, techniques, use of equipment and strategies to express their understanding of self, others, and the world.

#### **Communicating Meaning in Photography**

Students learn about how meaning is communicated in a variety of photographic forms, styles, and conventions. They investigate the constructed and contested nature of meaning in photography. They explore techniques for communicating their ideas to an audience. Students apply their understanding to communicate meaning in response to a range of issues through photography.

#### **Photography in Context**

Students learn about how photographers over time and place have represented their knowledge and experience. They explore how photographers throughout the world and history have expressed their understanding of self, place, and issues. They examine how meaning is constructed or contested depending on the context of its presentation. Students apply their knowledge of context, empathy, ethics, and principles of intercultural understanding to creating photography.

#### **Narratives in Photography**

Students learn about the photographer as a storyteller. They explore photographic works across different photographic platforms that are constructed or documented to shape narrative. Through analysis of narratives in photographic works, students gain insights on how perspectives on the world and/or identity are presented. Students apply their theoretical and technical skills to construct and/or document narratives.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

## 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 in Photography (A/T/M)

### Assessment Task Types

The Arts	
<b>Task Types</b>	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
<b>Weightings in A/T/M 1.0 and 0.5 units</b>	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>

### Additional Assessment Advice for Photography

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

## **MEDIA (A/T/M)**

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The study of *Media* develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, times, places, and cultures. Through exploration of codes and conventions, students understand that media stems from traditions, that media is dynamic and changes over time and that media works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Through theories of communication and evaluation of media products, students enrich their intercultural understanding.

Media products have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. *Media* builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Students learn to become flexible and adaptable, as well as developing self-management skills, showing initiative, and demonstrating leadership and interpersonal skills. They work collaboratively, independently, and ethically whilst making and responding to media products. Through the creative process, they develop capacity as problem solvers, risk takers, and critical and creative thinkers. They learn that media exists in process, as much as in finished media products and understand the collaborative contribution of a production team.

The skills and knowledge acquired through the study of Media prepare students for a variety of pathways such as media (journalism/ film/television/ internet), communications, marketing, advertising, public service, public relations, multi-media producers and digital developers. While some students may pursue a career in media and related fields, they also participate in media for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Media forms encompassed by this course include:

- moving image, for example film, television, video, animation
- audio, for example radio, podcast
- print, for example magazine, zine, comic, graphic novel, newspaper, poster
- digital, for example online video and audio, streaming video and audio, podcast, magazine, comic, graphic novel, newspaper, video game, blog, website, app
- convergent or hybridised media: the combination or joining of two or more media forms, such as photography and animation, print productions and a digital game, augmented and virtual reality products.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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The units set out below are 1.0 standard units. Classes are combined with both (T) and (A) students.

#### **Creativity in Media**

Students learn about the creative process in Media. They explore techniques and strategies used to create and interpret media products. Students apply the creative process, techniques, and strategies to express their understanding of self, others, and the world.

### **Communicating Meaning in Media**

Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques for communicating their ideas for a purpose and a target audience. Students apply techniques to communicate their understanding on a range of issues through Media.

### **Media in Context**

Students learn about how social, historical, political and/or cultural contexts have shaped media products. They explore how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes. Students apply their media knowledge and skills, engaging with intercultural perspectives and observing ethical principles to create Media products.

### **Narratives in Media**

Students learn about narrative forms and structures for fictional and non-fictional media products. Through analysis of narrative in media products, students gain insights into how people connect and perspectives on the world. They explore various presentations of narratives and the role of the storyteller to inform, entertain and persuade. Students apply their storytelling, theoretical and technical skills to construct fiction and non-fiction narratives in a variety of media formats.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

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

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

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

## Assessment in Media (A/T/M)

### Assessment Task Types

The Arts	
Task Types	<p>Schools ensure that assessment programs reflect a variety of task types include elements from Making, Responding, or a combination of both, to enable students to demonstrate the knowledge, skills and understandings reflected in the Achievement Standards.</p> <p>Tasks may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• performance</li> <li>• curating</li> <li>• installation</li> <li>• multimodal</li> <li>• composition</li> <li>• choreography</li> <li>• short films</li> <li>• ensemble theatre</li> <li>• sculpture</li> <li>• script writing</li> <li>• portfolio or body of work</li> <li>• critical essay</li> <li>• aural examination</li> <li>• research tasks</li> <li>• podcast</li> <li>• visual process diary</li> <li>• digital process diary</li> <li>• blog</li> <li>• directing</li> <li>• website</li> </ul>
Weightings in A/T/M 1.0 and 0.5 units	<p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit</p>

### Additional Assessment Advice

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Duration, scope, or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Students will be assessed on:

- making
- responding.

# DESIGN AND TECHNOLOGY DEPARTMENT

Coordinator: Mrs Ellie Jones

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## DESIGN AND GRAPHICS (T/A)

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The study of Design and Graphics focusses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create graphic solutions.

Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects.

Design and Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

This course should enable students to demonstrate:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
  
- produce or create solutions or products to address a need, problem or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Design Applications

In this unit, students learn graphic design principles which focus on solving design problems, presenting ideas and solutions as graphical products. They explore a range of mediums to create practical solutions to design problems. The purpose of this unit is to build skills such as sketching and modelling. Students create a finished product for a specified purpose. They create solutions using a range of processes, applying industry conventions and standards where applicable.

#### Design for a Client Brief

In this unit, students learn how to interpret a design brief based on needs analysis and task identification. They research the client's and target users/audience needs considering ethical considerations, financial constraints and affordances, meeting deadlines and deliver a product that is fit for purpose. This unit develops the knowledge and skills to generate concepts and solutions in response to design briefs in a range of real-world contexts.

### **Visual Communication**

In this unit, students learn to use graphics to inspire, inform or persuade a target audience using a range of graphical techniques. Drawing on current issues in society, students create a visual campaign in response to a design brief. They learn to create graphic images using colours, textures, contours and shapes to communicate emotions, attitudes and experiences.

### **Design for Screen & Media**

In this unit, students learn to develop designs for a range of platforms including social media, video sharing, digital newspapers and mobile platforms. They use research to understand how the relevant technology can be used to meet the requirements of the given brief.

Students develop skills to solve problems in converting products across multiple platforms. Students build knowledge of data conversion, data storage and data manipulation. They create media files, drawing on the technical aspects of design within a digital framework.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent Study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent unit and the third 1.0 unit in a course of study.

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

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

## Assessment in Design and Graphics

### Assessment Tasks Types

	Design Process	Design Solution(s)
	<p>Suggested tasks:</p> <ul style="list-style-type: none"> <li>• design development</li> <li>• design documentation</li> <li>• essay</li> <li>• extended response</li> <li>• oral presentation</li> <li>• podcast</li> <li>• portfolio (design process)</li> <li>• project management</li> <li>• report</li> <li>• research task</li> <li>• return brief</li> <li>• review</li> <li>• seminar</li> <li>• short response</li> <li>• storyboard</li> <li>• web portfolio</li> <li>• workshop</li> </ul>	<p>Suggested tasks:</p> <ul style="list-style-type: none"> <li>• digital artefact</li> <li>• digital asset</li> <li>• major project</li> <li>• network</li> <li>• portfolio</li> <li>• product</li> <li>• prototyping</li> <li>• software application</li> <li>• storyboard</li> <li>• website</li> </ul>
Weightings in A 1.0 and 0.5 units	30 - 70%	30 - 70%
Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M 1.0 and 0.5 units	30 - 70%	30 - 70%

### Additional Assessment Advice

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

### Assessment Criteria

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

- knowledge and understanding
- skills.

## **DESIGN AND TEXTILES (A/T)**

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

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

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

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

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

### **Course Pre-requisites**

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

### **Units**

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#### **Design Aesthetics**

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

#### **Design for Purpose**

This unit examines how designers create for end purpose, using relevant criteria and considering the user's experience. Students engage using a range of textile mediums to design solutions and create a product with consideration given to needs, purpose and product performance.

#### **Design for Futures**

This unit examines the future of design within the context of textiles. Students examine technological tools and processes to create solutions and/or products for the 21<sup>st</sup> century, with special consideration given to sustainability.

#### **Design for Communication**

This unit examines communication theories, methodologies and meanings within the area of design and textiles. Students develop skills in effectively disseminating ideas to convey visual messages in the design, making and promotion of solutions and/or textiles products. They utilise a range of tools to communicate and make meaning.

## Independent Study

In this unit students investigate a contemporary “wicked problem”. Wicked problems are complex and challenging. The design process is used to frame the problem and create a solution.

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

## 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 Types

	Design Process	Design Solution(s)
	<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"> <li>• design development</li> <li>• design documentation</li> <li>• essay</li> <li>• extended response</li> <li>• oral presentation</li> <li>• podcast</li> <li>• portfolio (design process)</li> <li>• project management</li> <li>• report</li> <li>• research task</li> <li>• return brief</li> <li>• review</li> <li>• seminar</li> <li>• short response</li> <li>• storyboard</li> <li>• web portfolio</li> <li>• workshop</li> </ul>	<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"> <li>• digital artefact</li> <li>• digital asset</li> <li>• major project</li> <li>• network</li> <li>• portfolio</li> <li>• product</li> <li>• prototyping</li> <li>• software application</li> <li>• storyboard</li> <li>• website</li> </ul>
Weightings in A 1.0 and 0.5 units	30 - 70%	30 - 70%

Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M 1.0 and 0.5 units	30 - 70%	30 - 70%

#### **Additional Assessment Information**

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

#### **Assessment Criteria**

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

- knowledge and understanding
- skills.

## **HUMANITIES DEPARTMENT**

Coordinator: Mrs Kyla Firman

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### **ANCIENT HISTORY (A/T/M)**

#### **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 are:

### **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.

### **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.

### **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.

### **Reconstructing the Ancient World**

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

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

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

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

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

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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The four units are:

### **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.

### **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.

## Modern Nations

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.

## 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)

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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)

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This course is designed for students who have an interest in History, who enjoy lively discussion and want to develop research and communication skills for use in the workplace.

## Assessment in Ancient and Modern History

### Assessment Task Types

#### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

#### Weightings in AT/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

### **Additional Assessment Information**

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Students will be assessed on:

- knowledge and understanding
- skills

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

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

- An Ancient/Modern History minor consists of a combination of 2-3 units from these courses.
- Where a student studies 2-3 units in each of Ancient History or Modern History, two minors will be awarded. An Ancient/Modern History major consists of a combination of at least 4 units, which must include at least Unit 4 from either Ancient History or Modern History.
- An Ancient/Modern History major minor consists of a combination of 6 units which must include at least Unit 4 from either Ancient or Modern History.
- An Ancient/Modern History double major consists of a combination of 8 units from Ancient History and Modern History.

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

## **BUSINESS STUDIES (T/A)**

Students will study of the management of resources and the provision of goods and services, as well as the complexities of operating enterprises at the local, national, and global levels. They investigate ethical practices, including social responsibility and sustainability enabling them to engage with the world as responsible citizens and businesspeople. Students develop their knowledge and understanding of business structures. They develop an understanding of the principles and methods of marketing and advertising as central to business activity. Students develop the knowledge, understanding and skills to make business plans for specific contexts and markets. They develop an understanding of business leadership principles, and the ethical and regulatory contexts in which leadership occurs.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

## Units

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### **Business Opportunities**

In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. They critically analyse business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, a First Nations Australian enterprise and an enterprise operating in the Asia-Pacific region. Students develop skills in communication and planning to support collaborative problem solving and project work. They refine their capacity to analyse numerical data that supports business decisions. In proposing solutions and conclusions, students consider ethical and sustainability factors and issues.

### **Business Marketing**

In this unit, students investigate the principles, theories, and ethics of marketing. They critically analyse case studies of marketing campaigns, including social enterprise marketing. Students develop skills in digital and social media to support the creation of marketing campaigns and business solutions derived from principles and theories. Students refine their creativity, teamwork, and communication skills in the collaborative analysis of marketing problems and creation of marketing solutions. They refine skills in statistics that will support the analysis of marketing processes and product formulation.

### **Leading a Business**

In this unit, students investigate the principles and theories related to leadership, and managing people, operations, and change. They critically analyse case studies of business leadership from contemporary local, national, and global businesses. Students evaluate contemporary management practices considering emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements. They refine critical thinking and mathematical skills needed to undertake budgeting and financial analyses of enterprises and propose viable solutions. Students refine teamwork, creativity, and communication skills to create solutions to problems in leading a business.

### **Business Finance and Planning**

In this unit, students investigate the principles and theories of business finance and planning. They investigate concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement. Students critically analyse case studies of business finance and planning in small, medium, and large businesses. They evaluate financial practices for different types of business organisations, including social enterprises. Students evaluate business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment. They refine their mathematical skills necessary to use financial data and business statistics in making plans and recommendations.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## 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 Task Types

Task types for assessing knowledge, understanding and skills
<p>Tasks may include the following:</p> <ul style="list-style-type: none"><li>• in-class essay/report</li><li>• case study in an examination or take-home format</li><li>• examination using a mix of questions and response types</li><li>• collaborative projects</li><li>• market day</li><li>• policy debates in oral or written form</li><li>• research assignment, essay, report</li><li>• data collection and analysis, investigation</li><li>• inquiry based task</li><li>• business, marketing, or financial plan</li><li>• oral presentation, seminar</li><li>• round table policy discussion role play</li><li>• presentation, podcast, vodcast</li><li>• simulation, individually or collaboratively</li><li>• interview response/viva voce</li><li>• portfolio of practical exercises</li><li>• problem solving scenario individually or collaboratively</li></ul>
<p><b>Weighting:</b> no task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit</p>

### Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three and a maximum of five assessment tasks.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

- Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

## **LEGAL STUDIES (A/T/M)**

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**

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There are no pre-requisites for this course.

### **Units**

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#### **Crime and Justice**

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation and punishment of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigate theories of justice and punishment.

#### **Civil Law**

Students investigate civil law. They examine the origin, purpose, and scope of regulation under civil law. Students apply civil law principles and doctrines that regulate the relationships and activities of individuals and groups to a range of case studies. They evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

#### **Contemporary Issues and the Law**

Students study the significance of legal rights and responsibilities in everyday life from different political, economic and social perspectives. Through the use of a range of contemporary examples, students investigate how the law attempts to balance the rights and responsibilities of the individual with the best interests of the wider community.

#### **International Law**

Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system. Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## Students for whom this Course is Designed

Any student could gain from studying this course, which gives them the opportunity to develop skills and allows maximum flexibility and adaptability in future studies, employment and other aspects of life.

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

## Assessment in Legal Studies

### Assessment Tasks

#### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

#### Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Students will be assessed on:

- knowledge and understanding
- skills.

## **ECONOMICS (A/T)**

The study of *Economics* enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally, and in developing societies. The study of economics provides a continuity with many pathways into tertiary and industry studies.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Microeconomic Foundations**

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to microeconomics to better understand human behaviour. In investigating scenarios in local, national, global economies, and developing societies, they evaluate theories, models, and numerical analyses. Students evaluate explanations of microeconomic phenomena provided by economists to draw conclusions about the nature and actions of economic agents.

#### **Debates in Microeconomics**

In this unit, students analyse complex scenarios in microeconomics to understand choices of policy makers. They will engage with debate in the discipline on explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students collaborate to make predictions and propose solutions to problems facing policy makers and citizens.

#### **Macroeconomic Foundations**

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to macroeconomics. They evaluate theories, models, and numerical analyses through investigating scenarios in local, national, global economies and developing societies to understand how policy makers foster prosperity. Students evaluate explanations of macroeconomic phenomena provided by economists to draw conclusions about the effectiveness of decision making.

#### **Debates in Macroeconomics**

In this unit, students critically analyse in-depth scenarios in macroeconomics to understand the functional role of economics in bettering lives. They will engage with debate in the discipline around explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students make predictions and propose solutions to problems facing policy makers and citizens.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## Students for whom this course is designed

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Any student could gain from studying this course, which gives them opportunity to develop skills and allows maximum flexibility and adaptability in future studies, employment and other aspects of life.

### Assessment in Economics

#### Task types for assessing knowledge, understanding and skills

- Tasks may include the following:
- in-class essay/report
- case study in an examination or take-home format
- examination using a mix of questions and response types
- collaborative projects
- market day
- policy debates in oral or written form
- research assignment, essay, report
- data collection and analysis, investigation
- inquiry based task
- business, marketing, or financial plan
- oral presentation, seminar
- round table policy discussion role play
- presentation, podcast, vodcast
- simulation, individually or collaboratively
- interview response/viva voce
- portfolio of practical exercises
- problem solving scenario individually or collaboratively

**Weighting:** No task to be weighted more than 40% in a 1.0 unit, or 60% in a 0.5 unit

#### Additional Assessment Information

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.

Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Each assessment item must enable students to demonstrate higher order thinking.

For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Students are required to create a variety of disciplinary relevant texts in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

## GLOBAL STUDIES (A/T/M)

The *Global Studies* course allows students to come to appreciate the nature of global politics. They examine what can be achieved, and why there is a plurality of views on decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

In an increasingly globalised world, this course serves as a basis for further education, employment and active citizenship.

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Global Actors

In this unit, students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of influence.

#### Global Processes

In this unit, students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

#### Global Challenges

In this unit, students critically analyse significant contemporary issues that pose challenges around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

#### Global Opportunities

In this unit, students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

## Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## Students for whom this course is designed

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Knowledge and skills developed in this course will contribute to further studies in courses, such as: International Security Studies, International Relations, History, Human development, International Business, Political Science, Economics, Law, and Communications.

## Assessment in Global Studies

### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal presentation
- creative response
- interview
- discussion forum
- practical project
- workshop

### Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

## Additional Assessment Information

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.

Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Students will be assessed on:

- knowledge and understanding
- skills.

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

Coordinator: Ms Kylie Olsthoorn

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### **EXERCISE SCIENCE (A/T)**

The Exercise Science course is designed for students in Years 11 and 12 wishing to learn about the theoretical and practical components relating to the concepts and capabilities of the human body and its performance.

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

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

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There are no pre-requisites for this course.

#### **Units**

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##### **Anatomy and Physiology of the Human Body**

In this unit students will examine and explore the structure and function of musculoskeletal and cardiorespiratory systems and analyse how the systems adapt and adjust to the demands of physical activity. Students will investigate these systems from a cellular to systemic level allowing them to develop an understanding of how each system acts as an enabler or barrier to physical performance.

##### **Factors Affecting Performance**

In this unit students will examine the physiological, psychological and behavioural theories that influence athletic performance. Students will be introduced to factors affecting performance and develop basic insights into the science underpinning the management of sports injuries and athletic mindset. Students will examine and explore how the extent and intensity of sports participation relates to the incidence of sports injuries and explore a range of technical and scientific approaches for maintaining the physical and mental well-being of athletes.

##### **Preparation for Training and Performance**

In this unit students investigate the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance. Students will explore a variety of training and nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

##### **The Body in Motion**

In this unit students will explore the biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production. Students will apply a variety of methods used to analyse movement patterns and examine the physiological adaptations to exercise. Students will investigate the biomechanical and physiological factors that influence athletic performance.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An independent study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for an independent study unit must meet all the content descriptions as appears in the unit.

### 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 Criteria

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

- knowledge and understanding
- skills.

### Assessment Task Types

Task Type	Knowledge and understanding	Skills
	<b>Suggested tasks:</b> <ul style="list-style-type: none"><li>• research essays</li><li>• assignments</li><li>• reports</li><li>• exam/tests</li><li>• multimedia tasks</li><li>• reflective diaries</li><li>• journals</li><li>• portfolios</li><li>• logs</li></ul>	<b>Suggested tasks:</b> <ul style="list-style-type: none"><li>• practical laboratories</li><li>• presentations</li><li>• orals</li><li>• physical activity tasks</li><li>• practical tests</li><li>• campaigns &amp; case studies</li><li>• debates</li><li>• seminars</li><li>• field trips</li></ul>
Weightings in A 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M 1.0 and 0.5 units	10 - 90%	10 - 90%

### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task - A: 500-800 words, T: 800-1500 words.
- Suggested guidelines for an oral presentation - A: 5-8 minutes, T: 8-15 minutes.

## **ATHLETE DEVELOPMENT (A/T/M)**

*Sports Development* is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self-awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance. This course prepares students aspiring to participate in elite sport.

The study of Sports Development provides pathways to further study in both tertiary and vocational areas as well as providing foundations for future involvement in elite sport as a competitor, official or administrator.

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Personal Development in a Sport**

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.

#### **Building an Elite Athlete**

Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the context of developing and maintaining an elite athlete.

#### **Athletes in Society**

Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

#### **Performance Analysis**

Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent unit and the third 1.0 unit in a course of study.

## 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, professional athlete, and other allied areas in applied sports development.

### Assessment Criteria

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

- knowledge and understanding
- skills.

### Assessment Task Types

Task Type	Knowledge and understanding	Skills
	<b>Suggested tasks.</b> <ul style="list-style-type: none"> <li>• Research essays</li> <li>• Assignments</li> <li>• Reports</li> <li>• Exam/test</li> <li>• Multimedia Tasks</li> <li>• Reflective Diaries</li> <li>• Journals</li> <li>• Portfolios</li> <li>• Logs</li> </ul>	<b>Suggested tasks.</b> <ul style="list-style-type: none"> <li>• Practical laboratories</li> <li>• Presentations</li> <li>• Orals</li> <li>• Physical activity tasks</li> <li>• Campaigns and case studies</li> <li>• Debates</li> <li>• Seminars</li> <li>• Field trip</li> </ul>
Weightings in A 1.0 and 0.5 units	40-60%	40-60%
Weightings in T 1.0 and 0.5 units	40-60%	40-60%
Weightings in M 1.0 and 0.5 units	10-90%	10-90%

### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.
- Suggested guidelines for an oral presentation: A 5 - 8 minutes, T 8 - 15 minutes.

## SCIENCE DEPARTMENT

Coordinator: Mrs Joanne Aboud

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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.

Health Science and Biology are stand-alone Units from the two subjects which cannot be combined into a single Biology Course.

## BIOLOGY (A/T)

### Course Pre-requisites

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There are no prerequisites for this course.

### Units

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

#### **Biodiversity and Connectedness**

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

#### **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.

#### **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.

### **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.

## **HEALTH SCIENCE (A/T)**

### **Course Pre-requisites**

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There are no prerequisites for this course.

### **Units**

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#### **Human Reproduction and Development**

In this unit, students investigate the properties, functions and health of the reproductive system, including the role of their specialised cells and tissues, and their control by the endocrine system in regulating development. They apply this knowledge particularly to investigate the developmental sequence from fertilisation through implantation, embryonic and foetal development. Students explore selected diseases and claims around the efficacy of related therapies.

#### **Cardiorespiratory Health**

In this unit, students investigate properties, functions and health of the cardiovascular and respiratory systems and elements of the musculoskeletal system including their specialised cells and tissues. They apply this knowledge to evaluate the impact of lifestyle choices, on the management and prevention of illness and diseases pertaining to these systems. Students explore selected conditions and claims around the efficacy of related therapies.

#### **Human Digestive and Renal Systems**

In this unit, students investigate properties, functions and health of the gastrointestinal and urinary systems, including their specialised cells and tissues and their control by the autonomic nervous system. They evaluate the impact of nutrition on health and explore nutrition related disease and conditions and claims around the efficacy of related therapies.

#### **Concepts in Neuroscience**

In this unit, students investigate properties, functions and health of the central and peripheral nervous systems including their specialised cells and tissues and their role in communication relevant to life experiences such as ageing, degenerative conditions, mental health and drugs. They conduct inquiries including an analysis of causation versus correlation in understanding environmental and genetic properties of these conditions. Students explore claims around the efficacy of related therapies, such as alternative and innovative therapies.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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

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

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

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

## Assessment in Biology and Health Science (T/A)

### Assessment Tasks and Assessment Criteria

<b>Suggested tasks</b>	
Individual tasks may incorporate one or more of the following:	
<ul style="list-style-type: none"> <li>• models</li> <li>• commentary</li> <li>• debate</li> <li>• portfolio/journal</li> <li>• field work</li> <li>• investigation</li> <li>• document/source analysis</li> <li>• practical report</li> <li>• role play</li> <li>• research report</li> <li>• test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>• seminar/workshop/lecture</li> <li>• poster</li> <li>• response to stimulus</li> <li>• essay</li> <li>• multimedia presentation</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• rationale/validation</li> <li>• practical skills</li> </ul>
It is recommended that a student conceived 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.	
<b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 45% for a standard 1.0 unit.	

### Additional Assessment Information

#### Requirements

- 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 experience a variety of task types and different modes of communication to demonstrate the Achievement Standards in both theoretical and practical tasks.
- All Achievement Standards must be demonstrated in standard (1.0) or half-standard (0.5) units.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- concepts, models and application
- contexts
- inquiry skills.

## CHEMISTRY (T)

### Course Pre-requisites

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There are no prerequisites for this course.

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

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

Students completing a Chemistry major will study all four units.

### Units

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

Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes. The four units of study are:

#### 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.

## **Molecules**

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

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

## **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.

## **Structure, Synthesis and Design**

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

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

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

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

## Assessment in Chemistry

### Assessment Tasks and Assessment Criteria

Suggested tasks	
Individual tasks may incorporate one or more of the following:	
<ul style="list-style-type: none"> <li>• models</li> <li>• commentary</li> <li>• debate</li> <li>• portfolio/journal</li> <li>• field work</li> <li>• investigation</li> <li>• document/source analysis</li> <li>• practical report</li> <li>• role play</li> <li>• research report</li> <li>• test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>• seminar/workshop/lecture</li> <li>• poster</li> <li>• response to stimulus</li> <li>• essay</li> <li>• multimedia presentation</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• rationale/validation</li> <li>• practical skills</li> </ul>
It is recommended that a student conceived 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.	
<b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 45% for a standard 1.0 unit.	

### Additional Assessment Information Requirements

- 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 experience a variety of task types and different modes of communication to demonstrate the Achievement Standards in both theoretical and practical tasks.
- All Achievement Standards must be demonstrated in standard (1.0) or half-standard (0.5) units.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- concepts, models and application
- contexts
- inquiry skills.

## **EARTH AND ENVIRONMENTAL SCIENCE (A/T)**

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

### **Course Pre-requisites**

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There are no prerequisites for this course.

### **Units**

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

#### **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.

#### **Earth Processes**

In this unit students investigate how Earth processes involve interactions of Earth systems and are interrelated 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.

#### **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.

#### **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 e.g. fire and drought.

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

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

<p><b>Suggested tasks</b></p> <p>Individual tasks may incorporate one or more of the following:</p>	
<ul style="list-style-type: none"> <li>• models</li> <li>• commentary</li> <li>• debate</li> <li>• portfolio/journal</li> <li>• field work</li> <li>• investigation</li> <li>• document/source analysis</li> <li>• practical report</li> <li>• role play</li> <li>• research report</li> <li>• test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>• seminar/workshop/lecture</li> <li>• poster</li> <li>• response to stimulus</li> <li>• essay</li> <li>• multimedia presentation</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• rationale/validation</li> <li>• practical skills</li> </ul>
<p>It is recommended that a student conceived 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.</p>	
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b></p> <p>No task to be weighted more than 45% for a standard 1.0 unit.</p>	

### Additional Assessment Information

#### Requirements

- 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 experience a variety of task types and different modes of communication to demonstrate the Achievement Standards in both theoretical and practical tasks.
- All Achievement Standards must be demonstrated in standard (1.0) or half-standard (0.5) units.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- concepts, models and applications
- contexts
- inquiry skills.

## **PSYCHOLOGY (A/T)**

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Units**

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#### **Self and Identity**

Students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

#### **Cognition and Emotions**

This unit examines traditional and contemporary understandings on the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

#### **Normality and Abnormality**

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

#### **Groups and Society**

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an Independent unit and the third 1.0 unit in a course of study.

## 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 Task Types

<b>Suggested tasks</b> Individual tasks may incorporate one or more of the following:	
<ul style="list-style-type: none"><li>• models</li><li>• commentary</li><li>• debate</li><li>• portfolio/journal</li><li>• field work</li><li>• investigation</li><li>• document/source analysis</li><li>• practical report</li><li>• role play</li><li>• research report</li><li>• test/quiz</li></ul>	<ul style="list-style-type: none"><li>• seminar/workshop/lecture</li><li>• poster</li><li>• response to stimulus</li><li>• essay</li><li>• multimedia presentation</li><li>• creative response</li><li>• interview</li><li>• discussion forum</li><li>• rationale/validation</li><li>• practical skills</li></ul>
It is recommended that a student conceived 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.	
<b>Weightings in A/T 1.0 and 0.5 Units:</b> No task to be weighted more than 45% for a standard 1.0 unit.	

## Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts, and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- concepts, models and application
- contexts
- inquiry skills.

# PHYSICS (T)

## Course Pre-requisites

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There are no prerequisites for this course.

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

## Units

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

There are four units of study:

### 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.

### 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.

### 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.

### Revolutions in Modern Physics

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

## Students for whom this Course is Designed

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This course will be useful for any student who is interested in Physics. Careers in the Physical Sciences are many and varied. Physics may also be a prerequisite for many courses studied at tertiary institutions including Architecture, Physiotherapy, Medicine and Engineering, and will prove invaluable for courses such as Earth Science, Environmental Science and Marine Biology. Students who enjoy Science and Mathematics will find Physics enjoyable for the conceptual challenges that it provides.

Even if students choose a career that, in the end, has no apparent connection with the Physics studied at school it will still help them to make better sense of the world and to better comprehend the scientific information that affects their everyday lives.

## Assessment in Physics

### Assessment Tasks and Assessment Criteria

<b>Suggested tasks</b>	
Individual tasks may incorporate one or more of the following:	
<ul style="list-style-type: none"> <li>• models</li> <li>• commentary</li> <li>• debate</li> <li>• portfolio/journal</li> <li>• field work</li> <li>• investigation</li> <li>• document/source analysis</li> <li>• practical report</li> <li>• role play</li> <li>• research report</li> <li>• test/quiz</li> </ul>	<ul style="list-style-type: none"> <li>• seminar/workshop/lecture</li> <li>• poster</li> <li>• response to stimulus</li> <li>• essay</li> <li>• multimedia presentation</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• rationale/validation</li> <li>• practical skills</li> </ul>
It is recommended that a student conceived 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.	
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 45% for a standard 1.0 unit.</p>	

### Additional Assessment Advice for T Courses

#### Requirements

- 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 experience a variety of task types and different modes of communication to demonstrate the Achievement Standards in both theoretical and practical tasks.
- All Achievement Standards must be demonstrated in standard (1.0) or half-standard (0.5) units.
- Task types need to be selected to address all Achievement Standards within the Concepts, Models & Applications, Contexts and Inquiry Skills strands across a standard (1.0) or half-standard (0.5) unit.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- concepts, models and application
- contexts
- inquiry skills

## **MATHEMATICS DEPARTMENT**

Coordinator: Mrs Jess Morgan

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Mathematics is important background for a variety of courses and many employment prospects. Studying a mathematics course is highly recommended for all students, especially those undertaking a Tertiary package.

The following courses have been designed to suit a wide range of abilities and can be studied as set out below:

- Specialist Mathematics –Major-Minor or a Double Major at Tertiary level (in conjunction with Specialist Methods)
- Specialist Methods – as a Major or a Minor at Tertiary Level
- Mathematical Methods – as a Major or a Minor at Tertiary Level
- Mathematical Applications – as a Major or a Minor at Tertiary Level
- Essential Mathematics – as a Major or a Minor at Accredited Level

### **Course Advice**

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

- Essential Mathematics A should be considered by students who are completing A/V packages.
- Mathematical Applications T should be considered by students who have achieved a C or better in Year 10 and do not require Mathematics for further study.
- Mathematical Methods T should be considered by students who have achieved an A or B in Year 10 and have completed the 10A course.
- Specialist Methods T should be considered by students who have achieved an A or B in Year 10 and have completed the 10A course.
- Specialist Mathematics T should be considered by students who have achieved an A or B in Year 10, have completed the 10A course and are interested in exploring a broader range of mathematical ideas.

### **Course Patterns**

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

## **ESSENTIAL MATHEMATICS (A/M)**

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 postschool options of employment and further training.

Essential Mathematics is organised into four units as outlined below.

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

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

## Units

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### Essential Mathematics

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

### Essential Mathematics

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

### Essential Mathematics

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

### Essential Mathematics

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

## Students for whom this Course is Designed

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

## MATHEMATICAL APPLICATIONS (T)

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

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

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

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

### Units

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#### 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.

#### 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.

### 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.

### Mathematical Applications

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

### Students for whom this Course is Designed

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

## MATHEMATICAL METHODS (T)

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

Mathematical Methods is organised into four units as outlined below.

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

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

- This course can be studied in conjunction with Specialist Mathematics (integrating the Australian Curriculum) to form a major minor or double major in Specialist Mathematics, according to the requirements in the Specialist Mathematics course document.

- Students who complete a major in Mathematical Methods and fewer than 2.0 units of Specialist Mathematics will include these units in a major in Mathematical Methods.
- Students may study this course concurrently with the Mathematical Applications course that integrates the Australian Curriculum.
- Students who complete a major in Mathematical Methods and fewer than 2.0 units of Mathematical Applications will include these units in a major in Mathematical Methods.
- Students who complete a major in Mathematical Applications and fewer than 2.0 units of Mathematical Methods will include these units in a major in Mathematical Applications.
- Where students study 2.0 – 3.0 units in each of Mathematical Methods and Mathematical Applications, two minor courses will be awarded.

## Units

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### 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.

### 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.

### 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.

### 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

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

## SPECIALIST METHODS (T)

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

Specialist Methods is organised into four units as outlined below.

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

### Units

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#### Unit 1: Specialist Methods

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph.

The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored. The study of probability begins with a review of the fundamentals and the introduction to the concepts of conditional probability and independence. The study of probability and statistics allows students to further develop their counting techniques in combinatorics in Specialist Mathematics.

#### Unit 2: Specialist Methods

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

#### Unit 3: Specialist Methods

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

#### Unit 4: Specialist Methods

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

#### Students for whom this Course is Designed

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

### SPECIALIST MATHEMATICS (T)

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

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

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

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

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

#### Units

##### Unit 1: Specialist Mathematics

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

These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

### **Unit 2: Specialist Mathematics**

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

### **Unit 3: Specialist Mathematics**

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

### **Unit 4: Specialist Mathematics**

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

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

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

### **Assessment in T/A Mathematics**

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

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

- concepts and techniques
- reasoning and communications.

## Assessment Task Types

Suggested Tasks
<ul style="list-style-type: none"><li>• Project/assignment</li><li>• Modelling projects</li><li>• Portfolio</li><li>• Journal</li><li>• Validation activity</li><li>• Presentation such as a pitch, poster, vodcast, interview</li><li>• Practical activity such as a demonstration</li><li>• Test/examination</li><li>• Online adaptive tasks/quiz</li></ul> <p><b>Weightings in A/T/M 1.0:</b> No task be weighted more than 50% for a standard 1.0 unit.</p>

### Additional Assessment Information for A/T/M Courses

Requirements:

- 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 should experience a variety of task types (test and non-test) and different modes of three assessment tasks.
- Students are required to undertake at least one problem solving investigation task each semester. This task may be completed individually or collaboratively. They are required to plan, enquire into and draw conclusions about key unit concepts. Students may respond in forms such as modelling projects, problem solving and practical activities.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

## RELIGIOUS EDUCATION DEPARTMENT

Coordinator: Mr Andrew Blakey

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### RELIGIOUS STUDIES (A/T/M)

Religious Studies is the study of identity, beliefs, community, society, human behaviour, ethics, morality and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence. Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners. Religious Studies engages students in a dynamic process of making meaning of the world.

The Religious Education department offers:

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

### Course Pre-requisites

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There are no pre-requisites for this course.

### **Expressions of Faith and Spirit**

Students investigate how religious and spiritual traditions and beliefs shape, form and support creative expression. Students explore forms of communication, such as literature, textiles, art, architecture, oral storytelling, music, digital technology, drama and dance, that seek to explain or illustrate religious and spiritual ideas or experiences. The unit also examines how religious and spiritual expression impacts on and interacts with, groups in society.

### **A Good Life**

Students examine moral and ethical principles of various religious and spiritual traditions that express what it means to live a 'good life'. Students explore and critique personal, communal, and institutional ethical practices and moral responsibilities prompted by, or in reaction against, religious and spiritual traditions that aim to foster fulfilment and a 'good life'.

### **Exploring Meaning**

Students examine how humanity has sought to understand and express the fundamental questions of existence over time, across cultures and in diverse places. Students explore the origin, meaning and purpose of religious, mystical, spiritual or transformative experiences, and the impact of these on human experience.

### **Continuity, Change and Diversity**

Students examine how religious and spiritual traditions have responded to change and diversity. They explore continuity and change within traditions, beliefs and values, as well as responses to discovery and innovation.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. The program of learning for an Independent Study unit must meet all the content descriptions that appear in the unit.

## **WORLD RELIGIONS (T/A/M)**

The World Religions course teaches students about world religions and spiritual traditions, their contexts, development and core beliefs, influential figures and their contribution to world history. Students analyse a variety of different religious and spiritual beliefs and practices, to encourage empathy and understanding of diversity.

World Religions is an interdisciplinary course. It addresses how religion and spirituality relates to other socio-cultural factors including language, ethnicity, race, sexuality, gender and class. Students learn how religion and spirituality play a role in a wide variety of modern issues.

The Religious Education department offers:

- World Religions (T)
- World Religions (A)
- World Religions (M)

### **Course Pre-requisites**

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There are no pre-requisites for this course.

### **Religion and Popular Culture**

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and influence popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two belief systems must be studied in depth.

### **Influence, Community, Culture and Power**

Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two belief systems must be studied in depth.

### **Narratives and World Views**

Students examine the origins and function of religious and spiritual narratives in a minimum of two different religious and spiritual traditions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts. A minimum of two belief systems must be studied in depth.

### **Globalisation and Religion**

Students examine the process of globalisation and its impact on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in the global world. Students examine how religions and spiritualities can play a role in shaping globalisation. They explore the concept of a global ethic and challenges for the future. A minimum of two belief systems must be studied in depth.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for an Independent Study unit must meet all the content descriptions as appears in the unit. A minimum of two belief systems must be studied in depth.

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

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

### **Assessment in Religious Studies**

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

- knowledge and understanding
- skills.

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

## Assessment Tasks and Criteria – T/A/M

### Assessment Task Types

<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"><li>• interview based report</li><li>• commentary</li><li>• annotated bibliography</li><li>• in-class essay</li><li>• debate</li><li>• portfolio</li><li>• field work</li><li>• viva voce</li><li>• document/source analysis</li><li>• report</li><li>• role play</li><li>• research and design report</li><li>• test/exam</li></ul>	<ul style="list-style-type: none"><li>• oral (seminar)</li><li>• empathetic response</li><li>• writing task</li><li>• response to stimulus</li><li>• exposition</li><li>• extended response</li><li>• essay</li><li>• website</li><li>• multimodal presentation</li><li>• creative response</li><li>• interview</li><li>• discussion forum</li><li>• practical project</li><li>• workshop</li></ul>
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p>	

### Additional Assessment Advice

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## SOCIOLOGY (A/T)

### Course Pre-requisites

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There are no pre-requisites for this course.

### Units

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#### Constructing Identity

This unit explores the construction of individual identity. Students explore social phenomena, such as socialization, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

#### Understanding Difference

This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories. Students explore how difference

can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

### Applying Sociology

This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

### Structure and Agency

This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

### 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 Sociology (T/A)

#### Assessment Task Types

<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"> <li>• interview based report</li> <li>• commentary</li> <li>• annotated bibliography</li> <li>• in-class essay</li> <li>• debate</li> <li>• portfolio</li> <li>• field work</li> <li>• lab research</li> <li>• viva voce</li> <li>• document/source analysis</li> <li>• report</li> <li>• role play</li> <li>• research and design report</li> <li>• test/exam</li> <li>• oral (seminar)</li> <li>• empathetic response</li> <li>• writing task</li> <li>• response to stimulus</li> <li>• exposition</li> <li>• extended response</li> <li>• essay</li> <li>• website</li> <li>• multimodal</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• practical project</li> <li>• workshop</li> </ul>	
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b></p> <p>No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p>	

#### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

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

- knowledge and understanding
- skills.

## Education Studies (T)

### Rationale

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Education Studies provides students with an understanding of schools and education and of teaching and learning. Students will gain insights both into their own learning, and into the learning of others. They will also gain an understanding of the complex cluster of community relationships, contested ideas, and professional practices that manifest in schools.

This interdisciplinary course will provide foundational understanding of education as an academic discipline, its methods for researching teaching and learning, and justifying and communicating findings. Educational research methods draw on both social science and science methods, depending on the particular topics of inquiry/study. Further, they gain deeper understanding of the disciplines and methods targeted for teaching as they develop skills in how to convey complex and difficult material in a manner comprehensible to targeted groups of students. In doing so, they develop an understanding of the art of teaching that allows them to communicate effectively, inspiring and engaging students in the process. They develop and rehearse the intrapersonal and interpersonal practices of effective teachers that allow them to build and maintain productive relationships with students, families, and colleagues.

Students gain a wide variety of transferable academic and general skills in communication, literacy, numeracy, research and ethics. Students also gain a deeper understanding of the diversity of learning, schools and teachers and their place in society, locally and globally. This course provides knowledge, understanding and skills for further study, work and life.

### Goals

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This course should enable students to:

- synthesise, analyse and evaluate ideas, methodologies, concepts, issues and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

## Units

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- Perspectives in Education
- Learning and Assessment
- Teaching and Engagement
- Curriculum in Action
- Independent Study
- Organisation of Content
- Perspectives in Education

In this unit, students investigate a range of historical, established and contemporary philosophies of education and evaluate their application to school settings. They explore paradigms of education, including place-based pedagogies. Students consider the interaction between schools and wider society, and how those conditions and structures impact on learning and the nature and history of schools. They reflect on the development of their own philosophy of teaching and learning and how their experiences have shaped them as individuals and learners.

### Learning and Assessment

Students examine how individuals learn and how that learning can be measured. They investigate the role of teachers in the learning process. Students consider the impact of teaching strategies, developmental stages and technology on learning. They consider models for formative and summative assessment, and the efficacy of educational measurements. Students engage with research on learning, including contemporary research and consider how those findings are employed in schools.

### Teaching and Engagement

In this unit, students focus on how learning can be planned and pedagogy applied to promote engagement. They investigate ways for students to experience joy in learning. Students evaluate ideas about optimising the physical learning environment. They investigate the pedagogical tools teachers use to overcome the challenges faced by individuals in accessing and succeeding in education. Students explore different approaches to classroom management and student wellbeing.

### Curriculum in Action

Students investigate the nature and purpose of different curriculums including the priorities of different curriculums. They examine the spoken and unspoken curriculums delivered in schools. Students evaluate different programs for implementing curriculum in schools. Students synthesise their disciplinary knowledge and understandings of learning to translate curriculum into sequences for student learning in the classroom. They investigate curriculum differentiation to plan for access to learning by all students.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

### Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

### Assessment Criteria

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

### Assessment Tasks

Assessment tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

### Rubrics

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

#### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:  
knowledge and understanding  
skills.

### Assessment Task Types

Weightings	Knowledge and understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"><li>• written results</li><li>• conclusions</li><li>• recommendations or question, e.g. an essay, a report, a portfolio/journal, a test/quiz, or an article, a stimulus-response task</li><li>• a product, e.g. develop resources</li><li>• a multimedia presentation or podcast</li><li>• lesson observations</li><li>• literature review</li></ul>	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"><li>• viva voce</li><li>• debate</li><li>• lesson design and presentation</li><li>• case studies</li><li>• social intelligence (teamwork, collaboration, leadership)</li><li>• reflection on the research process</li><li>• decision making</li><li>• interviews</li><li>• data set analysis</li></ul>

## VET & CAREERS DEPARTMENT

Coordinator: Mrs Jackie Males

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### BUSINESS SERVICES(A/M/V)

The Business Services course is written under the Business Services Training Package (BSB). 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 BSB30120 Certificate III in Business (Release 2), which is recognised nationally by employers and other training institutions. Students will also receive a Statement of Attainment for any competencies successfully completed. This course is delivered over two years.

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

## Course Pre-requisites

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There are no pre-requisites for this course.

## Competency based assessment in Business Services

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Students typically study the following competencies:

Code	Name
BSBCRT311	Apply critical thinking skills in a team environment
BSBTEC302	Design and produce spreadsheets
BSBWHS311	Assist with maintaining workplace safety
BSBXCM301	Engage in workplace communication
BSBWRT311	Write simple documents
BSBPEF201	Support personal wellbeing in the workplace
BSBSUS211	Participate in sustainable work practices
BSBTWK301	Use inclusive work practices
BSBPEF301	Organise personal work priorities
BSBTEC301	Design and produce business documents
BSBOPS304	Deliver and monitor a service to customers
BSBTEC202	Use digital technologies to communicate in work environment
BSBTEC201	Use business software applications

## Units

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### Information Management

Students investigate information management systems within organisations. They solve problems to improve organisational outcomes. Students analyse software applications used for recording and tracking information and apply skills in their use. They assess business records, efficiency, and effectiveness and reflect on their business impacts and compliance with ethical standards. Students refine numeracy and literacy skills for the purposes of understanding, processing, representing, and communicating organisational information.

### Workplace Practices

Students analyse concepts, models and theories that underlie workplace practices. They investigate professional communication, collaboration, and teamwork skills. Students assess wellbeing programs and practices for self and others. They develop knowledge and skills for producing business documents and apply these skills to work effectively in a variety of environments. Students refine literacy skills for the purposes of understanding, planning, editing, publishing, and communicating within a range of workplace situations, reflecting on their effectiveness.

### Relationship Development

Students analyse relationship development concepts, theories and models and apply these in a range of contexts. They investigate essential workplace practices and procedures for meeting customer service and stakeholder expectations. Students investigate digital platforms for providing customer service and communications. They analyse a range of procedures and practices for professional and personal innovation and improvement.

### Project Management

Students analyse basic project management models and operational practices and apply industry specific protocols. Students apply project management skills to completing tasks in a simulated work environment.

They develop the knowledge, skills and understandings that are required to provide effective organisational support. Students plan and implement workflows using business tools and reflect on opportunities for improvement and innovation.

## 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 III, a student must achieve competency at Level 3 standard in all units.

## Assessment in Business Services

### Assessment Task Types

<p>Suggested Tasks include:</p> <ul style="list-style-type: none"> <li>• continuous observation</li> <li>• cooperative project</li> <li>• drawings</li> <li>• demonstration test</li> <li>• folio</li> <li>• group project</li> <li>• individual project/activity</li> </ul>	<ul style="list-style-type: none"> <li>• planning tasks</li> <li>• presentations</li> <li>• real-life project implementation</li> <li>• reflection and evaluation report</li> <li>• research assignment validation task</li> <li>• research project</li> <li>• risk assessments</li> <li>• workplace simulation</li> </ul>
<p>No task should be greater than 60% for a 1.0 or 0.5 unit</p>	

### Additional Assessment Advice

- 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.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

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

- knowledge, understanding, and application
- skills.

## SPORT, FITNESS AND RECREATION (A/M/V)

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

Through the successful completion of required competencies, students may attain SIS30321 Certificate III in Fitness, a nationally recognised qualification endorsed by the fitness industry, employers and registered training organisations. If the full certificate is not achieved, students will receive a Statement of Attainment for individual competencies successfully completed.

This course is delivered over two years at Merici College (Years 11 and 12) and provides students with pathways into further training, employment, or related study in the sport, fitness and recreation industry.

## Course Pre-requisites

There are no course pre-requisites in Sport, Fitness and Recreation (A/M/V).

## Competency based assessment in Certific

Students typically study the following competencies:

Code	Name
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT052	Provide health eating information
SISFIT040	Develop and instruct gym-based exercise programs for individual's clients
SISFFIT036	Instruct group exercise sessions
SISFFIT035	Plan group exercise sessions
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
BSBPEF301	Organise personal work priorities
BSBOPS304	Deliver and monitor a service to customers
SISOFLD001	Assist in conducting recreation sessions
BSBXTW301	Work in a team
CHCDIV001	Work with Diverse people
SISXEMR003	Respond to emergency situations

## Units

### Sport, Fitness and Recreation Industry

This unit focuses on the professional practices, processes and procedures for individuals and organisations involved in the provision of sport, fitness and recreation. Students develop knowledge and understanding of the Australian sports, fitness and recreation industry such as relevant legislation, legal, safety and ethical obligations. They analyse the broad personal and societal benefits of the sport, fitness and recreation. Students develop and apply knowledge and skills for the safe planning, client preparation, and provision of sport, fitness, and recreational activities.

### Applied Sport, Fitness and Recreation

This unit focuses on developing the knowledge, understanding and skills to effectively plan, deliver and improve sport, fitness and recreational activities for individuals and groups. Students analyse concepts and models for determining, instructing, monitoring and evaluating sport, fitness and recreation experiences for a variety of purposes and clients. They develop and apply leadership, organisational, and communication skills when implementing sport, fitness and recreation activities or events.

### Inclusive Sport, Fitness and Recreation

This unit focuses on the developing knowledge, understanding and skills for facilitating sport, fitness and recreation activities for diverse client groups. Students investigate the specific physical, emotional and fitness needs, expectations and limitations of diverse groups and individuals when designing sport, fitness and recreation experiences. They analyse existing sport, fitness and recreation organisations and programs

available for access by diverse groups for improved physical and emotional outcomes and apply learnings in the creation of services.

### Community Activities and Events

This unit focuses on developing the knowledge, understanding and skills for the administration, organisation and facilitation of community sport, fitness and recreation activities and events. Students analyse principles and procedures for administration and project management of community events. They analyse regulatory, ethical and sustainability requirements for community events and apply this in the implementation of a service. Students investigate methods for evaluating events and reflect using data when proposing future improvements. They apply leadership and transferable work skills.

### 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 and fitness. A Certificate III in Fitness (SIS30321) is the entry-level qualification for working in the Australian fitness industry. It allows graduates to work under supervision in a range of gym and community fitness settings and is a common first step into the industry. It will provide foundations for students wishing to undertake further Fitness, Leadership and Recreation Courses offered by the fitness sector and/or gain employment in the fitness and sports industry.

### Assessment in Sport, Fitness and Recreation (BSSS component)

#### Assessment Task Types

<p>Suggested Tasks include:</p> <ul style="list-style-type: none"> <li>• continuous observation</li> <li>• cooperative production task</li> <li>• demonstration drawings</li> <li>• design folio</li> <li>• group project</li> <li>• individual project/activity</li> <li>• oral presentations</li> <li>• planning tasks</li> <li>• product pitch</li> </ul>	<ul style="list-style-type: none"> <li>• real-life project implementation</li> <li>• reflection and evaluation report</li> <li>• research assignment</li> <li>• research project</li> <li>• risk assessments</li> <li>• test</li> <li>• validation task</li> <li>• viva voce</li> <li>• workplace simulation</li> </ul>
<p>No task should be greater than 60% for a 1.0 or 0.5 unit</p>	

#### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

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

- knowledge, understanding, and application
- skills.

## HOSPITALITY (A/V/M/T)

The Hospitality course offers the opportunity for students to gain qualifications in [SIT20322 Certificate II in Hospitality](#).

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

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

This course should enable students to:

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

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

### Course Pre-requisites

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There are no pre-requisites required to study this course.

### Competency based assessment in Hospitality

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Students typically study the following competencies:

Code	Name
BSBTWK201	Work effectively with others
SITHFAB027	Serve food and beverage
SITHIND007	Use hospitality skills effectively
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHCCC024	Prepare and present simple dishes
SITHIND006	Source and use information on the hospitality industry
SITHFAB025	Prepare and serve espresso coffee
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
BSBSUS211	Participate in sustainable work practices

SITXINV006	Receive, store and maintain stock
SITXFIN007	Process financial transactions

## 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.

## Units

### Hospitality Essentials

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

### Hospitality Operations

Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. Students investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. They analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. Students plan, organise, prepare and serve a range of hospitality products that reflect current market trends and practices.

### Hospitality Industry

Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve food and beverage products, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

### Hospitality Management

In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

## Assessment in Hospitality

### Assessment Task Types

	Design Process	Design Solution(s)
	<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"> <li>• recipe/menu design</li> <li>• hospitality product design</li> <li>• design process documentation</li> <li>• product appraisal</li> <li>• essay</li> <li>• extended response</li> <li>• oral presentation</li> <li>• podcast</li> <li>• portfolio (design process)</li> <li>• project management</li> <li>• report</li> <li>• research task</li> <li>• review</li> <li>• seminar</li> <li>• theory test</li> <li>• coaching session</li> <li>• case study</li> </ul>	<p><b>Suggested tasks:</b></p> <ul style="list-style-type: none"> <li>• service process</li> <li>• simulation</li> <li>• restaurants practicals- front of house/back of house</li> <li>• practical tasks</li> <li>• social media strategy</li> <li>• major project</li> <li>• portfolio</li> <li>• website</li> <li>• practical exam</li> </ul>
Weightings in A/V 1.0 and 0.5 units	30 - 70%	30 - 70%
Weightings in T/V 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M/V 1.0 and 0.5 units	30 - 70%	30 - 70%

### Additional Assessment Information

- 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.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

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

- knowledge and understanding
- skills.

## FOUNDATION SKILLS

Foundation Skills is designed for senior secondary students following a modified pathway who need to develop essential workplace and vocational skills. Integrated into their overall Senior Secondary package, this course supports students in gaining the FSK20119 Certificate II in Skills for Work and Vocational Pathways (Release 1). It is ideal for those seeking to build confidence in literacy, numeracy, and employability skills to enhance future education or employment opportunities. This is not delivered as a standalone course.

### Course Pre-requisites

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There are no pre-requisites required to study this course.

### Competency based assessment in Foundation Skills

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Students typically study the following competencies:

Code	Name
FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKOCM004	Use oral communication skills to participate in workplace meetings
BSBPEF101	Plan and prepare for work readiness
BSBTEC201	Use business software applications
BSBCMM211	Apply communication skills
BSBTEC203	Research using the internet

# Appendix A: Moderation Procedures of Assessment Tasks

## Moderation

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

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

## Inter-College Moderation

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

Moderation Day 1 looks at work done by the Year 11 students. Moderation Day 2 looks at work done by the Year 12 students.

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

## Scaling Groups

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

## Small Groups and the Process for Moderation

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

## Appendix B: Student Responsibilities

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

Senior students are expected to:

### Participation in all community and academic events

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

### Work Ethic

- take responsibility for the timely completion of assessment items
- notify teachers via phone or email should they be absent on the day an assessment task is due to avoid late penalties.

### Administration

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

### Uniform and Behaviour

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