MISSION STATEMENT

Narrabundah College offers a challenging curriculum in a caring environment to meet the needs of students in an international community

CORE VALUES

- CHALLENGING CURRICULUM
- CARING ENVIRONMENT
- INTERNATIONAL COMMUNITY

The principal aims of Narrabundah College are to:

- develop students into independent, tolerant adults and to prepare them as lifelong learners in a rapidly changing world;
- provide a positive, stimulating and challenging learning environment;
- foster an appreciation of individuals and the needs of others in a socially and culturally diverse student community and the wider society;
- encourage students to fulfil their potential in a wide range of disciplines and activities and to become increasingly responsible for their own learning; and
- provide a curriculum built on sound academic and training principles which are appropriate for students with different abilities and requirements and which allows for specialisation in areas of particular interest or expertise.

The College values:

- democratic processes;
- the professionalism of its staff;
- students as individuals.
The Department of Education and Training in conjunction with all government colleges has produced the Colleges ACT Guide 2014.

The publication contains additional information to the Narrabundah College Student Directory. The Colleges ACT Guide 2014 offers a perspective on all colleges and the Senior Secondary System for both students and parents.

The Colleges ACT Guide 2014 can be obtained from any government college or high school.

I encourage you to use both the ACT Guide and the Student Directory as they complement each other.

Details are correct at time of printing but Narrabundah College reserves the right to change any details as necessary.
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College Governance

Narrabundah College Board

The Board is the general policy-making body of the college. Its functions include broad oversight of college activities, consideration of new course offerings and major changes to the curriculum, and approval of the budget. Representatives of each group in the college community work together on the board to determine policy and guide the development of Narrabundah College. Membership consists of three parents/community representatives, three teachers (including the Principal), two students, and a Department of Education and Training nominee. The Principal is the Executive Officer of the Board.

Board members are elected for two-year terms, with one or two members of each group replaced each year. Elections are usually held in February. A Board chairperson is chosen annually by the members and may be a student, a parent or the Departmental nominee. The Board meets monthly. Board minutes are available to any member of the college community, and the Board produces an annual report, which is also available on request and on the college website.

A parent or student interested in becoming a member of the college Board should contact the Principal or talk to any current Board member.

Parents & Citizens Association

Narrabundah College also has an active Parents and Citizens Association. The P&C keeps parents up-to-date with what is happening at the college, enables parents to contribute to college decision-making, fulfils a social role and controls the operation of the canteen, which makes a significant contribution to college funds. The P&C also hosts information evenings for parents during the year. Meetings are held during term, on the second Wednesday of the month at 7.15 pm. The office bearers of the P&C consist of a president, two vice-presidents, a secretary and a treasurer. The administrative committee of the P&C, including the office bearers, is elected at the annual general meeting usually in February each year. All parents or guardians are members of the P&C and welcome to attend meetings. Students, staff and members of the community are welcome to join the P&C.

Dates of Board and P&C meetings are advertised in the college calendar sent out to students at the beginning of each year, in college newsletters and available on the college website.

Student Governance Group

Students who want to be involved in a representative capacity can nominate for the Student Governance Group. The Student Governance Group members represent the student body on committees and act as college representatives on Canberra wide organisations. The Student Governance Group meets regularly and reports to college decision making bodies.
General Information

Communication with Parents
Parents are invited to ring the college if they have any queries about a student’s progress or any other aspect of the college. Individual interviews may be arranged on request.

College Calendar
A calendar showing such things as session dates, test weeks, parent teacher meetings and other major events for the whole year is issued at the start of the college year.

Parent Teacher Meetings
Parent/Teacher Meetings are three times a year. The exact dates are indicated on the college calendar.

College Newsletter
The College Newsletter is produced each term and posted to home addresses or emailed to parents. The dates for issue of the Newsletter are indicated on the college calendar.

The Counselling and Advisory Staff
The counselling and careers advisory staff at Narrabundah College are all vitally concerned with the welfare of the students.

Student Advisers and Transition and Careers Officer
Student Advisers and the College Transition and Careers Officer provide course, career and general advice to students. They are available to provide information on enrolment procedures, selection of courses, vocational information, student pathways plans and tertiary entrance requirements and applications. Other functions include:
- monitoring individual study programs and progress in courses;
- providing advice and help to students and parents where necessary;
- monitoring attendance – SMS, emails and phone calls to students and parents to communicate concerns and queries;
- organising career talks and visits;
- referring students to other appropriate people/agencies;
- advising on financial assistance for students in need;
- coordinating references to accompany job or scholarship applications.

Student Pathways Plan
Each student will be required to have a Student Pathways Plan and develop the Plan over the two years at college.

Student Counsellor
The Student Counsellor has special training in the counselling area and provides guidance, support and advice for students and parents concerned about personal relationships, their family situation, academic progress or other related areas.
Students with Disabilities

Narrabundah College is committed to providing for students with disabilities equitable and non-discriminatory access to the college program. Advice and assistance can be obtained from the College Counsellor or Special Needs Teacher.

N Group Teacher

All students are allocated to “N” Groups that they remain in for their two years in college. These groups meet weekly and provide important information, pastoral care and support programs to support the work done through normal classes. N Group Teachers monitor each student’s general progress, attendance and educational packages. They are the first point of contact for students who are seeking advice or support during their years at college.

Priority Enrolment Area

The Priority Enrolment Area for the college includes the suburbs of Barton, Deakin, Forrest, Fyshwick, Griffith, Harman, Kingston, Narrabundah, Oaks Estate, Parkes, Red Hill, Symonston and Yarralumla.

Choosing Your Courses

We recommend that you follow a broad program of study, which enables you to keep open your options for the future. Try to allow time for sporting and other recreational activities, which will enrich your general education and your time at Narrabundah College. You might like to have some association with the arts while at the college, or take up activities involving service to the college or wider community.

As there are no compulsory units or courses, your choices should relate to what you want to do after college. Take subjects that will prepare you for your future career or study plans. As well, focus on what you are good at and where your interests lie.

You also need to keep in mind tertiary entrance requirements, International Baccalaureate requirements if you intend to follow the IB Programme, French Baccalauréat requirements, Canberra Institute of Technology requirements, apprenticeship/traineeship procedures and the expectations of employers. You should discuss your choice of program with your parents, your high school teachers and the Narrabundah College student advisers.

Advisers from the college will visit high schools during October and November to plan study programs with students who have been offered a place at Narrabundah College. If the advisers do not visit your high school you will have an interview with one when you enrol in your subjects at the college.

- You should begin by enrolling in 6 subjects in Year 11. Your initial selections can be changed until the end of the second week of the session.
General Information

- If you wish to seek entry to a tertiary institution you should familiarise yourself with any prerequisites or assumed levels of prior knowledge for your intended course of study, as well as with the general requirements for tertiary entrance. This information is available from the advisers' area.

- If you intend to follow the International Baccalaureate Programme you must make an appointment with the International Baccalaureate Coordinator to select courses in accordance with the requirements of the IB Programme.

- If you are seeking enrolment in the French Baccalauréat Diploma Program, you must make an appointment with the Proviseur at Telopea Park School to select courses in accordance with the requirements of the program.

- If you are thinking of moving directly from Narrabundah College into the workplace you may select (A) accredited, (T) tertiary, (V) nationally recognised vocational courses and/or some (R) registered courses. (V) courses are oriented towards the development of skills and knowledge, which may equip you for direct employment in particular areas.

- You should study major courses in English and Mathematics because almost all tertiary institutions and employers require these subjects. If you are hoping to gain entrance to university, these subjects will assist in the development of skills necessary for the ACT Scaling Test (AST).

- Try to include a course or a session of a course, which enables you to develop computing and keyboard skills if you do not already have them.

Year 12 Certificate Requirements

A student will qualify for the award of an ACT Year 12 Certificate on completion of an educational program approved by the college as having a coherent pattern of study and which includes the equivalent of 17 standard units, including at least 3 minors from different courses.

Tertiary Entry Requirements

If you intend to proceed to tertiary study that is to go on a university, you must complete a tertiary package. To form a tertiary package you must complete courses in accordance with the following requirements.

Unit Requirements

- At least 20 standard units
- A minimum of 18 Accredited Standard units of which 12.5 must be (T) Accredited
- Up to 2 Registered Standard Units
Course Requirements

Your Accredited units must be organised to form:

- at least 3 Majors and 3 Minors
- or 4 Majors and 1 Minor
- or 5 Majors

Of these courses at least 3 Majors and 1 Minor must be T classified

You must sit the ACT Scaling Test (AST) in the second part of Year 12. Various publications providing more detailed information about tertiary entry and requirements are available from the Student Advisers at the college or the BSSS website - http://www.BSSS.act.edu.au.

Glossary of Terms

Sessions

To give students maximum choice, the Narrabundah College year is divided into three sessions:

- Session One (Q1) runs from February to April with a half standard (0.5) unit being offered;
- Session Two (M2) runs from April until September with a standard (1.0) unit being offered;
- Session Three (Q4) runs from September to December with a half standard (0.5) unit being offered.

(T) Courses

(T) accredited courses provide good preparation for tertiary or higher education studies and which, in content, presentation and methods of assessment, are compatible with success in such studies. Some (T) courses form the foundation for continued study of a particular discipline. Scores obtained in (T) courses may be used in the calculation of the Australian Tertiary Admission Rank (ATAR).

(A) Courses

(A) accredited courses have been accredited by the ACT Board of Senior Secondary Studies (BSSS) as being educationally sound and appropriate for students in Years 11 and 12.

(R) Courses

(R) accredited courses involve a minimal assessment and are designed to further students’ social, artistic, sporting and/or personal development. (R) courses consist of units with values from 0.2 of a standard unit to a 1.0 standard unit.

(V) Courses

(V) vocational courses are based on industry endorsed competency standards and, in addition to a Year 12 Certificate, deliver a nationally recognised vocational certificate.

Minor Course

Consists of at least 2 standard units taken in accordance with the course pattern set out for the subject.
**General Information**

**Major Course**
Consists of at least 3.5 standard units taken in accordance with the course pattern set out for the subject.

**Major Minor Course**
Consists of at least 5.5 standard units taken in accordance with the course pattern set out for the subject.

**Double Major Course**
Consists of at least 7 standard units taken in accordance with the course pattern set out for the subject. Students cannot count for their Year 12 Certificate or Tertiary Entrance Statement more than 8 standard units in a curriculum area.

**Units**
All (A), (A/V) and (T) courses are taught as standard (1.0) units and half standard (0.5) units. A standard unit represents a minimum of 55 hours structured learning activities and a half standard unit represents 27.5 hours. They are indicated throughout the Student Directory and are totalled to meet course requirements.

**Australian Tertiary Admission Rank (ATAR)**
Acceptance for tertiary study is based on this rank, which shows the percentage of students with lower aggregate scores than a particular student. The aggregate score is calculated by the office of the ACT Board of Senior Secondary Studies from (T) course scores provided by the college. A student’s three best Major scores and 0.6 of the next best Major or Minor course score are used to calculate the aggregate score.

An ATAR of 75.00 means that the student has an aggregate score better than 75% of aggregate scores (ie. the student is in the top 25% of students in Year 12 who qualified for tertiary entrance).

**ACT Scaling Test (AST)**
This is a test designed to obtain information about students’ aptitudes for studies at tertiary level. It measures verbal and quantitative reasoning processes in the general scholastic areas of humanities, social sciences, sciences and mathematics. The AST comprises a multiple choice test, short response test and a writing task. The AST provides a system-wide basis for the calculation of an ATAR. All students seeking an ATAR must sit these tests.

**Attendance**
Students are expected to attend all classes for which they are timetabled. Students who are absent from class run the risk of not fulfilling the requirements of the course(s) in which they are enrolled and may be deemed unassessable. Where an absence is unavoidable, eg. through illness, every effort will be made to ensure that students are not disadvantaged provided that an acceptable written explanation is given, substantiated by a certificate from a doctor or other health practitioner. It is ACT BSSS Policy that any student whose attendance falls below 90% of the scheduled classes/contact time/structured learning activities in a unit will be deemed to have voided the unit. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.
**General Information**

*Students whose attendance is unsatisfactory will not normally be awarded a score or grade or may find that the score or grade awarded is lower than they might have anticipated.*

**Assessment**

Assessment is continuous throughout each *Unit* and is based on assignments, essays, tests, “lab-pracs”, workshop projects, and creative works, etc - whatever is appropriate to a course area. At the end of each session, assessment for the *Unit* is totalled and finalised. You will receive a written report for all *Units* you complete.

**Unit Outline**

At the start of each unit students are given a *Unit Outline* detailing the content and the precise details of the assessment program, including dates when major items of work are due, and the moderation procedures used in each subject to ensure comparability of scores across classes.

**Assessment Planner**

Students are advised to construct a plan of their total obligations on a *Assessment Planner* provided by the Advisers through N Groups. This will allow them to monitor their obligations and discuss clashes and pressure points with their teachers and Advisers.

**Assessments**

Students must do all assessments at the scheduled times. Failure to do so will result in loss of the marks allocated for the assessment, and possibly withdrawal of credit for that unit. *This rule may be waived in cases of significant illness substantiated by a medical certificate.*

*Students should not plan to be absent for any reason during the assessment times. Permission will only be granted in exceptional circumstances.*

**Non-completion of Assessments**

If students fail to fulfill minimum requirements for attendance and completion of work in a unit they may not be assessed in the unit and hence the unit will not count towards the completion of a course or award of any certificate.

It is ACT BSSS Policy that unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit. The Principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

**Late Submission of Work**

All work must be submitted by 4:30pm on the due date otherwise penalties apply. Extensions can be applied for provided there is due cause and documentary evidence is adequate. It should be noted that computer failure, corrupted disk, fail e-mail etc are NOT acceptable excuses for lost or late work.

**Academic Dishonesty**

Plagiarism, cheating or copying is a serious issue. The College in conjunction with the ACT Board of Senior Secondary Studies has approved penalties for academic dishonesty. Students are permitted to take only approved materials/devices into tests and are required to submit their own work for assessment. Penalties will be imposed for unfair practices in tests, presentations and assignments. These penalties range from a reprimand or requirement to complete alternative assessment to cancellation of the
General Information

assessment result, unit, course or certificate. Students and parents will be notified in cases where penalties are imposed and may appeal.

Reports

Mid Session Reports

A mid session report is posted home for all students every session. This is not a formal report but provides a check on attendance, completion of work and behaviour during the semester-length session.

Session Reports

On the completion of each session of study students are issued with a report showing their scores, grades and a teacher comment. These are issued to students at the beginning of the next session. See the college calendar for dates.

How well you have done in each Unit will be reported in the following ways:

(R) Units

a ‘Pass’ or ‘Fail’.

(A) Units

You will be given a letter grade - A, B, C, D or E depending on how well you met the criteria for the course.

(V) Units

You will be assessed as C (competent) or NYC (not yet competent) for each competency.

(T) Units

You will receive a letter grade (A-E) and, in addition, a score, which indicates your rank, or position against other students in the same course. The mean and standard deviation for the moderation group is shown on the report.

Appeals Policy

The policy of the college is that the appeals process should be as open and non-threatening as possible. If we make a mistake we want to correct it. Students are encouraged to appeal if they believe that a unit score is wrong, or if they feel that they have been disadvantaged in some way by circumstances beyond their control. They may also appeal against instances where penalties have been imposed on them for improper practices in tests or in submitting assignments. **Students should appeal as soon as possible.**

The appeal may be made at any time during a unit or up to 5 working days after the publication of results for each session. For session 3 in Year 12 the appeal date is set by the BSSS and shown on the college student calendar.

Students who wish to appeal do not have to prove their case. They have the right to question and give reasons for their appeal, but the panel will assess all information provided and decide the outcome.
Appeals Procedures

Students considering a formal appeal against the assessment given for a unit must follow these procedures:

• Discuss the matter with the class teacher and if necessary a Student Adviser.

• If the matter is not resolved then the student must approach the Executive Teacher of the faculty, who will consider the evidence from the student and teacher concerned and then make a decision. If the Executive Teacher is the class teacher, another teacher from the faculty may do this duty.

Formal Appeal

• If the student is not satisfied with the decision of the Executive Teacher, then a formal appeal should be lodged with the Principal. Details of the contents of this appeal are available from the Executive Teacher in charge of appeals.

Appeal Panel

• An appeal panel will be convened consisting of the Principal or delegate, a teacher not involved in the student’s assessment and an external person nominated by the Office of the Board of Senior Secondary Studies (OBSSS).

• A student may be accompanied or represented by a friend during the appeal. The friend may be a student, parent or any other person.

• The panel’s decision will be conveyed in writing to the student.

• After receiving the decision, the student has the right to appeal to the OBSSS against the procedures used. Appeals to the OBSSS must be received within seven days of the date of the written decision of the College Appeals Committee. A copy of the OBSSS Policies and Procedures is available from the College.

• In Term 4 for a Year 12 student, less time is available for appeals. The relevant dates are published in the college calendar.

Repeating Students

Year 11

Students wishing to repeat Year 11 may be permitted to do so and their studies for the already completed year are cancelled. Students and/or parents should consult a Student Adviser if they are considering repeating Year 11. Approval to repeat must be given by the Principal.

Year 12

Students repeating Year 12 will receive a second ACT Year 12 Certificate after completing the repeated year. The Year 12 Certificate will report only the courses studied and grades awarded during the repeated Year 12. Approval to repeat Year 12 must be given by the Principal, who will interview all applicants during the first week of the school year.

Transferring Students

Students transferring to Narrabundah College from other schools may be given credit for studies at Year 11 or 12 (or equivalent). Documentary evidence of previous studies must be produced.

Students transferring from schools in the ACT will retain all subject data (apart from scores) from the previous school, except in exceptional circumstances determined by the Principal.
General Information

Students transferring to Narrabundah College from a school elsewhere in Australia or overseas should discuss the matter with a Student Adviser. Students will not be accepted into Year 12 later than the beginning of Session 1.

Interruptions to Studies

Some students may wish to spend from a few months to a year participating in exchange and overseas study programs sponsored by such organisations as the Australia/Japan Foundation, the Goethe Society, Rotary and the American Field Service. Students involved in such programs may have modifications made to their study programs to ensure that they are not disadvantaged.

Students intending to break their studies temporarily for any reason should seek permission in advance, in writing, from the Principal and consult with Student Advisers.

International Private Students

Students, who are not permanent residents of Australia or part of an approved exchange program, are charged fees which cover the full cost of the educational program. These are set by the ACT Department of Education and Training. Any student interested in attending the college as an International Private Student must apply through the International Education Unit, ACT Department of Education and Training.

The International Baccalaureate Programme

The International Baccalaureate (IB) Programme is designed for students who are seeking academic challenge in a program, which has an international orientation. Students who may wish to continue their upper secondary and/or tertiary studies overseas should also take advantage of this international educational passport. Narrabundah College is one of about 3,051 schools in more than 140 countries currently participating in the International Baccalaureate program and was the first school in Australasia to offer the diploma program.

This program offers a rigorous, comprehensive approach to learning in the last two years of secondary school with a system of courses and examinations that incorporate global perspectives. The program is based on the concept that general education at the upper secondary level should encompass the development of all the powers of the mind through which human beings interpret, modify and enjoy their environment.
Each student is required studying a second language and mathematics; to become familiar with one subject that exemplifies the study of human behaviour and with another that exemplifies the process of scientific enquiry; and to develop an acquaintance with aesthetic values.

By undertaking the IB Programme at Narrabundah College students will also complete the requirements for the ACT Year 12 Certificate.

It is highly recommended that students interested in participating in the International Baccalaureate Programme come along to at least 1 of the IB information sessions held at the college.

**IB Certificates**

Students who do not wish to complete a full diploma but who can demonstrate the need to study a particular IB course/s may be allowed to do so with the approval of the IB Coordinator or the Principal. On successful completion of the course/s they will be awarded IB certificates in the course/s studied. Enrolments for certificates will only be accepted at the commencement of Year 11 studies.

**IB Assessment and Examinations**

A range of assessment instruments is used including written examinations, oral exams, aural exams, major assignments and teacher assessment of class work. The bulk of assessment (70% or more) is examination based and marked by external examiners. With few exceptions, Narrabundah IB students take November examinations.

**IB Subjects**

Note that these are listed in the six (6) groups from which subjects must be chosen. All subjects listed may be examined at Higher level or Standard level except where indicated. Full details of all subjects are given in the body of the Student Directory (see Index).

**GROUP 1  ** * First Modern Language *

**Language A1.** At Narrabundah this is English, studied through the course World Literature.

**GROUP 2  ** * Second Modern Language *

**Language B** - for students with several years’ prior study of the language. Languages taught at Narrabundah are Chinese, French, German, Hindi, Italian, Indonesian, Japanese, Korean and Spanish;

OR

‘Ab initio’ **Language** - for students with no experience in the language chosen. These lead to Standard level examinations only. The languages taught at Narrabundah are Chinese, French, Indonesian, Japanese and Spanish.

Note that students may study a language not taught at the college if they are able to arrange suitable instruction at their own expense.

**GROUP 3  ** * Individuals and Societies *

Subjects taught are Modern History, Economics, Psychology, Environmental Systems and Societies (standard level only).
**General Information**

**Group 4 Experimental Sciences**
Biology, Chemistry, Physics, Environmental Systems and Societies
(Standard level only).

**Group 5 Mathematics**

**Group 6 One of the following**
Art, Ceramics, Design, Photography, Music, Theatre Arts.
Or a second subject from Groups 2, 3 or 4.

For students intending to pursue a full Diploma program both Theory of Knowledge and the Creativity, Action, Service (CAS) Program are essential courses of study. As well all students are required to complete an extended essay of 4000 words.

**IB Fees**
As the International Baccalaureate is an external program it attracts extra administrative fees:

**Entrance Fee:**
Payable by the student at the time of accepting a place at the college:
- IB Diploma students are required to pay a NON-REFUNDABLE entrance fee of $950 in addition to the normal parent contribution.

**Examination Fees:**
Students are required to pay for their own fees for International Baccalaureate examinations. A full Diploma of six subjects, Theory of Knowledge, Extended Essay and CAS costs approximately $1,100 payable over one or two years, depending on when the student sits examinations and the exchange rate.

**It is not possible to accept trust fund donations in lieu of International Baccalaureate charges.**

**Creativity, Action, Service (CAS)**
The aim of the CAS program is to foster active participation by students in a wide range of extension activities.
All International Baccalaureate Diploma students must participate in the CAS program. It involves a minimum of 150 hours of creative, athletic and service-oriented activities (approximately 50 hours of each activity).
Students maintain a logbook to record their involvement, which may be in a group activity organised through the college, or could be the maintenance of sporting, cultural and social activities developed as extra-cultural pursuits.

**Theory of Knowledge (R)**
Theory of Knowledge is an “interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom” (IBO).
Theory of Knowledge is compulsory for International Baccalaureate Diploma students. Units are normally offered sequentially, commencing in May of Year 11 and completed in April Year 12.
General Information

**Theory of Knowledge 1**
Introduces
- the problems of knowledge through a brief and selective history of philosophy
- the ways of knowing: reason, perception, language and emotion

**Theory of Knowledge 2**
Examines the problems of knowledge and ways of knowing in different areas of knowledge, such as the natural and the social sciences, literature, art, philosophy, focusing on such questions as: what are distinctive concepts/language used, what are tests for truth, what are dominant paradigms and influential contributors?

**Theory of Knowledge 3**
Explores the bases on which we make moral and political judgements and serves as an overview of the three units by examining some important truth theories.

**Assessment:**

*One Essay (1200 - 1600 words) and one oral presentation (10 minutes) is required by IB assessors. Students are required to keep a journal and participate in talks, tutorials, seminars, excursions and complete a written self evaluation report for each presentation.*

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**French-Australian Bilingual Program**

The two-year preparation for The French Baccalauréat is part of the French-Australian Bilingual Program. It is an extension of the French-Australian bilingual program based at Telopea Park School/Lycée Franco-Australien de Canberra.

The program is offered in Year 11 and Year 12 and it leads to the examination of the French Baccalauréat. Two different types of French Baccalauréat are offered. The students can prepare the French Baccalauréat based on **Literature and Languages** or the **Scientific** French Baccalauréat whose main subjects will be Mathematics, Physics, Chemistry and Biology.

- **Requirements:**
  - Students must have followed the entire French program from Kindergarten to Year 10 without interruption.
  - Students coming from another French school in the world are accepted in Year 11 or Year 12, provided they produce their reports.
  - The preparation for the French Baccalauréat is a challenging program, which requires personal work, interest, motivation and commitment throughout Years 11 and 12.
  - Students who study the French Baccalauréat and complete the required units at Narrabundah College will be awarded the ACT Year 12 Certificate and can apply to universities in Australia. The universities will convert their French Baccalauréat result to an ATAR equivalent.
General Information

The subjects offered:

- The subjects taught in French by French Teachers are:
  - French Literature;
  - Philosophy;
  - History and Geography;
  - Mathematics;
  - Physics and Chemistry;
  - Biology
  - English
  - PE

- Students wanting to study in Australian universities are strongly expected to complete a semester of English in mainstream classes while at Narrabundah.

- Languages are taught by Australian teachers. Students often choose English, Spanish, German, Italian or Japanese (one foreign language is compulsory for the Scientific Baccalauréat, two or three are necessary for the Baccalauréat based on Literature and Languages).
- Students have the opportunity to choose another subject from the ACT Year 12 at Narrabundah College.
- A report with the French subjects is given to the families at the end of each term. A meeting between parents and French teachers is organised at the end of each term, after the Conseil de Classe.

The examinations:

- The award of the Baccalauréat is based entirely on a final examination conducted by the French government in Sydney (except PE where the final mark is based on continuous assessment in Years 11 and 12).
- The Literature subject of the Baccalauréat examination is organised in mid June in Year 11. It is organised in Canberra.
- All the other subjects are part of the examination, which takes place in the French school in Sydney, in mid-June of Year 12.
- The French Proviseur at Telopea Park School is responsible for the organisation of the examinations and the parents are regularly informed about them.
- The results obtained in the French Baccalauréat program are also accredited for the ACT Year 12 Certificate.

Studies in French Universities:

The French Proviseur at Telopea Park School will help the students who passed the Baccalauréat, and their families, to apply for French Universities or a Classe préparatoire aux Grandes Ecoles, commencing in September of Year 12 or a year later. A grant is awarded to the student willing to study in France according to his/her results at the Baccalauréat.

Students who went through the whole French stream at Telopea Park School and Narrabundah College will be encouraged to go to France, as part of a national French policy to facilitate the enrolment of foreign students in French Universities (fees do not exceed 400 Australian dollars a year).

Contact:

The French Proviseur is always available to give any further information. Please ring Telopea Park School, 6205 5599.
Vocational Education and Training

Narrabundah College is a Registered Training Organisation (RTO) offering accredited courses based on National Training Packages. Narrabundah College is also able to manage students undertaking an Australian School based Apprenticeship Program (ASBA).

The Vocational courses help students in gaining and undertaking employment. Each Vocational unit consists of competencies. Assessment is competency based, in that the student will be required to demonstrate competency in each of a range of tasks measured against specified performance criteria.

Completed semester units of Vocational courses will be reported on the Year 12 Certificate using A-E grades according to the current system grade descriptors and a Vocational Certificate or Statement of Attainment listing competencies achieved, will also be awarded at the completion of Year 12.

Narrabundah College’s offerings are:

- **Fashion Design** – Certificate II in Applied Fashion Design and Technology – LMT21707
- **Business Administration** - Cert I BSB10107/Cert II BSB20107
- **Media** – Certificate II in Creative Industries Media – CUF20107
- **Information Technology** – Certificate ICA10111/Certificate II ICA20111/Certificate III CA30111
- **IT Structured Workplace Learning**
- **Furniture Construction** – Cert 1 in Furnishing LMF10108
- **Music** – It is anticipated that we will offer Music Industry C Course CUS20109 Certificate II in Music in 2014.

Details of the individual vocational courses are found in the various faculty listings.

**Recognition of Prior Learning RPL**

Students who have had previous work experience, training, education or life experience skills in one or more of the courses can apply for Recognition of Prior Learning RPL or recognition of current competence (RCC). This process recognises skills, knowledge and attitudes that you already have and can shorten the study time you have to undertake in the Vocational courses.

If your application is successful it will mean that you may not have to undertake part of your course.

You may contact the college’s Vocational Education and Training (VET) Coordinator, who will provide both advice and print information about the steps involved in achieving RPL status.
**General Information**

*Australian School Based Apprenticeships*

Australian School based Apprenticeships (ASBAs) offer students, 15 years of age or over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program.

A Certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours off the job training per week. A Certificate III qualification requires a minimum of 12 hours and 3 hours training. Some of the ASBAS that students have undertaken are in industries such as Building Construction, Information Technology, Hairdressing, Hospitality, Retail and Horticulture but there are many other industries that also offer ASBAS.

For more information contact the Transition and Careers Officer.

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**Courses Offered at Other Institutions**

It is possible for students to include in their Year 12 package courses offered by other institutions, such as the Australian National University, University of Canberra, School of Music, Open High School, Canberra Institute of Technology, other colleges, and the various language schools. Such courses must have been accredited by the ACT Board of Senior Secondary Studies (BSSS), and students must have approval from both Narrabundah College and the other institution concerned before the course is included.

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**Work Experience**

Work experience is a broad educational activity with many benefits in the areas of career awareness, social education and personal development. Students gain valuable skills from their participation in Work Experience and in some instances it may also lead directly to casual employment. Tertiary institutions are placing increasing importance on students having shown the initiative and commitment required to undertake these placements in many fields.

All students are encouraged to participate in work experience which is offered during the last week of each session. The dates are widely advertised throughout the college, in N Group notices and in the College newsletter. Students who are considering work experience should discuss possible options with the Transition and Careers Officer who will then facilitate all required documentation for the placement.

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**Registered Courses and Units**

A range of units and courses is offered by the college for recreation and extension purposes. Most of these registered units are listed under the separate subject sections throughout this document.
Parent Contributions
As part of the budget process the College Board sets a figure for a voluntary parent contribution to cover the cost of purchasing textbooks and other resources required to support the high quality educational program we offer. The cooperation of parents in making this financial contribution to the school has allowed the college to extend the number and variety of texts available to students, to expand the resources in the college library and to provide the general equipment and resources needed to support quality student learning. The quality of education received by students is very much improved as a result of these contributions.

General Contribution
The general contribution is $200 per year. This voluntary contribution may be paid in instalments. Any parent or guardian wishing to discuss contributions should phone the college and make an appointment to see the Principal.

Resources Contribution
On enrolment, students are asked to pay a voluntary resources contribution of $100 which covers the following:
- ID card with digital photograph;
- Year 12 Yearbook;
- textbook hire;
- printing allowance.
Any difficulties caused by this requirement should be discussed with the Principal.

Internet Access
All students will be given an individual logon for the internet.

Printing Allowance
Printing is monitored and the resources contribution provides for each student is provided with $10 in printing credits. Each page costs 10 cents. Should a student exceed this limit additional credits can be purchased from the College Reception.

Tax Deductible Donations
Tax deductible donations can be made to either:
- Narrabundah College Library Trust; or
- Narrabundah College Building Trust.
These trust funds are operated by the college, and parents often increase their financial contribution by donating $200 to each of these funds. The Australian Taxation Office requires that these donations be unencumbered, which means that no refunds are allowed.
Subject Consumables

Other payments requested by the college are for subject consumables. These apply to subjects/programs involving a high cost factor in consumable materials and are listed below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Session 1 and 3</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Art</td>
<td>$40</td>
<td>$80</td>
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<tr>
<td>Ceramics</td>
<td>$40</td>
<td>$80</td>
</tr>
<tr>
<td>Food and People</td>
<td>$40</td>
<td>$60</td>
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<tr>
<td>Textiles and Design</td>
<td>$20</td>
<td>$30</td>
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<tr>
<td>Fashion Design</td>
<td>$15</td>
<td>$25</td>
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<tr>
<td>Photography</td>
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<td>Graphic Design</td>
<td>$30</td>
<td>$60</td>
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<tr>
<td>Digital Photography</td>
<td>$40</td>
<td>$80</td>
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<tr>
<td>Film Making</td>
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<td>$ -</td>
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<tr>
<td>Radio</td>
<td>$40</td>
<td>$ -</td>
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<tr>
<td>Media Production</td>
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<td>$80</td>
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<tr>
<td>Media R Units</td>
<td>$12</td>
<td>$12</td>
</tr>
<tr>
<td>Languages (cooking)</td>
<td>$ -</td>
<td>$5</td>
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<tr>
<td>Design</td>
<td>$35</td>
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<tr>
<td>Woodwork</td>
<td>$40</td>
<td>$70</td>
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<tr>
<td>Architectural Studies/CAD</td>
<td>$20</td>
<td>$30</td>
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<tr>
<td>Music</td>
<td>$10</td>
<td>$20</td>
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<tr>
<td>I T Programming</td>
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<tr>
<td>Web Design</td>
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<tr>
<td>IT Animation 3D</td>
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<tr>
<td>Business Administration</td>
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<tr>
<td>Outdoor Education</td>
<td>$10</td>
<td>$20</td>
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<tr>
<td>Dance</td>
<td>$10</td>
<td>$20</td>
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<tr>
<td>Registered Sports</td>
<td>$5</td>
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</tbody>
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(These prices are correct at time of publishing - May 2013)

Excursions run by the college are expected to cover their own costs.
The subject consumables are voluntary contributions.
English/History

The English/History Department offers a wide range of courses, and units within each course. There are no prerequisites for entry to any course, although in most courses students must meet certain requirements regarding sequences or groupings of units to gain Minors, Majors, Major/Minors or Double Majors. Students should check carefully these particular requirements in each of the course details set out below.

English

Rules for composition of an English (T) course

- An English T course has no compulsory units but students entering Year 11 normally undertake the unit Approaches to English.
- An English T course must include one literature standard unit (1.0) or its equivalent.

**NB**
1. World Literature and English T are two discrete courses.
2. World Literature is normally open to all students. However, the unit ‘Unravelling the Text’ is only available to International Baccalaureate students.
3. If a course has equal numbers of English and World Literature units it will be counted as an English T course.

English (A)

The course is designed for students who wish to further their education in English in Years 11 and 12 but do not wish to prepare for study at university. Students will select Approaches to English (A) as the first unit of their course. Thereafter units offered will usually be negotiated by the teacher and students.

There are no compulsory units and the English (A) course follows basically the same content as for the English (T) course – see earlier. However, the assessment for English (A) course is not as demanding or as difficult as for the English (T) course.

Units from the English (T) course may also be included in the English (A) course if desired.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.
English (T)

This is a wide-ranging course designed to enable students of any ability to find a level which challenges and stimulates them. Within the limitations of the stated requirements, students are free to choose units they find interesting, and they can be confident their work in any unit will be reflected fairly in the final rank order of graduating students.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Language and Writing

Communication

Designed to help students become more critically aware of a range of methods of communication (e.g. advertising, propaganda) and more able to assess their value. (1·0)

Creative Writing

Enables students to write in various forms such as short story, poetry and scripts. (1·0)

Origins of English

Introduces a basic study of the growth of the English language. It follows an historical approach and looks at the relationship of English to other languages in the Indo-European family. (1·0)

Writing Workshop

Emphasises writing for creative self expression and personal enjoyment. Students have the opportunity to extend their personal and imaginative writing in various modes. (0·5)

Literature

Introductory Unit

Approaches to English

Designed to help students understand and practise basic principles of literary criticism and thus prepare them for college literary units. It is the first unit for Year 11 students. (0·5)

Fiction

Fantasy

Concentrates on acknowledged classics of fantasy fiction bearing in mind its origins in myth, legend, horror and science fiction. Students study two novels in depth and an extensive range of short stories, as well as other forms of writing and films. (0·5)

North American Literature

Examines the development of twentieth century American fiction through the study of two novels, a play, poetry and short stories. (1·0)

Science Fiction

Examines various aspects of science fiction such as time and space travel, the use of technology, future societies and colonisation of planets through a range of texts. (0·5)
Introduces a wide variety of short stories - mainly modern but also from earlier periods and from other languages in translation. (0·5)

Examines a collection of short literary genres such as the short story, the novella, short plays, poetry and film texts.

Examines three or four 20th Century novels by writers such as D.H.Lawrence, William Golding, F Scott Fitzgerald, John Steinbeck, Margaret Atwood and Alice Walker. (1·0)

Considers a wide range of poetry as written in recent times from many different countries. It also considers concrete poetry, sound poetry and some contemporary song lyrics. (0·5)

Considers the traditions underlying English poetry, literacy movements and terms, and studies key poems from a range of poets such as Blake, Keats, Arnold, Wordsworth and Donne. (1·0)

Deals with Shakespeare’s comedies most typically Much Ado About Nothing, A Midsummer’s Night’s Dream. (0·5)

Deals in detail with two or three Shakespearean tragedies, most typically Hamlet, Othello, King Lear or Macbeth. (1·0)

Deals with the fiction, drama and poetry of Australia’s Indigenous Peoples. It also gives some insight into aspects of contemporary Aboriginal culture. (0·5)

Introduces students to some important contributors to literature in English from Africa and the Pacific, eg. novelists Vincent Eri (Papua New Guinea) and Chinua Achebe (Nigeria). The unit also involves some poetry and drama from developing countries in both regions. (1·0)

Studies works of Arthur Miller, considering literary features and addressing issues such as materialism and oppression of the individual. (0·5)

Deals with some of the most lively Australian writing - works by Peter Carey, Helen Garner, Kate Grenville and David Williamson. The unit also considers some of the more challenging examples of Australian poetry and drama. (1·0)
English/History

**Burning Issues**
Examines the role of writers as social critics. (1·0)

**Children’s Narratives**
Looks at genres in children’s literature through a range of children’s books from different cultural traditions. This unit gives some understanding of children’s tastes, the qualities of children’s books and the ideas transmitted through them. (0·5)

**Children’s Literature**
Covers the development of children from birth to the end of adolescence. There is an emphasis on literature written for children. (1·0)

**Comedy and Satire**
Deals with works in which the author has held up a subject for other people’s amusement. Examples are taken from the novel, poetry and drama in order to examine the variety of techniques used. (1·0)

**Crime and Punishment**
Investigates a range of ideas in literature associated with crime and punishment with particular emphasis on drama and fiction. (0·5)

**East Asian Narratives**
Involves a study of narrative and literary genre from two of the world’s longest literary traditions, the Chinese and the Japanese. Writers studied include the famous Tang poet Li Po and Japanese writers such as Basho and Akutagawa. (1·0)

**European Classics**
Examines in detail three or four of the classic works of European literature from ancient Greece to the nineteenth century. Some works that can be studied here include *Oedipus Rex*, *The Decameron*, *Anna Karenina*, *Candide*, *Medea* and *Madame Bovary*. (1·0)

**Images of War and Peace**
Looks at a variety of sources (literature, diaries, letters etc) so as to enable students to read, discuss and write about a range of relevant material on war, conflict and peace. (1·0)

**Independent Project in English**
Provides an opportunity for motivated English students at the end of their course to devote a 0·5 unit to writing an extended essay on a topic of their own choice or a substantial creative work. (0·5)

**Introduction to Postmodernism**
Introduces students to the concept of the term ‘post modernism’, as it relates to a variety of contemporary cultural and artistic forms especially literature. (0·5)

**Postmodernism**
Investigates theories of postmodernism with reference to literature, literary theory, philosophy, art and cultural life. This unit is particularly helpful as a preparatory unit for students aiming to study English or related disciplines at tertiary level. (1·0)
Jane Austen
Studies works of Jane Austen, considering literary features and addressing issues such as the role of women. (0.5)

Latin American Literature
Involves a study of some classic works of fiction such as *Labyrinths*, *One Hundred Years of Solitude*, *The House of the Spirits* and poetry by Neruda, Vallejo and Octavio Paz. (0.5)

Love, Lust and Literature
Investigates the way love has been explored in literature through the ages. Students will read a selection of novels, some poetry and drama, and examples of love letters. They will also discuss the philosophical and psychological approaches to the notion of romantic love. (0.5)

19th Century English Writers
Investigates a wide range of the most interesting writing of the nineteenth century and gives a panoramic view of society in that period. (1.0)

Page to Screen
Emphasises visual literacy and literacy theory through the study of three written texts and their associated films. (1.0)

South and SE Asian Narratives
Concentrates on contemporary and historical narrative and literary genre including fiction, drama and poetry from a variety of South and South East Asian cultures. It also includes the study of contemporary and historical Indian fiction, poetry and drama. (1.0)

The Hero
Compares ways in which central characters have been presented in a variety of different works, including the anti-hero and the traditional pure-hearted superman. (0.5)

Travellers’ Tales
Considers the diversity of the travel genre and through the study of travel literature texts, considers techniques of this genre and examines socio-historical contexts. (0.5)

Women and Literature
Considers the variety of ways in which women have been presented in literature. It also examines the tradition of women’s writing. Students will discuss not only the changing roles of women but also the themes and techniques employed by female writers. (1.0)

Assessment
All units except writing units are assessed by a range of at home essays (or creative responses), in-class essays, and class talks. Writing units are assessed on a range of in class exercises, major pieces of extended writing, and the processes used to develop their original work.
World Literature (T)

This course is designed for International Baccalaureate students, but is open to any student and may be counted as part of the normal (T) English course. Texts studied are those set for examination by the IB organisation, and the development of the knowledge and skills required of students taking these examinations is emphasised.

- Rules for course length and composition: A Major course must contain a majority of World Literature units. Units from the English T course may be added as necessary to form a course.
- A Minor course consists of the equivalent of two standard World Literature units.
- World Literature units may be added to an English course provided that the English course still has a majority of English units.

_NB:_ If a course has equal numbers of English T and World Literature units it will be counted as an English T course.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

**Unravelling the Text**

Designed to hone skills in writing a commentary and literary essay, use literary terms in responses and closely study three texts representing different genres.

**Drama:** Shakespeare, *As You Like It or Twelfth Night*

**Novel:** Chinua Achebe, *Things Fall Apart or Adichie G N, Purple Hibiscus*

**Poetry:** A selection of poems (12-15) from modern Australian poets. (0.5)

**Literature In Translation**

Studies three works in translation and the cultural and linguistic issues which arise from such a focus. A study of the similarities and differences between the literary works from different cultures. (1.0)

Students will study the following texts:

**Latin American works**
- Marques, Garcia, *Gabriel Chronicles of Death Foretold*
- Sophocles, *Oedipus Rex*

**PLUS**
- Pamuk, Orhan, *My Name is Red or Pamuk, Orhan Istanbul: Memories and the City or Matthee, D Fiela’s Child or Claudel,P Brodeck’s Report or Mulisch,H The Assault.*
- Flaubert, Gustave, *Madame Bovary or Tolstoy, Anna Karenina*
- Murakami, Hiruki, *The Elephant Vanishes*
- Borges, Jorge Luis, *Labyrinths* (0.5)

**Donne, Frost and Roy**

Focuses on Arundhati Roy’s *The God of Small Things* as a detailed cultural study as well as a medium for social criticism. A detailed study of poetry form and techniques as used by a major poet, John Donne or Robert Frost or William Shakespeare or Wilfred Owen or Carol Ann Duffy. (1.0)
English/History

Two Women Writers

Focuses on the traditional distinction between fiction and non-fiction writing and includes a close analytical study of:

Jane Austen, *Pride and Prejudice* OR *Emma*

PLUS

one of the following:
Maya Angelou, *I Know Why the Caged Bird Sings*
Vera Brittain, *Testament of Youth*
Janet Frame, *To the Is-land*
Virginia Woolf, *A Room of One’s Own* (0·5)

Groups of Works

Focuses on a detailed study of the form and development of the play/novel.
Students will study the following texts:

Drama

Christopher Marlowe, *The Tragical History of Dr Faustus* (1604 quarto)
Brian Friel, *Freedom of the City*
Arthur Miller, *Death of a Salesman* or *The Crucible*
David Williamson, *Dead White Males* (1·0)

OR

Novel

Atwood, Margaret, *The Handmaid’s Tale*
Misty, Rohan, *A Fine Balance*
Barnes, Julian, *Flaubert’s Parrot* or Carey, Peter, *The True History of the Kelly Gang*.

World Literature Tutorial

Draws together thematic and technical elements which have arisen in books studied in earlier units. The approach to this unit would normally be as follows: approaches to writing a literary commentary on an unseen passage, traditional distinction between poetry and prose, and a wide range of poetry and prose passages both fiction and non fiction. (0·2) [R Unit]

Assessment:

At home and In class essays, class exercises, oral presentation, class discussion and commentaries. The exact weighting varies from unit to unit.
Theory of Knowledge (T)

Theory of Knowledge is an interdisciplinary course intended to stimulate philosophical reflection upon the knowledge and experience students gain inside and outside the classroom. Students are introduced to the big questions of philosophy (such as, What can I know? What must I do? What can I hope for? Who am I?) in a way that is continuous with their lives and with questions which arise from local and world events.

Theory of Knowledge offers students the opportunity to develop the ability to make clear distinctions and present succinct and effective arguments in a coherent and precise manner. Students reflect critically on knowledge and justifications for truth claims, value positions and worldviews. In a world of information and disparate knowledge, Theory of Knowledge provides a conceptual scaffold for students to integrate their learning.

Apart from the Introduction to Philosophy which is recommended as a beginning unit, the units can be studied in any order. Students can study a Minor or a Major in Theory of Knowledge course. They can also import one unit of Theory of Knowledge into an English Major.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Introduction to Philosophy a

Introduces Socrates’ idea of the examined life and the nature of philosophical reflection. It focuses on the question: What can I know? through a short history of epistemology. (0·5)

Introduction to Philosophy b

Considers such topics as ‘ways of knowing’, such as reason, language, perception, emotion and imagination and the role they play in our knowledge claims; the nature of philosophical argument and the uses of philosophy including what philosophers have said about the human condition. (0·5)

Language, meaning and Ethics

Considers such topics as the part language plays in knowledge and enquiry; the relationship between language and thought, language and culture, language and reality, language and power and the role of language in the formation of the self. Begins with such questions as: What is a moral issue? It investigates main ethical theories and positions and their application to life. (0·1)

Ways of Knowing a

Focuses on the different forms of enquiry which establish knowledge: science, mathematics, literature etc The investigation is framed by such questions as: What are distinctive concepts within the enquiry? What paradigms and theories frame enquiry within this area of knowledge? How are truth claims tested? (0·5)

Ways of Knowing b

Continues the enquiry begun in Ways of Knowing b, considering such areas of knowledge as history, the human sciences, religion etc. (0·5)
English/History

Aesthetics and Truth

Begins with the idea of beauty and considers influential theories of aesthetics. It could also explore such questions as whether the perception of beauty is innate or learnt, of moral issues raised by the fashion industry, the relationship between art and life and the basis for aesthetic judgments. Considers the philosophical notion of truth and could include such questions as: What are the sources of knowledge in relation to well-known philosophical positions such as Rationalism, Empiricism, Romanticism and Hermeneutical Philosophy; How do we determine that something is true in relation to philosophical theories of truth like Correspondence, Coherence and Pragmatism. (0·1)

Independent Research Unit

In their independent research project, students can select an area of research drawn from the Theory of Knowledge course they have pursued and are encouraged to develop a personal philosophy on the issue. (0·5)

Assessment

Assessments tasks include: Essay (Research and/or In Class), Journal, Short Response, Presentation/Seminar, Community of enquiry.

Debating and Public Speaking (R)

Debating enjoys a fine tradition at Narrabundah College. Students participate in the Douse Competition that takes place throughout the year. Students are given coaching and assistance with their debates and much fun is had. Debaters usually meet at lunchtime to allow students who have a wide variety of interests to take a line 8 subject as well as debating.

Narrabundah College also participates strongly in all available public speaking events, including the Plain English Speaking Competition and the Lions Oratory Competition. Students are assisted to construct entertaining speeches and deliver them with style.

History

History is a means of satisfying a natural curiosity regarding the diversity of human experience in time. Through the study of history, students acquire perspectives that give them a clearer understanding of many aspects of societies both past and present. Such understanding fosters a deeper appreciation of human experiences, providing a vital understanding of the world, the society in which we live, and a valuable set of skills.

The skills of history include examining and comprehending a wide variety of materials, seeing conflicts, making judgements, developing thinking, communicating ideas and making logical conclusions. Anyone with these skills is capable of succeeding in many subjects and occupations. Moreover, history provides a rewarding leisure interest. Many television shows or books have historical incidents as their central focus and many news items have historical origins. History will give you an insight into such areas.
History has a direct connection with a number of professions such as law, journalism, politics, teaching, librarianship and archaeology. Research skills provide a useful background course of study for occupations in the public service, travel, banking, business and administration. Students undertaking trade courses which require a communications or humanities component in their course requirements will also benefit from studying history.

Unit Description

History units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

International Baccalaureate

Standard Level students must take the following units: World War One, World War Two, Superpower Conflict, Struggles for Independence. Higher Level students must take the above units, as well as From Manchu to Mao.

Ancient History (T/A)

The Land of the Nile
A study of the methods of archaeology and history, followed by closer investigation of Ancient Egypt. (0.5)

Greece to the Persian Wars
The emergence of the Greek city states, the background and causes of the wars between the Greeks and the Persians and the results of this war; Athens in the 5th Century BC compared with Sparta, and the social history and literature of the period. (1.0)

The Age of Alexander
Macedonian imperialism under Philip and the varying assessments and interpretations of the career of Alexander the Great. (0.5)

The Glory that was Rome
An introduction to Roman politics and society to the crisis of the late republic, the wars and turmoil from the Gracchi to Sulla. (0.5)

The Roman Revolution – Pompey to Augustus
The turbulent period after Sulla’s death, the careers of Julius Caesar and Augustus, personalities and society of the time including Antony and Cleopatra. The establishment of the empire; study of Roman writers on Roman life, politics and society. (1.0)

Rome in the Age of Emperors
The golden period and the decline of the Roman Empire, politically, socially and culturally, studying emperors such as Nero, Trajan, Marcus Aurelius, Diocletian and Constantine. The clash between paganism and Christianity. (0.5)

Assessment

Essays (at home and in class), tests, oral presentations and document studies. The exact weighting given to each component varies from unit to unit. The assessment pattern for accredited units will be negotiated with students.
Modern History (T/A)

World War One
The background to the outbreak of World War I: the nature of warfare, the course of the war and its consequences. (0.5)

World War Two
Europe after World War I: Weimar Germany, the rise of fascism, the causes, course, and consequences of the war; social impact of the war; peace making after the war. (1.0)

Superpower Conflict
The power rearrangements after the Second World War to the end of the Cold War, the global consequences of the division of Europe; advances in technology and new types of warfare, crises and détente.

From Manchu to Mao
The effects of European imperialism on China, the growth of nationalism and communism. China under Mao and China since Mao. (0.5)

Struggles to Independence
Events and influences precipitating the break up of the European colonial empires in Africa, South East Asia and the breakup of the Soviet Empire; the methods, both peaceful and violent, by which liberation was achieved, and the development of the new nation-states. (1.0)

Contemporary Conflict and Issues
An examination of the Arab-Israeli conflict. The religious claims, Zionism, role of Great Britain and the UN, post partition wars and attempts at peace. (0.5)

Modern Revolutions
A study of the concept of what constitutes a revolution by examining either the Russian revolution or the Chinese Revolution. (0.5)

Australia – First World War and Its Impact
The background to the campaign for Federation and the events leading up to the creation of the Commonwealth of Australia. Topics include Gallipoli and its impact on national identity, the Western front, the Home Front and the changing role of Australia on the world scene. (0.5)

Australia in the Modern World
An examination of post-World War II Australia, in particular war’s impact, the Menzies era, important social, political and economic developments, Indigenous issues, and Australia’s developing global activities. (1.0)

Assessment
Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. The assessment pattern for accredited units will be negotiated with students.
This course is taught in the French language and is suitable for students continuing studies from the bilingual stream at Telopea Park School where students will have already studied the course for a semester, students fluent in French, or students intending to take the French Baccalauréat examinations. Units may be taken in the Science stream as a Minor, or in the Literary stream as a Major or Minor. Further information is available from the English/History faculty in the college.

**Science Stream**

**Histoire Géographie S1**
Totalitarianism and the causes and nature of World War 2. (0·5)

**Histoire Géographie S2**
France and its territories, European regions, colonies and decolonisation; consequences of World War 2, ideological systems and the Cold War. (1·0)

**Histoire Géographie S3**
Globalisation and interdependence; the USA and the Atlantic connection. (0·5)

**Histoire Géographie S4**
France 1945 to the present: political, economic, social and cultural changes; France’s relations with world. (0·5)

**Histoire Géographie S5**
East Asia: the Japanese urban megalopolis; North-South relations, eg in the Mediterranean region. (0·5)

**Literary Stream**

**Histoire Géographie L1**
Nationalism and World War 1. Case studies of European countries: Germany or UK, Spain or Italy, France. (0·5)

**Histoire Géographie L2**
Totalitarianism and the causes and nature of World War 2, Western liberal democracies between the wars. Consequences of World War 2, ideological systems and the Cold War, decolonisation. (1·0)

**Histoire Géographie L3**
Globalisation and interdependence; France 1945 to the present: political, economic, social and cultural changes. (1·0)

**Histoire Géographie L4**
The USA as a superpower and the Atlantic alliance, the European Union, the Japanese urban agglomeration. (0·5)

**Histoire Géographie L5**
North-South relations, eg in the Mediterranean region. Modern Russia; international relations; the UN. (1·0)

**Assessment**

*Investigation, interpretation and communication are assessed as in other history units, but the assessment items may be modified to improve skills needed to satisfy the requirements of the French Baccalauréat examination.*
This course explains how and why politicians behave as they do, and how issues in public debate such as the republic, human rights, the environment, taxes and censorship are resolved. Australia’s democratic system is compared with other democratic and authoritarian systems, and major governments around the world: USA, Russia, Japan, and India. Students often have opportunities to attend youth conventions and meet politicians, or do work experience in government departments.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

**Introduction to Australian Politics**

The constitutional framework of the Commonwealth Government, Federal Parliament, Federation, responsible Cabinet government. The political parties, the electoral framework, the electoral process in operation with special reference to a recent election. (0.5)

**Elections, Pressure Groups and the Media**

The nature and influence of pressure groups; the role and influence of the media in the political process; the influence of socio-economic factors in Australian politics. (1.0)

**International Relations**

A study of the structures and functioning of international political organisations and relationships. A number of case studies will be examined. (0.5)

**USA Politics**

A study of the structures and functioning of the United States of America’s political system. (0.5)

**Politics of Russia and China**

A comparative study of the structures and functioning of the political systems in Russia and China. (1.0)

**Politics Research Unit**

A guided research unit. Each student will select a topic from a list of contemporary political issues and present a research essay of approximately 3000 words on the chosen topic. (0.5)

**Assessment**

*Essays (at home and in class), tests, oral presentations and document exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.*
Mathematics

Narrabundah College offers four mathematics courses:

- Specialist Mathematics (T)
- Mathematical Methods (T)
- Mathematical Applications (T)
- General Mathematics (A)

Selection of Courses

Students may study mathematics as a Double Major, Major/Minor, Major or Minor course.

The courses are designed for students to progress naturally from one unit to the next, continually building on their skills. Movement between courses is possible. Students may change from Methods to Specialist or from Applications to Methods after the first session only and may change from Specialist to Methods or from Methods to Applications anytime during year 11. A student with an unsatisfactory grade (E or V) in any unit will be allowed to proceed to the following unit only after discussion with the class teacher, the Executive Teacher and other relevant staff.

Specialist Mathematics (T)

This course is designed to prepare students for university studies which assume a high level of understanding of mathematics and creativity in its use, such as scientific research, actuarial studies, engineering, computer science and mathematics itself. Students should have achieved above average grades at the top level of high school mathematics. The course is offered as a major (consisting of the Specialist Core units), or as a major-minor or double-major (consisting of the Specialist Core units and sufficient of the Specialist Option units to form either a major-minor or double-major).

Mathematical Methods (T)

Mathematical Methods is designed to prepare students for university studies in subjects that involve a significant amount of mathematics, including calculus, such as accounting, commerce and applied sciences. The course is offered as a Minor or Major.

Mathematical Applications (T)

This course is designed to provide background for students wishing to enter tertiary studies in subjects that involve quantitative elements, such as nursing, psychology, sociology, education, administration and laboratory technology. The course is offered as a Minor or Major.

General Mathematics (A)

This course aims to provide an understanding of the mathematics appropriate to the workplace and for everyday living, with emphases on practical maths and personal finance. The course is offered as a Minor or Major.

International Baccalaureate

Higher Level: Students must study a Specialist Mathematics Major/Minor or Double Major.
**Standard Level** - Students studying this level should study at least a major in Mathematical Methods.

**Standard Level - Studies:** Students studying this level are advised to complete a minor in Mathematical Methods (MM1, MM2, MM3) in Year 11 to meet IB curriculum requirements. They may continue with Methods or change to Applications in Year 12.

**Graphics Calculators**

All Students studying T level courses are expected to purchase a graphics calculator, as they are an integral part of our program. The recommended model is the Sharp EL 9900. It is available at the college at the reduced price of approximately $80.

*Please note: this calculator is no longer recommended for the IB. Contact the maths faculty for IB specific information.*

**Specialist Mathematics (T)**

**Prerequisites**

Students enrolling in this course should have an above average result in Year 10 Mathematics at advanced level, or equivalent.

**Course Description**

Topics covered include coordinate geometry, calculus, matrices, trigonometry, statistics, logic, vectors, complex numbers and abstract algebra. Students generally enrol in one unit from the Specialist Mathematics core stream each session to complete a major. To complete a major-minor or a double major they should also enrol in the Specialist Mathematics Options stream in each session. At the discretion of the Executive Teacher, other units may form part of the course when a student transfers either from another school or another mathematics course during Year 11.

Students who complete mathematics units in the advanced programs offered by the Australian National University may count these units towards their Specialist Mathematics course.

**International Baccalaureate**

**Higher Level** students should complete all units from the Specialist Mathematics Core stream and enough units from the options stream to complete a major-minor or a double major. Tutorials will be offered in Year 12 for IB exam preparation.

**French Baccalauréat**

A number of units are delivered in the French language to meet the needs of students attempting the French Baccalauréat program. Any student from the French Baccalauréat program intending to study extra Mathematics units must discuss the requirements with the Executive Teacher, Mathematics, early in Year 11.

**Assessment**

*In each of the T courses students will encounter a variety of assessment items that could include conventional assignments, closed and open-book tests, overnight questions, open-ended projects, practical work, group work and class presentations. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects.*
Mathematics/Information Technology

Mathematical Methods (T)

Prerequisites
Students enrolling in this course should have a good result in the top Year 10 Mathematics course, or an excellent result in the second level of mathematics offered in Year 10.

Course Description
The areas covered in this course are: Sequences and Series, Functions and Relations, Differential Calculus, Statistics, Probability and Combinatorics, Matrices, Integral Calculus and Optimisation.
Students enrol in one unit each session from the Mathematics Methods stream. At the discretion of the Executive Teacher, other units may form part of the course when a student transfers either from another school or another mathematics course during Year 11.

International Baccalaureate

Standard Level - students should complete all units from Mathematical Methods 1 – 5 in order to prepare sufficiently for the exams. Tutorials will be offered in Year 12 for IB preparation.

Standard Level (Studies) Students studying this level are advised to complete a minor in Mathematical Methods (MM1, MM2, MM3) in Year 11 to meet IB curriculum requirements. They may continue with Methods or change to Applications in Year 12.

Assessment
In each of the T courses students will encounter a variety of assessment items that could include conventional assignments, closed and open-book tests, overnight questions, open-ended projects, practical work, group work and class presentations. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects.

Mathematical Applications (T)

Prerequisites
Students enrolling in this course should have at least a good result in the second level of mathematics offered in Year 10 Mathematics.

Course Description
The areas covered in this course are: Modelling and Optimisation, Financial Applications, Applied Geometry and Trigonometry, and Statistics and Probability.
Students enrol in one unit from the Mathematical Applications stream each session. At the discretion of the Executive Teacher, other units may form part of the course when a student transfers either from another school or another mathematics course during Year 11.
International Baccalaureate

**Standard Level - Studies:** Students studying this level are advised to complete a minor in Mathematical Methods (MM1, MM2, MM3) before transferring to Mathematical Applications in Year 12.

**Assessment**

In each of the T courses students will encounter a variety of assessment items that could include conventional assignments, closed and open-book tests, overnight questions, open-ended projects, practical work, group work and class presentations. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects.

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**General Mathematics (A)**

**Course Description**

The units in this course are listed below, in the pattern in which students would normally attempt them. Units are non-sequential and may be completed in any order. No duplication is allowed.

**Course Patterns**

A Major course consists of the equivalent of 3.5 standard units.

A Minor course consists of the equivalent of at least 2 but less than 3.5 standard units

**Unit Description**

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

**General Mathematics 1**

Food, Fitness and Hospitals (0·5)

**General Mathematics 2**

Travel, Statistics and Trigonometry (1·0)

**General Mathematics 3**

Earning and Local Travel (0·5)

**General Mathematics 4**

Owning a car and Chance (0·5)

**General Mathematics 5**

Travel, Property and Applicable Maths (1·0)

**General Mathematics 6**

Moving Out and Personal Finance (0·5)

**Assessment**

A variety of assessment methods will be used with emphasis being placed on practical projects and applied assignments along with tests and classwork.

All groups will generally consist of a year 11/12 mix of students.
Information Technology

- Information Technology (T/A/V)
- Structured Workplace Learning Unit (T/A/V)

Information Technology (T/A/V)

The Information Technology course has been developed to empower students to participate in an information dependent society. Skills in problem solving, teamwork and communication, and an understanding of how information can be gathered, represented, stored, accessed, manipulated and communicated are essential components. This course provides students with the opportunity to develop understanding of the advantages and limitations of information technology. It provides students with practical experiences which will enable them to make rational decisions about the use of information technology and to provide skills that they will need in future employment or study.

The course has a strong focus on multimedia - the incorporation of sound, graphics, video, animation and text – and all streams of study will encourage students to integrate these technologies into their work. It is recognised that the days of data being considered to be just text and numbers are long gone.

All units offered in this course are vocationally accredited (V). In addition, students can choose to complete most units at an Accredited (A) or Tertiary (T) level.

Year 11 students with no prior IT experience commence their IT studies with the Digital Image, Sound and Video Editing unit. This unit provides them with the opportunity to study images, video and sound from both practical and theoretical perspectives, and affords plenty of time for experiment with equipment. Any Year 11 students with prior experience may choose to study Introduction to Website Design

Four streams of study are available to students within the Information Technology course structure, to help cater to a diverse range of interests and career aspirations;

- Web Design
- Animation – 2D and 3D
- Programming and Robotics
- Applications and Digital Editing.

Students follow units in each of these streams to complete a minor, a major, a major minor or a double major in Information Technology. There is, however, flexibility for students to move between streams. In addition, a range of units are available for independent study, including Object Oriented Programming with VB.Net. These units are available only to students who can demonstrate a very high level of IT proficiency.
### Information Technology T/V & A/V - 2014

<table>
<thead>
<tr>
<th>Stream</th>
<th>Session 1 (0.5 units each) Term 1</th>
<th>Session 2 (1.0 units each)</th>
<th>Session 3 (0.5 units each) Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Web Design</strong> (A/T/V)</td>
<td>Introduction to Website Design</td>
<td>Computer Games Programming</td>
<td>IT Project</td>
</tr>
<tr>
<td></td>
<td>Dreamweaver / Photoshop</td>
<td>and Design (with Java scripting) / Dynamic Website Construction</td>
<td></td>
</tr>
<tr>
<td><strong>Animation 2D/3D</strong> (A/T/V)</td>
<td>Digital Media Foundations</td>
<td>3D Graphics Modelling and Animation 3D MAX / Computer Games Programming and Design (with Java scripting)</td>
<td>Animation 2D Flash</td>
</tr>
<tr>
<td><strong>Applications</strong> (A/T/V)</td>
<td>Digital Media Foundations</td>
<td>Relational Databases and Spreadsheets Excel, Access, SQL</td>
<td>Introduction to Networking</td>
</tr>
</tbody>
</table>

In addition, students also work towards nationally accredited vocational qualifications in Information Technology. Students are assessed against a variety of IT competencies, and are given the opportunity to spend a week in a relevant IT based workplace. Students who demonstrate the required competencies will receive a Certificate I in Information Technology, or a Certificate II in Information Technology. If not all competencies are met then a Statement of Attainment is issued. To complete a Certificate II students need to also undertake 2 structured work placements. A Statement of Attainment from Certificate III level competencies can also be achieved. Vocational qualifications are recognised nationally, and may give students recognition towards further study.

With all Information Technology courses, if students have a demonstrated level of expertise in an area, it is possible to enter a stream at a point that recognises their prior learning/current competence. This needs to be negotiated with the Executive Teacher of the IT/Mathematics Faculty. Students may however wish to consider pursuing study in an area of existing knowledge to help consolidate their knowledge and to provide them with a potential opportunity to achieve a good result.

**Unit Description**

All units are offered as either half-standard (0.5) and/or standard (1.0) units. Refer to the grid above for details of how the units fit together within each stream. Students can choose to follow a stream, or to study units across different streams. There may be prerequisites for some units.
Web Design (T/A/V) Stream
This stream is for students keen to learn about website development technologies. Students begin with a unit on introductory HTML scripting and the use of Dreamweaver as a tool for web development. There are no prerequisites to this unit. This unit works with creating multimedia elements to be integrated into a fully functional web site.

Animations 2D/3D (T/A/V) Stream
Students begin this stream with Digital Image, Sound and Video Editing. There are no prerequisites for the first session unit, which offers a sound introduction to the basics of digital graphics, sound and video editing theory and application. Students are given experience in the use of a range of software applications including Photoshop, Audacity, Windows Movie Maker and Premiere Elements. Excel is used to mathematically predict file sizes and download times. The middle session then shifts its focus to 3D modelling and animation, using 3D Max. There is no prerequisite to this unit. Students will learn the fundamentals of modelling and animation in a 3D digital environment, before going on to work with more complex areas such as human form animation. In the last session Flash is used to create 2D animations using a variety of techniques – motion tween, shape tween, path, and frame by frame animation. Through the use of basic programming techniques using the Flash Actionscript language, these animations are made interactive. The project for this unit involves students creating a digital interactive online storybook. There are no prerequisites to this unit.

Programming & Robotics (T/A/V) Stream
Students begin this stream with Digital Media Foundations or Basic Systems Analysis & Design, before moving on to programming. The Flash Actionscript programming language, Java or Visual Basic.NET is the language of choice at this College. This is because it very easily facilitates the ability to be able to program and control multimedia elements (Graphics, Sound & Video) rather than just text and numbers, and it closely resembles C++ in its syntax. Students learn the fundamentals of programming commands and structure in a rich multimedia environment. Games programming is the focus of this unit. There are no prerequisites to this unit. The middle session gives students an opportunity to further enhance their programming skills in Flash. These skills are then put to good use in the field of Robotics during session 3. Students create their own robots out of lego, and then control these through the use of the language NXT, a language with the same structure and commands as Flash Actionscript.

Applications (T/A/V) Stream
This stream is an ideal entry point for students who have had little or no experience with Information Technology. It is also the entry point for Year 11 study. There are no prerequisites for the first session unit, which offers a sound introduction to experience in the use of a range of software applications.
including Photoshop, Audacity, Windows Movie Maker and Premiere Elements. Excel is used to mathematically predict file sizes and download times. The middle session provides students with an opportunity to firstly, develop skills to implement design using a visual programming environment, applying these skills in the production of computer games. The final session introduces the concepts and theory underpinning computer networks and allows students to understand the complexity of network creation.

Project Units - IT, Multimedia, Independent
A range of 0.5 point project units are available for students to choose from in the final session. These units offer students the opportunity to engage in an independent study program where they develop a project related to the theme of their stream of study. It should incorporate as much of what they have learnt through the year as possible. Students are encouraged to further this knowledge with research. Projects are presented to the class at the end of the year. It is possible to do a 1·0 project unit, but you will need to seek approval from the Executive Teacher of IT/Mathematics.

Assessment - Non Project Units

<table>
<thead>
<tr>
<th>Assignments</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Tools</td>
<td>40%</td>
</tr>
<tr>
<td>Demonstrated</td>
<td>40%</td>
</tr>
<tr>
<td>Documentation</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>50%</td>
</tr>
</tbody>
</table>

Assessment - Project Units

Project units are assessed as a single assignment, and include a final presentation of the project to a panel of staff, students and external moderators.

The assessment of the project is based on three criteria:

- Use of Tools 40%
- Demonstrated Skills 40%
- Documentation 20%

There are no tests for project units.
Structured Workplace Learning Unit

Students can complete a one week structured work placement for completion of the Certificate II. Students spend a week in the IT industry setting to promote professional client support. Students who study the T/A/V Information Technology course and demonstrate competence in the listed units will be awarded one of the following nationally recognised Vocational Certificates or a Statement of Attainment.

VET Qualifications

ICA10111 Certificate I in Information, Digital Media and Technology

To receive the ICA10111 Certificate I in Information, Digital Media and Technology the following packaging rules apply:

- 6 units of competence are required to complete the qualification, including:
  - 4 core competencies
  - 2 elective competencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT101A</td>
<td>Operate a personal computer</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT102A</td>
<td>Operate word-processing applications</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT103A</td>
<td>Use, communicate and search securely on the internet</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT104A</td>
<td>Use digital devices</td>
<td>Core</td>
</tr>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCCMM101A</td>
<td>Apply basic communication skills</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT106A</td>
<td>Operate presentation packages</td>
<td>Elective</td>
</tr>
</tbody>
</table>

ICA20111 Certificate II Information, Digital Media and Technology

To receive the ICA20111 Certificate II in Information, Digital Media and Technology the following packaging rules apply:

- 14 units of competence are required to complete the qualification, including:
  - 7 core competencies
  - 7 elective competencies
  - 1 week of Structured Workplace Learning (SWL) is highly recommended.

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
<td>Core</td>
</tr>
<tr>
<td>BSBSUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT201A</td>
<td>Use computer operating systems and hardware</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT202A</td>
<td>Work and communicate effectively in an IT environment</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT203A</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
</tbody>
</table>
### Mathematics/Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICAICT204A</td>
<td>Operate a digital media technology package</td>
<td>Core</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT205A</td>
<td>Design basic organisational documents using computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT206A</td>
<td>Install software applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT207A</td>
<td>Integrate commercial computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT209A</td>
<td>Interact with ICT clients</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT210A</td>
<td>Operate database applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT211A</td>
<td>Identify and use basic current industry-specific technologies</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS201A</td>
<td>Maintain inventories for equipment, software and documentation</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS202A</td>
<td>Apply problem-solving techniques to routine IT malfunctions</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS203A</td>
<td>Connect hardware peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS204A</td>
<td>Record client support requirements</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS206A</td>
<td>Detect and protect from spam and destructive software</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS207A</td>
<td>Protect and secure information assets</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS208A</td>
<td>Maintain IT equipment and consumables</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS209A</td>
<td>Connect and use a home-based local wireless network</td>
<td>Elective</td>
</tr>
<tr>
<td>ICPMM321C</td>
<td>Capture a digital image</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFDIG201A</td>
<td>Maintain interactive content</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFCAM201A</td>
<td>Assist with a basic camera shoot</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFDIG303A</td>
<td>Produce and prepare photo images</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
<td>Elective</td>
</tr>
</tbody>
</table>

If the full requirements of a Qualification are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to NVR Standards.

Although a Certificate 3 in Information Technology is unattainable through the College’s IT course, a statement of attainment can be achieved listing the competencies covered.

### Statement of Attainment ICA30111 Certificate III in Information, Digital Media and Technology

To receive a Statement of Attainment towards ICA30111 Certificate III in Information, Digital Media and Technology students must follow one of the streams below and demonstrate the underpinning knowledge and skills required at AQF Level 3 over time and in a variety of industry contexts:

Available streams:
- Group A Applications
- Group B Network administration
- Group C Support
- Group D Web technologies
- Group E Multimedia
- Group F General Electives
One week of Structured Workplace Learning (SWL) in the area of specialisation or demonstration of ongoing industry relationships and mentoring with industry partners is highly recommended.

**Selected Competencies for a Statement of Attainment in Certificate III Information, Digital Media and Technology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competencies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAICT301A</td>
<td>Create user documentation</td>
<td>Core</td>
</tr>
<tr>
<td>ICAICT302A</td>
<td>Install and optimise operating system software</td>
<td>Core</td>
</tr>
<tr>
<td><strong>Group A Applications</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAICT308A</td>
<td>Use advanced features of computer applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAICT409A</td>
<td>Develop macros and templates for clients using standard products</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Group B Network administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICANWK301A</td>
<td>Provide network systems administration</td>
<td>Elective</td>
</tr>
<tr>
<td>ICANWK302A</td>
<td>Identify and resolve network problems</td>
<td>Elective</td>
</tr>
<tr>
<td>ICANWK304A</td>
<td>Administer network peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>ICANWK305A</td>
<td>Install and manage network protocols</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS307A</td>
<td>Install, configure and secure a small office home office network</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Group C Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAICT303A</td>
<td>Connect Internal hardware components</td>
<td>Elective</td>
</tr>
<tr>
<td>ICASAS305A</td>
<td>Provide IT advice to clients</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Group D Web technologies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSBEBU401A</td>
<td>Review and maintain a website</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAWEB201A</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAWEB301A</td>
<td>Create a simple markup language document</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAWEB302A</td>
<td>Build simple websites using commercial programs</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAWEB303A</td>
<td>Produce digital images for the web</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Group E Multimedia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUFANM301A</td>
<td>Create 2D digital animations</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFANM302A</td>
<td>Create 3D digital animations</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAGAM301A</td>
<td>Apply simple modelling techniques</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAGAM302A</td>
<td>Design and apply simple textures to digital art</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAGAM303A</td>
<td>Review and apply the principles of animation</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Group F General Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUFDIG302A</td>
<td>Author interactive sequences</td>
<td>Elective</td>
</tr>
<tr>
<td>CUFDIG304A</td>
<td>Create visual design components</td>
<td>Elective</td>
</tr>
<tr>
<td>ICPMM346C</td>
<td>Incorporate video into multimedia presentations</td>
<td>Elective</td>
</tr>
<tr>
<td>ICAPRG301A</td>
<td>Apply introductory programming techniques</td>
<td>Elective</td>
</tr>
<tr>
<td>ICANWK303A</td>
<td>Configure and administer a network operating system</td>
<td>Elective</td>
</tr>
</tbody>
</table>
Science

- Physics (T)
- Chemistry (T)
- Biological Science (T)
- Human Biology (T)
- Interdisciplinary Biology (T)
- Environmental Systems (T)
- Interdisciplinary Environmental Science (T)
- Forestry (T)
- General Science (T/A)
- Questacon Explainer Training (R)
- Science Project (R)

The study of a science at the college level is needed to satisfy the entrance requirements of many tertiary courses and also as a basis for many occupations. Careful consideration should therefore be given to your subject choice and your future plans.

In all the science courses, assessment is based on class work and participation, practical work, written assignments and tests. Exact weighting is notified at the beginning of each unit.

In some subjects excursions are an essential part of the courses and students are expected to meet the costs that are kept as low as possible.

International Baccalaureate

Group 4 Project:
This compulsory activity aims to provide students with the opportunity to appreciate both the implications of using science and the limitations of scientific study. It emphasises interdisciplinary cooperation.

The requirements for IB students are set out in Biological Science, Physics and Chemistry sections respectively. Additional IB specific texts may be purchased by students.

Physics (T)

This course aims to develop a scientific method of thinking based on the interaction between ideas and experimentation; to develop technical and computative skills in order to apply them to problems of all kinds; and to enable students to study areas of physics that are relevant to future employment and to personal interest.

Course Pattern

A Minor or Major is available. A Minor consists of the units 1, 2 and 3. Students intending to study physics at the tertiary level are strongly advised to study Physics 1 to 6. Physics units are sequential and it is therefore important that any student intending to study physics should start at the beginning of Year 11.
Students preparing for a physics examination need to do six physics units. Some of the topics in the IB syllabus are not covered in these units. Students will be set additional work to enable them to cover these topics.

- Extra sessions and/or tutorials will be arranged as necessary for IB students.
- Physics 7 covers the elective ‘Biomedical Physics’ in the IB Physics course.
- It is recommended that students purchase the IB Physics textbook for use with the IB Physics program.

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Introductory Physics

Physics 1: a survey of the basic areas of physics - scientific computation, SI units, graphing; experimental measurement, report writing; optics, lenses and mirrors. (0.5)

Motion, Newton’s Laws, Energy and Momentum, and States of Matter

Physics 2: Concepts of motion, uniformly accelerated motion, graphs. An in-depth treatment of forces and energy - development of the concepts of vector and scalar addition in two dimensions; forces and motion, Newton’s three Laws and applications to machines, projectiles and bodies in equilibrium; circular motion and gravitational interactions; conservation of momentum and energy. The gaseous, liquid and solid states and the laws governing these states. (1.0)

Heat and Electricity

Physics 3: A detailed treatment of thermodynamics - development of the concept of heat, 1st and 2nd law of thermodynamics, electrodynamics; direct current circuits and measurement and electrical devices. Structure and uses of semiconductors and semi-conducting devices. (0.5)

Wave Motion

Physics 4: simple Harmonic Motion (SHM) and wave concepts applied to sound - springs and pendulums; superposition, Huygens’ Principle. (0.5)

Electromagnetic Radiation and Induction, and the atom

Physics 5: wave concepts applied to light refraction and reflection; polarisation, interference and diffraction, use of lasers and microwaves. Electromagnetic principles and their application to simple circuits - magnetism associated with DC flow and its application to motors, meters and other electrical devices; electromagnetic induction principles related to AC production, transformers and generators; LCR circuits. The development of the major concepts in atomic and nuclear physics, discovery and properties of the atomic particles, development of Quantum physics and the photoelectric effect; duality theory, matter waves and the uncertainty principle. (1.0)
Science & Sports Education

Atomic and Nuclear Physics

Physics 6: The atomic nucleus radioactivity; fundamental structure of the nucleus; introduction to relativity. (0.5)

Biomedical Physics

Physics 7: designed to investigate the physics of a number of biological systems. Topics include biomechanics, sound and hearing, medical imaging, and radiation in medicine.

Astrophysics

Physics 9: designed to introduce students to the general structure of the universe, using H.R diagrams to explain star evolution and the main features of the Big Bang theory, and the expansion of the universe.

Assessment

Tests 40-60%, student investigation 40-60%.

Chemistry (T)

Chemistry is a living subject. Humans are made up of chemicals and live in a ‘chemical world’, where the thousands of known chemical compounds increase or decrease the quality of life, affecting people physically, socially, economically and politically.

Course Description

The Chemistry course at Narrabundah College provides a firm basis for an understanding of our complex world. Students are trained in the logical, scientific approach to problem solving, model building and abstract thought, coupled with practical applications of the theory. Chemistry is therefore not only an essential preparation for students intending to do a tertiary science course, but is an excellent background for many other disciplines.

Course Pattern

Students can study a Minor or Major course in chemistry. Students intending to pursue chemistry courses at university should complete at least a Minor course, although a Major course is advantageous. The Minor chemistry course is a very useful background for those students who intend to study biology-oriented courses at the tertiary level. It is possible to include the unit Biological Science 7 (Biochemistry) in a Chemistry course. Chemistry units taught at Narrabundah College are sequential and it is therefore important that any student intending to study chemistry should start at the beginning of Year 11.

International Baccalaureate

Higher and Standard Level:

Students need to do Chemistry 1 to 6. Additional topics may be required for the Higher Level examination.

- Extra sessions and/or tutorials will be arranged as necessary for IB students.
- It is recommended that students purchase the IB Chemistry textbook for use with the IB Chemistry program.
Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

An introduction to chemistry and the nature of matter
Chemistry 1: Atoms, elements and compounds, moles, ions, simple bonding and solutions. (0·5)

Physical chemistry, kinetics and Redox
Chemistry 2: States of matter, energy changes and rates of reactions. Phase changes, energy changes in chemical reactions, factors affecting reaction rates, bond energies, catalysis, oxidation and reduction half equations $E^\circ$ tables, oxidation numbers, reactivity series, electrochemical energy. (1·0)

Organic chemistry
Chemistry 3: molecular structure, functional groups, naming (IUPAC system), saturated and unsaturated hydrocarbons, isomerism, haloalkanes, hydroxy compounds, alkanolic acids, amines, polymerisation, analysis of compounds from instrumental analysis and reaction mechanisms. (0·5)

Atomic Structure and Bonding
Chemistry 4: mass spectrometer, nature of line spectra, electron levels and subshells and relationship to the periodic table, the nature of chemical bonding, intermolecular forces, shapes of molecules. (0·5)

Equilibria and Periodicity
Chemistry 5: in phase changes and in chemical reactions, Le Chatelier’s Principle, acids and bases, buffers, salt hydrolysis. Periodic table: trends in properties of elements and components of the second and third rows. Transition elements: similarities and differences in 4th row of the d-block elements, complex ion formation and naming. Heavy metal toxicity and pollution. (1·0)

Electrolysis and Spectral Analysis
Chemistry 6: galvanic and electrolytic cells, Faraday’s Laws. Metals: a study of iron and aluminium. Modern analytical chemistry, spectroscopy and chromatography. (0·5)

Chemical Analysis
Chemistry 7: solubility product, techniques of microanalysis and gravimetric analysis. (0·5)

Assessment
Tests 40-60%, student investigation 40-60%.

Biological Science (T)
This course allows students the opportunity for the integrated study of a wide range of plants, animals and micro-organisms and their interactions with each other and with the environment.
The units may be studied in any order. However, students wishing to begin the course with any unit other than Unit 1 should first consult the Executive Teacher responsible for Science.
International Baccalaureate

Higher and Standard Level:
The study of units 1, 2, 4, 5, 6 and 7 in Biological Science covers most of the topics needed, however students are expected to undertake extended reading.
It is recommended that IB students purchase IB study guide for use with the IB Programme.
• Extra sessions and/or tutorials will be arranged as necessary for IB students.

Unit Description
Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Diversity of Life
Biological Science 1: Characteristics and elements of life, importance of water to life, Prokaryotic and eukaryotic cells and membranes
Classification of living things; hierarchy, binomial system of nomenclature and species definition, basic characteristics of the Five kingdoms; Food chains and webs, trophic levels and energy pyramids
(0.5)

Requirements for growth and reproduction
Biological Science 2: Absorption of nutrients, chemical digestion and structures of carbohydrates, lipids and proteins:
The role of enzymes in chemical digestion, and factors effecting enzyme activity;
The role of balanced nutritional intake in normal human function, structure and function of mammalian liver
Mitosis and meiosis, gamete production, including hormones, structure and function of the male and female reproductive systems, assisted reproductive technologies; Embryonic and foetal development.
(1.0)

Populations and ecosystems
Biological Science 3: Population changes and growth curves, factors limiting population size; Ecology; ecosystems, populations, communities, species, habitat and biosphere; Biotic and abiotic factors, impact of humans on ecosystems
Parasites and pathogens. The immune system and immunisation.
The causes, transmission and effects of HIV/AIDS on the immune system.
(0.5)

DNA and Genetics
Biological Science 4: Outline the structure of nucleic acids (DNA & RNA), and explain DNA replication, the process of translation and the relationship between genes and polypeptides. Mendelian genetics, new applications of gene technology
(0.5)
**Evolution and Homeostasis**

Biological Science 5: The Darwin-Wallace theory of evolution, current theories for the origins of life on earth.
The Hardy-Weinberg equation, natural selection and environmental pressures: homeostasis; the structure, function and purpose of the human respiratory system and circulatory system and compare to gas exchange in other types of organisms: the action of the endocrine system, kidney structure, functions; excretion & osmoregulation in mammals. The factors responsible for water movement and gas exchange in plants, and the biochemical processes involved in photosynthesis. (1·0)

**Nervous system and movement**

Biological Science 6: nervous systems and hormones; muscles and the senses. (0·5)

**Biochemistry**

Biological Science 7: it is advisable to have done some biology units before attempting this unit. Chemistry of amino acids, proteins, enzymes and carbohydrates; metabolic pathways; the cell membrane; the transport of oxygen and carbon dioxide, chemistry of the immune system. (0·5)

**Australian Biota**

Biological Science 8; describe the geological history of the Australian continent, and the further impact on environmental conditions, the evolutionary history of Australian flora and fauna and the impact of Indigenous and European people on the Australian environment (0·5)

**Marine Biology**

Biological Science 9; the composition and circulation of the oceans is examined, and the diversity of organisms in marine biomes. (0·5)

**Assessment**

*Tests 40-60%, student investigation 40-60%.*

**Human Biology (T)**

This course focuses on the structure and function of the human body, the evolution of modern humans and the way they live in the world today.

**Unit Description**

Students cannot complete a major in both Human Biology and Biological Science. Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

**Cytology and the Circulatory System**

Human Biology 1: Characteristics and function of cells, tissues and organs: The Circulatory System and the Lymphatic System. (0·5)
Movement, Energy and Homeostasis
Human Biology 2: The Respiratory System and Cellular Respiration; the Digestive, the Excretory and the Musculo-Skeletal System. (1·0)

Movement and Excretion
Human Biology 3: The Endocrine and Nervous Systems. (0·5)

Reproduction and Development
Human Biology 4: Human Reproduction, probabilities, pedigrees, and genetic engineering: Human Development - the phases of human growth – physical, intellectual and social and the causes of aging at the cellular level. (0·5)

Human Genetics and Evolution
Human Biology 6: DNA, Meiosis and Mendelian Genetics: Evolutionary theories and supporting evidence. Physical and social Anthropology. (1·0)

Microbiology and Epidemiology
Human Biology 6: Evolution and physical and social anthropology: Microbiology and epidemiology; human demography, people in different environments; human culture. (0·5)

Assessment
Tests 40-60%, student investigation 40-60%.

Interdisciplinary Biology (T)
Allows students studying Biology to include units from both the Human Biology stream with units from the Biological science stream to attain a Major/Minor in Biology. Students cannot study Human Biology 4 and 5 and Bioscience 4 and 5.

Environmental Systems (T)
Environmental Systems is offered as a minor course. The prime intent of this course is to provide students with a coherent perspective on the environment enabling them to develop an informed and responsible stance on a wide range of pressing environmental issues. The course requires moral and political responses extending it beyond the academic.

Students may include any units from Narrabundah College Environmental Systems Course (System and Models and the Ecosystem, Global cycles, Populations and Physical System or Conservation and biodiversity) Forestry (Forest trees and propagation) and Geology (Mineral and Igneous rocks) as part of a major or minor course.

International Baccalaureate
This course will fulfil the requirements for the IB diploma subject “Environmental Systems” at the Standard Level (SL).
Science & Sports Education

Unit Description
Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

System and Models and the Ecosystem
Environmental Systems: Function, structure and changes. (0·5)

Global cycles, Populations and Physical System
Environmental System 2: Analysing ecosystems, and human population and carrying capacity: The atmosphere, hydrosphere, lithosphere and soil systems, population dynamics. (1·0)

Conservation and biodiversity
Environmental Systems 3: Conservation issues, endangered species and biodiversity in ecosystems. Pollution management. (0·5)

Assessment
Tests 40-60%, student investigation 40-60%.

Interdisciplinary Environmental Science (T)
Students must complete a minimum of 2 standard units from Environmental Systems or Forestry and either 1.5 or 2 standard units from the other available course in order to fulfill the requirements of this interdisciplinary course.

Forestry (T)
Forestry is offered as a minor course. The prime intent of this course is to provide students with a coherent perspective on the forestry industry, enabling them to develop an informed and responsible stance on a wide range of issues. The course requires moral and political responses extending it beyond the academic.

Unit Description
Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Forest trees and Propagation
Forestry 1: theoretical work in tree identification, provenance, rainfall, site preparation, the need for trees and a variety of political/economic issues. (0·5)

Tree growth, bushfires, genetics and soils
Forestry 2: Planting and setting cuttings, genetic improvement and clonal forestry, plant structures and transport systems, soils and nutrient requirements, bush fires. (1·0)

Agroforestry and farms trees
Forestry 3: Care of the plantation, agro-forestry farm plans and data collection. (0·5)

Assessment
Tests 40-60%, student investigation 40-60%.
General Science (T/A)
As this is a general science course, it has been planned to provide a basis for future work in many areas and also to help students better understand the applications of scientific principles to everyday activities and technology. The units may be studied in any order and there are no prerequisites. Units are offered as half-standard. (0.5)

Whodunnit (Forensics)
Substances, properties of matter (phys & chem.), methods of separation, chemical identification of substances, fingerprints, chromatography, forgery, soil types, casts, insect life cycles, toxicology, microscopes, fibres and body fluids. (0.5)

Healthy Living (A users guide)
Food & energy, balanced diet, minerals & vitamins, catalysts, food testing, digestion, muscles and bones, simple machines, homeostasis, haemophilia, circulation, respiratory system, chemical reactions & surface area. (0.5)

Car Crashes (Hit and Miss)
Speed, friction, effect of road lubricants (water etc.), Newton’s Laws, inertia, gravity, momentum, Kinetic Energy, reaction time and distance, nerve impulses, seating position, vision, Motion Graphs, safety features in cars and Fire extinguishers. (0.5)

Lights, Camera, Action! (Sound and light)
Ear and eye, waves, superposition, refraction, interference. Beats, colour, Spectra & Spectroscopy, Optical instruments, UV and melanoma. (0.5)

Shake, Rock n’Roll (Disasters)
Natural disasters, human activity disasters, weather patterns and technology used to predict patterns, warning devices, emergency services. Disease, local disasters and prevention. (0.5)

Using Energy
Fuels, batteries, electricity and production (hydro and wind). Heat and heat transfer. Heat balance in the body, insulation. Energy efficiency, nuclear technology and half life. (0.5)

Cunningly Clever Carbon
Carbon cycle, living things, organic chemistry, building materials (natural), cosmetics, petrochemical industry, carboniferous period and fossils. (0.5)

Water
Water cycle, environment – salinity, agricultural runoff. Solubility, purification, waste water treatment. Living things, plants and pollution. (0.5)

Assessment
Tests 40-60%, student investigation 40-60%.
Questacon Explainer Training (R)

The National Science and Technology Centre (NSTC) is a participatory science museum that relies on skilled assistance to explain the exhibits to the public. The organisers at NSTC run a training program of lectures and demonstrations and students who complete this program are then qualified to become Explainers.

Science Project (R)

Available for students who work on a science project, such as those prepared for the Science Fair or the BHP Prize.

Sports Education

- Exercise Science/Sports Studies (T/A)
- Exercise Science (T/A)
- Sport Studies (T/A)
- Physical Education (A)
- Physical Education (R)
- Outdoor Education (A)

Registered recreational units are also offered during, before and after school, at lunchtime and on weekends. The Accredited PE course also provides opportunities to focus on the principles and procedures of many sports.

The College enters teams in the inter-college knockout competitions and the sports program on Thursday afternoons, all day carnivals, the Australian Indoor Soccer and the Australian Schools’ National Volleyball Championships. Competitions are also held in the gymnasium at lunchtime.

Exercise Science / Sports Science (T/A)

These courses reflect the multidimensional nature of Health, Outdoor and Physical Education in the context of a diverse and changing society. These areas engage young people in developing active, balanced and healthy lifestyles using a comprehensive body of specific knowledge, principles and concepts. Participation in a wide range of activities provides opportunities to develop, practice and apply appropriate skills and knowledge in varied and challenging environments.

The curriculum enables young people to develop personal, interpersonal and physical skills, whilst promoting the whole person through intellectual, social, emotional and physical activities.

All discipline areas will expose students to knowledge and skills, which will assist them in gaining access to vocational pathways and further study in the areas of sport, outdoor recreation, leisure, sport science or health.
Science & Sports Education

**Student Group**

Both courses are designed to cater 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, strength and conditioning, human movement, sports nutrition, sports psychology, teaching, community fitness and recreation and other allied areas in applied anatomy and physiology. They may also appeal to those students who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of human movement.

The courses are also aimed at students who are interested in careers in the fitness industry, sports coaching, sports administration, sports media, sports business, sports marketing, community sport and recreation leadership.

**Exercise Science (T/A)**

The Exercise Science course is popular with many students. This course is suitable for students with a wide range of aspirations, including those who wish to pursue further study at tertiary level or in vocational education and training settings.

The course prepares students for fields such as health science, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Exercise physiology is offered at both T and A level.

**Anatomy and Physiology**

Explore and examine the structure and function of the skeletal and articular systems, the muscular and nervous systems and critically analyse how these systems apply to human performance. Apply anatomical terminology associated with joint motion and analysis and examine the structure and function of the respiratory system and be able to describe the process of gas exchange.

**Functional Anatomy and Physiology**

(Can be combined with Nutrition to form a standard 1.0 unit)

An in-depth treatment of anatomical and movement terminology referencing the;

- skeletal system
- articular system
- muscular System
- nervous System

**Sports Performance**

(Can be combined with Nutrition to form a standard 1.0 unit)

Identify and explain the importance of physical fitness and its role in enhancing training and athletic performance and critically analyse the inherent link between physical fitness and energy systems. Define the health and skill related components of physical fitness and factors affecting them, and describes methods of measuring and evaluating these components and evaluates training programs in relation to training principles and methods.
**Sports Nutrition**

Describe and understand the structure and function of the digestive system and recognise its major components and explore and discuss the relationship between food intake, energy expenditure and metabolism.

Examine and analyse specific dietary requirements for a variety of athletic performance and community target groups and critically analyse and evaluate dietary ergogenic aids and their specific performance uses.

**Exercise Physiology**

(Can be combined with Sports Medicine to form a standard 1.0 unit)

Explore and examine the physiology involved in muscular contraction and the relationship to the nervous system, examine and evaluate the acute and chronic physiological adaptations and responses to exercise and training and critically analyse the energy requirements of exercise and the interplay of energy systems during rest and exercise.

**Sports Medicine**

Investigate a range of sports injuries and critically analyse the structure, causes and prevention of these injuries, demonstrate and describe appropriate management of injuries and the promotion of safety in sport and explore and evaluate a range of factors that influence prevention of sporting injuries.

**Biomechanics**

(Can be combined with Sports Psychology to form a standard 1.0 unit). Explore and examine biomechanical terminology and theories which relate to movement, critically analyse biomechanical principles and apply them to the human body in static and dynamic situations.

**Sports Psychology**

Explore and examine a range of principles of Sports Psychology and the relationship to sports performance, compare and contrast between different types of motivation and identify them from information supplied by athletes. Evaluate how different arousal states may be achieved in sports performance through positive or negative means and critically analyse the cognitive strategies used in mental preparation for performance.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

**Assessment**

Practical 40-60%, theoretical 40-60% test.
**Sports Studies (T/A)**

Only the following units will be offered

**Beginning Coaching**
(Can be combined with Continuing Coaching to form the standard 1.0 unit Sports Coaching)
Explore and analyse the Level One (1) Beginning Coaching Principles, examine the role and responsibilities of a coach and hypothesize and evaluate the concepts of growth and development pertaining to young athletes. Communication techniques are explored and examined.

**Continuing Coaching**
Students will undertake practical activities in selected sports. They will be encouraged to participate in a sports coaching program at a local primary school, or as part of a school or community based program. Peer based coaching may also be used.

**Issues in Sport**
(Can be combined with Skill Acquisition to form the standard 1.0 units Issues in Sport & Skill Acquisition & Issues in Sport)
Students will examine a variety of sociological patterns and current issues of Australian sport, analyse the factors which affect the participation of specific groups in sport, explore a variety of ethical issues in sport and examine their current status and critically analyse the relationship between sport and the law.

**Skill Acquisition**
Explore and examine the relationship between physical growth and motor learning and different stages of learning and aspects of neurological function associated with the development of motor skills. Demonstrate, evaluate and analyse the ability to perform physical skills with initiative, fluency, fluidity, control, accuracy, timing and precision, whilst using a safe approach

**Physical Education (A)**
This course aims to provide students with access to, and support for, a program of regular physical activity. It encourages their personal fitness and their continued participation in sporting and recreational activities.

**Unit Description**
Units are offered as half-standard (0.5) and (1.0) units. The units will be selected from the following:

**Fitness and Team Sports**
Participate in a variety of aerobic and anaerobic fitness activities. Analyse the fitness requirements of a specific sport and develop fitness programs. (1.0)
**Football Codes**
Develop and practice the skills of a variety of football codes eg rugby league, rugby union, Australian rules, soccer, touch, Oztag and gridiron. (0·5)

**Fitness and Individual Sports**
Develop skills and participate in a variety of individual sports e.g. golf, archery, tennis, badminton, squash, fencing, orienteering, swimming, and table tennis. (0·5)

**Recreation Activities**
Exposure to a wide variety of leisure and recreational activities e.g. golf, lawn bowls, go-karts, horse riding, rock climbing, tenpin bowling. (0·5)

**Racquet Sports**
Exposure to a variety of skills in racquet sports, e.g. badminton, tennis, squash, racquetball, table tennis. (0·5)

**Coaching Principles**
Complete Level O Coaching awards and undertake practical activities to develop coaching skills in peer and or primary group setting. (0·5)

**Sports Coaching 2**
Receive instruction in coaching principles, including planning and group management. Complete Level 1 coaching awards. (0·5)

**Sports Competitions and Team Sports**
Participate in a variety of sporting competitions both as a competitor and as an organiser, umpire and referee. Exposure to a range of modified games with simple rules e.g. walla rugby, continuous cricket, binball, belly baseball, Gaelic soccer, Neucombe ball, and other modified sports. (1·0)

**Throwing Sports**
Learn the skills and techniques required to pass, throw and catch a ball in a range of game situations. Activities will include touch football, rugby league, Oztag, javelin, shot put, cricket, T ball, netball, basketball, and water polo. (0·5)

**Team Sports**
Develop skills and participate in a range of team sports e.g. basketball, touch, soccer, Futsal, cricket, Oztag, volleyball, netball, hockey. (0·5)

**Gender and Sport**
Develop skills and participate in a range of individual and team sports. Participate in a range of fitness classes e.g. aerobics, pilates, bodypump, walking. (0·5). Develop skills and participate in a range of individual and team sports. Participate in a range of fitness classes e.g. aerobics, pilates, bodypump, walking. Identify and participate in components relevant to various female sports.

**First Aid**
Receive instruction in safety and treatment of injuries and complete a first aid certificate. (0·5)
Life Saving
Receive instruction in safe water practices and rescue procedures. Complete a life saving award e.g. Bronze Medallion. (0·5)

Assessment
Practical 70-90%, theoretical 10 -30%.

Physical Education (R)
Students may enrol in registered sport units and count them towards their Year 12 package. The majority of these units are undertaken on Thursday afternoon and usually run from seven to ten weeks duration. Some however, are run as day carnivals, at lunchtime, or out of regular school hours.
The following units are available:

Intercollegiate Competition
Rugby league, Oztag, cricket, basketball, rugby union, volleyball, netball, indoor soccer, badminton, touch, golf.

One Day Carnivals
Rugby league 7s, rugby union 10s, triathlon, water polo, athletics, cross country, golf, equestrian, soccer, squash, Australian rules, baseball, hockey.

School based units
Volleyball, badminton, weightlifting training, rowing.

Outdoor Education (A)
Outdoor Education has become one of the most rewarding activities offered at the college. Many outdoor activities are pursued including caving, camping, bushwalking, scuba diving, canoeing, cross country skiing, rock climbing and orienteering.
There are two compulsory units Risk Management and Emergency response and Fundamentals of Outdoor Education, required for the completion of a:
• Minor;
• Major;
• Major/Minor;
• Double Major.
The course runs off line and is flexible enough not to clash with any other college courses.
Outdoor Education aims to develop attitudes and skills associated with various wilderness activities. Midweek and weekend trips give plenty of experience in navigation, trip planning, route planning, rope skills and camping skills. First aid is taught and there is an emphasis on safety, especially through cooperation at group level.
The course aims to foster wilderness appreciation and respect for conservation issues.
Skills are developed through a sequence of progressively more challenging activities during the two years. Within that structure, there will however be great latitude for individuals to progress at their own rate.
Over any two year period we offer a variety of units which encompass:

- Bushwalking and Navigation
- Caving
- Climbing
- Canoeing and Kayaking
- Cycling/Mountain biking
- Skiing
- Surfing/Snorkeling/Scuba Diving
- Fishing
- Leadership Skills
Humanities

- Geography (T/A)
- Behavioural Science (T/A)
- Psychology (T/A)
- Sociology (T/A)
- Accounting (T/A)
- Commerce (T)
- Legal Studies (T/A)
- Business (T/A)
- Economics (T)
- Media (T/A/V)
- Road Ready (R)
- Media Production/Promotion (R)

The Humanities/Social Sciences department offers a wide range of courses, and units within each course. There are no prerequisites for entry to any course, although in most courses students must meet certain requirements regarding sequences or groupings of units to gain Minors, Majors, Major/Minor or Double Majors. Students should check carefully these particular requirements in each of the course details set out below.

International Baccalaureate

Courses are available at both the Higher Level and Standard Level in Psychology and Economics.

Geography (T/A)

Through studying Geography students are well prepared to explore issues as informed citizens in a changing world. As an integrated discipline, Geography gives students the foundation to pursue a broad range of careers and educational pathways. They are encouraged to assess information, outline visions for the future, develop an awareness of sustainable practices and become informed, critical and active citizens. This course caters for students with no previous background in geography. The course is offered at both A, T level and caters for students who have an interest in developing their understanding of Geography and its relevance. The units are not sequential. Students may complete a Minor or a Major in this course.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Australia, Asia/Pacific Links

In this unit students will demonstrate a knowledge and understanding of the range of relationships which exist or are growing between Australia and the nations of Asia/Pacific. Students will identify and discuss cultural differences between and within Australia and its Asian/Pacific neighbours. (0·5)
**Humanities**

**Catchment Management**

In this unit students will identify the location and boundaries of selected catchments and demonstrate an understanding of the concept of catchment management. Students will undertake research in the field and/or classroom to analyse a range of management issues related to catchments. (1.0)

**Earth in Action**

In this unit students will demonstrate an understanding of the dynamic nature of the Earth’s surface and its atmosphere. They will use geographic tools to obtain information of the physical environment, remote sensing, topographic maps, photographs and synoptic charts. Students will undertake research in the field to foster awareness of the changing nature of the physical environment. (1.0)

**Fragile Ecosystems**

This unit examines the importance of individual ecosystems and their relationship to the environment. The unit explores case studies such areas as the Great Barrier Reef and the Alpine areas of Australia. (0.5)

**Geography 2050**

This unit explores the changes that are occurring in the physical and human ecosystems of the world and to suggest management strategies that should occur to achieve sustainable development and the ecologically sustainable future. Global trends in agriculture, population, and growth of cities, alternates to fossil fuels and use of resources are examined. (1.0)

**Geographic Research Project**

This unit enables students to identify a geographic topic, question or issue, formulate a hypothesis and develop a plan for active geographical inquiry. The unit permits the investigation of a geographic question or issue from primary and secondary sources. Students will research a current question or topic using fieldwork, research based primary data or issue-based research of a current topic. (0.5)

**Marine Geography**

This unit studies the marine environment; its features and formation, the importance of oceans, their resource potential and the impact of human activity. Students also evaluate land use in and around a coastal environment. This unit involves an excursion to the coast. (1.0)

**Natural Hazards**

During this unit students will select and study at least one natural hazard from any of the following categories of hazards: geological, geomorphic, atmospheric or ecological. Students will define the scope and nature of hazards, and their impact on local and global communities. The unit will focus on the physical and human factors that contribute to environmental hazards, and the reasons that people live in hazard prone areas. (0.5)
Humanities

Mining
This unit will focus on the distribution of mining industries and the importance of mining to local and international economies. It will also look at past and current mining industries as systems and the influence of these on the physical environment over time. The unit will also focus on the role of regulation and government, and the land use issues associated with mining industries. (0.5)

Urban Dynamics
This unit will allow students to analyse and examine the size and scale of settlements in the past, present and future. They will identify the spatial relationships between settlements and other geographical features through a comparison of cities in the developing world with those of the developed world. Students will demonstrate an understanding of the inter-dependent nature of cities and the natural order of occurrences upon the earth and critically assess urban management and planning processes. (1.0)

World Cities
This unit will mainly focus on urbanisation and urban growth. It will look at rates and directions of urbanisation, measuring urbanisation, the growth of urban agglomerations, from a historical, economic and political viewpoint. The unit will examine the functions of cities, cities as economic systems and urbanization in the developing and developed countries. A key focus will be the management of cities and planning for sustainable urban places. (1.0)

Introduction to GIS
In this unit students will be introduced to geographic Tools. They will become familiar with maps, aerial photography, satellite imagery, spatial concepts and general map skills. Students will learn GIS principles, processes and GIS Terminology. (0.5)

Assessment
Essays (at home and in class), tests, examination of significant case studies, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.

Behavioural Science (T/A)
This course offers the opportunity to study aspects of human behaviour and society. The introductory units are strongly recommended. Teachers are available for consultation on sequences of units. The pattern of assessment for accredited units is less rigorous than for the tertiary units. Students must have a Minor in one course to be able to put units into a Major, Major/Minor or Double Major in Behavioral Science.
Psychology (T/A)

Psychology is an important, exciting, modern science that has much to offer in terms of both scholarship and relevance. Psychology provides students with the opportunity to acquire a new methodology with which they can study and try to make sense of their world. It is also a subject of intrinsic interest to students. They enjoy exploring aspects of human behaviour, their own and other people’s. In addition, the study of psychology offers benefits in the area of vocational development and employment.

Course Pattern

The Scope and Methods of Psychology unit is strongly recommended as part of a Major in the course of study. Students may over their two year study complete a Minor, Major, Major/Minor or Double Major in Psychology.

Two Year Psychology Course

Units in bold are for IB, but all students may enroll in these units also.

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International Baccalaureate

Students should undertake the units highlighted above.

Students must include Methods of Psychology (Advanced). Extra work will be necessary for all IB students.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Introduction to Psychology

Provides an introduction to the study of Psychology. It provides an overview of the history of the discipline as well as current areas of emphasis. The main focus will be on teaching the methodology used by psychologists. Some descriptive statistics will be included. This unit is recommended as a starting point to assist students wishing to undertake further units in psychology. (0·5)

Infancy to Adulthood

Focuses on human development from birth to death. Special attention is given to forces that shape development, milestones and crises encountered across the lifespan. Students gain insights into various stages of physical, cognitive, social and moral development. (1·0)
**Humanities**

**Perception and Consciousness**
Consideration is given to explanations as to how people receive and interpret information. The sensory equipment and perceptual process of the brain are studied. Altered states of awareness and extrasensory perception are discussed. (1.0)

**Health Psychology**
Adopts an holistic approach to the human being. This unit looks at strategies to deal with stress and illness, models of treatment, the clients and carers in the health system and factors contributing to the growing awareness of healthy life styles. (0.5)

**Learning and Memory**
Examines the major learning theories as they explain learning, memory and problem solving. Such theory can be related to the student’s own study skills. Investigation reaches to the higher mental processes. Problem solving leads to the challenging understanding of creative thinking. Intelligence is considered in terms of heredity and environmental influences. Psychological testing and statistics are an important part of this investigation. (0.5)

**Social Influences Attitudes and Prejudice**
Specialises in studying the individual in a social setting. Areas of focus include attitude formation, person perception, attraction, verbal and nonverbal communication patterns and styles, techniques of persuasion, prejudice, conflict resolution, management and avoidance. (1.0)

**Sensation Perception and Consciousness**
This unit examines the biological perspective of each of the five senses, along with approaches of detection and adaption. It investigates the cognitive perspectives of learning, illusions, perspectives, parapsychology and cultural and gender differences. The study of sensation looks at the nervous system, and states of consciousness. (1.0)

**Biological Approaches to Behavior**
This unit looks at behaviour from a biological perspective. It explains behaviour from a physiological point of view by looking at the nervous system, the brain, hormones, genetics, evolution. After studying these aspects, we go onto examine criminal behaviour, and how all of these biological facets can explain criminality. (0.5)

**Cognitive and Sociocultural Approaches to Behavior**
This unit looks at behaviour from a cognitive and social perspective. The cognitive component focuses on the way we think, our emotions and memory. The sociocultural component then focuses on how our culture and social interactions influence our behaviour. After studying these aspects, we go onto examine happiness, and how all of these cognitive and sociocultural facets can explain why some people experience ‘happiness’ and why some areas of the world appear ‘happier’ than others. (1.0)

**Personality and Happiness**
Examines the various influential theories that have contributed to the growing understanding of this topic. Included are type and trait theories, happiness and wellbeing theories, Freud’s psychoanalytic
theory, humanistic, behavioural and social learning theories. The unit will also focus on the role influences and interactions have on human behaviour. (1.0)

*Abnormal Psychology*

Examines the causes, categorisations and treatments of abnormal behaviour. Neurotic and psychotic behaviours are investigated and the student will reach an understanding of such disorders as chronic depression, schizophrenia and anorexia nervosa. Some emphasis will be given to chronological and cross-cultural views of aberrant behaviour. (0·5)

*Mental Abilities*

Examines the nature of intelligence, thinking and creativity, focusing and evaluating different attempts to measure intelligence and thinking. (0·5)

*Motivations & Emotion*

Students will critically assess the nature, scope and research methods of psychology. They will primarily focus on the underlying factors concerning motivation and emotion. (0·5)

*Methods of Psychology (Advanced)*

Focuses on concepts and principles of psychological research design. Also deals in depth with scientific research methods and ethical issues. (0·5)

*Assessment*

*Tests, written work (essays, survey reports etc), course work (oral presentation, class exercises). The Independent Study Unit is assessed differently. See teaching staff for details.*

The pattern of assessment for accredited units is less rigorous than for the (T) units.

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*Sociology (T/A)*

Sociology is an exciting challenging discipline which focuses on human behaviour in its social context. Sociology equips students with an increased understanding of social issues and sociological insight through the application of scientific methodology such as surveys, observation and case studies.

Students can study a Minor, Major, Major/Minor or Double Major. Apart from the units Introduction to Sociology that is recommended as a beginning unit, and Independent Study Unit, the units can be studied in any order.

Sociology units may be studied in combination with Psychology to form a Behavioural Science Minor, Major, Major/Minor or Double Major.

*Unit Description*

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.
Course Pattern

Two Year Sociology Course

* Note that Sociology of the Media and Youth Culture is available to offer as two 0.5 units, if we want to offer the students more variety in the first and third sessions.

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Introduction to Sociology

Designed to give students an awareness of the nature of sociology, the major theories and terms research applications. (0·5)

Sociology of the Family

This unit explores the sociological theories and concepts behind the family from both an historical and cross-cultural perspective. The unit investigates both qualitative and quantitative research related to the family in the Australian context. Issues such as the changing nature of the contemporary family, including the rise of blended and single parent families as well as same-sex marriage are considered. (0.5)

Sociology of Class and Power

Explores the relationship between social, economic and political processes and patterns of stratification in society. Why do we have ‘rich’ and ‘poor’, ‘ruling class’ and ‘working class’? Who ultimately has the power in society? (0·5)

Sociology of Work and Leisure

Examines the meaning of work and changes affecting the work environment in the late 20th Century. The increasing leisure time and corresponding changes in values of the work force offer interesting areas of study. (1·0)

Sociology of Religion

Considers the form and function of major world belief systems as well as alternatives to established religions and reactive movements. Examines the key beliefs of various religions and cults. What is the purpose of Religion and will we always need it? (1·0)
Humanities

Sociology of Ethnicity and Race
Focuses on the causes and consequences of identifying and labelling distinct minority groups within the mainstream culture. The emphasis is on Australian society. (1·0)

Sociology of Education
An overview of different education systems, considering aspects such as curriculum, classroom dynamics and the students. What is the function of the education system, and does it work? (0·5)

Sociology of Gender
Examines gender identity and sexuality through cross cultural comparisons. Explores the difference between ‘sex’ and ‘gender’, men and women, masculinity and femininity. (0·5)

Sociology of Deviance and Crime
Considers the nature of ‘normal’ and ‘deviant’ behaviour. Sometimes socialisation fails to make members of a society conform to the mainstream culture. This unit explores different forms of deviance and crime, including drug use, police corruption, gangs, cults and corporate crime. (1·0)

Sociology of Media and Youth Culture
Examines issues to do with media, youth and culture are explored using the sociological imagination? Consider all sources of media and popular culture and their impact and influence on youth cultures. This is all examined using the sociological imagination and critical thinking. (1·0)

Assessment
Tests, written work (essays, survey reports etc), course work (oral presentation, class exercises). The Independent Study Unit is assessed differently. See teaching staff for details.
The pattern of assessment for accredited units is less rigorous than for the (T) units and will be negotiated with students.

Accounting (T/A)
Accounting develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. Accounting aims to understand the measurement, allocation and utilisation of resources that impact on well-being and wealth in a dynamic society.
Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. This course develops students’ financial and business literacies using a range of technologies. They learn to consider efficient decision making within an ethical and social context. Skills implicit in Accounting include working in teams, organisational and interpersonal skills and effective communication. Students have the opportunity to understand issues associated with work place culture and practices, and develop the skills, processes and attitudes crucial for making informed decisions.
**Unit Description**

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

**Proposed plan of study for Year 11 & Year 12**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0.5) The Accounting Purpose</td>
<td>Adjusting for Business Profit</td>
</tr>
<tr>
<td>(1.0) Recording Information and Procedures</td>
<td>Analysis for Business Decisions</td>
</tr>
<tr>
<td>(0.5) Controls for Inventory and Assets</td>
<td>Measuring Cash Flow</td>
</tr>
</tbody>
</table>

**The Accounting Purpose**

Students in this unit will gain knowledge and understanding of the financial markets in Australia that the accounting environment operates within. They will learn to evaluate the need for financial information in business organisations and recognise the users and purposes of financial information. Students will use computers and associated devices and office technology to achieve outcomes required in accordance with health and safety practices in the workplace. (0·5)

**Recording Information and Procedures**

In this unit students will define and use key accounting terms e.g. the accounting equation to describe an organisation’s financial position and analyse business transactions. Students will learn to account for the Goods and Services Tax (GST) and prepare the Business Activity Statement (BAS), process journal entries and prepare and use financial statements. (1·0)

**Adjusting for Business Profit**

Students will learn to define accrual accounting and explain and apply the principles involved in the recognition of revenue. They will gain skills in adjusting, closing and reversing entries, and be able to prepare fully classified Income Statements, Balance Sheets and statements of Cash Flow to meet the objectives and requirements of management. (0·5)

**Controls for Inventory and Fixed Assets**

In this unit students will learn to define the principles of good internal control. They will be able to identify the characteristics of an effective system of internal control, communicate and work effectively and demonstrate knowledge of resource management. (0·5)

**Analysis for Business Decisions**

In this unit students will be able to understand the relationship between the fixed costs and variable costs of production. They will be able to demonstrate a knowledge of cost-volume-profit, break even point and the contribution margin processes, and use a contribution margin approach to make business decisions.
Students will prepare and analyse a cost-volume-profit and break even point graphs and demonstrate an understanding of evaluation processes in financial statement analysis. (1·0)

**Measuring cash flow**

In this unit students will be able to learn how to prepare the statement of cash flows. They will be able to examine the change in cash position and state the difference between and give examples of cash inflows and outflows from operating activities, investing activities and financing activities. They will also be able to demonstrate the application of the skills and knowledge required to set up and operate a computerised accounting system. (0·5)

**Assessment**

*Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.*

**Commerce (T)**

Commerce develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. Commerce aims to understand the measurement, allocation and utilisation of resources that impact well-being and wealth in a dynamic society. Commerce practices include the use of innovation, entrepreneurial creativity and marketing of ideas. Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. Courses under the Commerce Course framework develop students’ financial and business literacies using a range of technologies. They learn to consider efficient decision making within an ethical and social context.

Skills implicit in Commerce include working in teams, organisational and interpersonal skills and effective communication. Students have the opportunity to understand issues associated with workplace culture, practices and develop the skills, processes and attitudes crucial for making valid decisions.

**Student Group**

This course allows students who prefer to study a variety of units from the various disciplines of Accounting and Business to achieve a major, major-minor or double major in Commerce.

**Compulsory units**

A Minor from either Accounting or Business Management and either 1.5 or 2 standard units from the disciplines under the Accounting or Business framework must be completed in order to fulfil the requirements of this interdisciplinary course.
Legal Studies (T/A)

This course is aimed at giving students an understanding of the Australian legal system and developing an awareness of major issues related to the law existing in Australian society. The units are not sequential although students are encouraged to choose the Australian Legal System as the first unit. Students may complete a Minor, Major or Major/Minor course.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Introduction to Legal Studies

Introduces the law, legal personnel and institutions that make up the Australian legal system. The impact of culture and values of different groups within society is examined as students analyse the interrelationship between law, justice, society and the changing nature of the law. (0·5)

Crime and Justice

Building on the basics of the Australian Legal System, Criminal Law takes an in depth look at the criminal law process including the sociological and psychological elements that constitute criminal behaviour. The sanctions available, possible defenses and the jury process are explored. (1·0)

Current Legal Issues

This unit is designed to allow students a detailed study of a significant and topical legal issue of their choice and to present their findings on the social issues involved, the case law, legislation and suggested law reform. (0·5)

Cyber Crime

A unit that provides an in depth look at the scope and definition of cyber crime and the codes of practice that exist to deter such activity. Security issues such as fraud, hacking, privacy and spam feature as effective solutions to cyber crime is sought. (0·5)

Environmental Law

As the environment becomes an ever increasing issue in today’s society Environmental Law explores the growth of this body of law in the twentieth century and the manner in which the international community is tackling the problem to regulate our relationship with our physical environment. (0·5)

Family Law

Students studying family law should be able to demonstrate a knowledge of the relationship between family institutions and the legal system as well as analyse the technicalities and social problems involved in family relations, marriage and divorce and the courts’ role in this aspect of law. (0·5)
Humanities

Human Rights and World Order
A popular unit that analyses the proposition that all persons have equal rights and are entitled to be treated equally before the law. Through the study of the ACT’s own Bill of Rights to the Universal Declaration of Human Rights the rights of citizens in our legal system are identified and analysed comparative to other countries in the world in which Human Rights breaches are also found. (1.0)

Torts
In this unit students will be able to understand and explain civil law, liability and remedies as it relates to the law of torts. Students will investigate issues in tort law. (0.5)

Sport and Law
In this unit students will be able to demonstrate a working knowledge of the relationship between sport, society and the law. They will critically evaluate the ability of the legal system in dealing with sports issues: for example sporting tribunals and player contracting. (0.5)

Media, Politics and the Law
Students will critically evaluate the interaction of the individual, the media, the government and international bodies on law making in Australia. They will demonstrate a knowledge of the power structures within the legal issues such as censorship and ownership of media content. (0.5)

Gen Z and Current Legal Issues
In this unit students will be able to demonstrate knowledge of changing social and technological issues in cyber crime and evaluate the effectiveness of the law in responding to technological change. This unit is designed to examine contemporary legal issues and critically evaluate the effectiveness of the law and response to young people. (1.0)

Family and Property Law
Students will critically analyse the legal and social problems involved in family relations and the courts’ role. Students will acquire a working knowledge of issues in relation to family and property law. (1.0)

Assessment
Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.

Business (T/A)
Business is concerned with the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, employment relations, marketing, e-business, ethical practices, sustainability and the impacts and implications of the future business environment.
Business case studies are an integral component of the course aimed at developing knowledge, reasoning and interpretation skills that form an important element of understanding personal, business, financial and government behaviour at local, national and global levels.

Students are challenged to think critically and develop problem solving skills to become independent learners, social and ethical thinkers, and efficient decision makers in local, national and global contexts. This will enable them to develop an understanding of the complex interactions between a range of interest groups and an awareness of the needs of individuals and groups in an Australian and global context. The Business course develops students’ financial and business literacies.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

<table>
<thead>
<tr>
<th>Session</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (0.5)</td>
<td>Small Business</td>
<td>Business Management</td>
</tr>
<tr>
<td>Two (1.0)</td>
<td>Marketing and Market Research</td>
<td>Human Resources and Financial Management</td>
</tr>
<tr>
<td>Three (0.5)</td>
<td>Globalisation</td>
<td>Business Plan</td>
</tr>
</tbody>
</table>

**Small Business**

This unit will allow students to understand the importance of Business in both an Australian and international context. The stages of the Business Life Cycle will be studied together with the management challenges presented at each stage. Different ways of classifying businesses will be examined. The key considerations in establishing a business will be discussed together with an opportunity to research and prepare a report on a small local business. It is strongly recommended that students wishing to undertake a major in Business take Small Business as an introductory unit (0.5).

**Marketing and Market Research**

This unit introduces students to Marketing, marketing objectives, the marketing planning process and the marketing mix. The product life cycle will be analysed together with appropriate marketing strategies for each stage. The identification of target markets, market segmentation and consumer profiles will be evaluated. The role of market research will be defined and Primary (field research) and Secondary (desk research) Research will be evaluated. Research methods and sampling methods will be examined. The issue of ethics will be discussed for both Marketing and Market Research. (1.0)
**Globalisation**

This unit will introduce students to Globalisation and its role in our society. The key drivers of globalisation will be studied and the current trends. Reasons for expansion and methods of international expansion for businesses will be discussed. Global business influences and the ethics of globalisation will be addressed (0.5)

**Business Management**

This unit will examine the nature of management and management skills. The management process and techniques to set and achieve goals will be discussed. Management theories and their strengths and weaknesses will be evaluated. The management of change and strategies to manage change effectively will be examined (0.5)

**Human Resources and Financial Management**

This unit addresses two distinct topics: Human Resources and Financial Management. Human Resource Management (HRM) is defined and the stakeholders are identified. The process of HRM and HRM strategies are examined. The effectiveness of HRM is discussed. The concept and objectives of Financial Management are defined. The role of financial markets and sources of finance are identified. Basic accounting concepts are introduced together with an overview of financial statements and financial ratios (1.0)

**Business Plan**

This unit provides an opportunity for students to apply many of the Business concepts studied at Narrabundah College. The role and importance of the business plan is explained and discussed. Students have the task of researching, preparing and presenting their own Business Plan. The business plan process will be followed to produce a final report (0.5)

**Assessment**

*Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.*
Economics (T)

We are all, in various capacities at various stages in our lives, participants in economic decision making processes. We all line up in the economy as consumers, owners, and managers of capital or workers. Through elections we become economic decision makers. We are bombarded by economic issues through all segments of the mass media; our daily activities are related to the performance of economic functions and our daily discussions often involve matters related to economics.

Individual decision making is, therefore, extremely important in our economic system. It is most important that we understand the economic principles, rules and forces at work in our basically free enterprise economy and that we can make reasoned assessments of matters of economic importance.

Economics is thus important for personal development. Many will also find it useful as a vocational study in pursuit of a career. Qualifications in economics open doors to a variety of jobs in industry and commerce as well as in federal, state and local governments.

Students are encouraged to participate in informed discussion and to call on real-life experience. Application of class theory to everyday life helps make the course relevant and interesting.

Course Pattern

This course can be taken as a Major or Minor. The units are sequential and, Economic Principles may not be taken after studying other Economics units.

<table>
<thead>
<tr>
<th>Session One (0·5)</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Principles</td>
<td>Macroeconomic Issues</td>
<td></td>
</tr>
<tr>
<td>Session Two (1·0)</td>
<td>The Price Mechanism and Market failure</td>
<td>Trade and Development Economics</td>
</tr>
<tr>
<td>Session Three (0·5)</td>
<td>Macroeconomic Theories</td>
<td>Population Economics</td>
</tr>
</tbody>
</table>

Bolded units are for IB students.

International Baccalaureate

Students must study the following units:
- Economic Principles;
- The Price Mechanism and Market failure;
- Macroeconomic Theories;
- Macroeconomic Issues
- Trade and Development Economics.

Higher Level and Standard Level students may need to cover some additional work through worksheets, tutorial sessions or assignments.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.
Economic Principles

Basic economic concepts and problems facing economists, the workings of market economies and the financial sector, operation of and problems in government economic management, using Australian examples. (0·5)

Macroeconomic Theories

In this unit students will be able to appreciate the difference between microeconomics and macroeconomics. They will critically evaluate classical, Keynesian and monetarist economic theories, focusing on stocks and flows, aggregates and percentages. Students will use applied examples.

Macroeconomic Issues

In this unit students will acquire knowledge and understanding of key economic theories. They will recognise the principles and ideas that have shaped contemporary economic thought, through evaluating the correlation between the key economic theories, theorists and the prevailing economic environment. (0·5)

Trade and Development Economics

This unit will cover theories of economic growth and their application to third world countries. Case studies are used to develop the concepts of growth development, under-development and standard of living. The unit will empirically assess the impact of globalization and free trade on national economies, and a nations capacity to embrace free trade. It will evaluate the success of protectionism in achieving environmental needs. (1·0)

Price Mechanism and Market Failure

This unit will focus on the key role of prices in allocating scarce resources in market economies. It will focus on the role of consumers, e.g. consumer sovereignty, and factors that influence consumer choice. The fundamental reasons behind choices consumers and producers make in the market, detailed studies of how companies respond to market changes, the concepts of the perfect competitive market and monopoly, market regulation and consumer protection. (1·0)

Population Economics

In this unit students will demonstrate understanding of demographic change and developed economies, looking at the intergenerational Report, comparative case studies and socio-cultural changes. It will also look at immigration and emigration and urbanization and population density and their economic and sustainable impacts. (0·5)

Assessment

Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.
**Introduction to Media**

Students will analyse a range of media products in order to interpret elements of media language which create meaning and to apply this in their own media production, using Photoshop or another digital medium. This unit is the introductory unit for students wishing to receive a Certificate II in Media and or other certificates. (0.5)

**Animation**

This unit examines the nature of and concepts related to traditional animation, stop frame, camera cell animation puppet, and moves on to computer generated animation techniques e.g. Flash Wireframe. (1.0)
Introduction to News and Current Affairs

In this unit students will demonstrate skills and knowledge in writing and producing news for radio, television and the web and explore how these elements shape the production of news in these media. They will critically analyse the codes and conventions of radio, television and internet news and communicate an understanding of the relationship between broadcast journalists, the products they make, and their target audiences. (0.5)

Documentary

Students will analyse distinctive features of documentary film and evaluate the development and impact of documentary film as a visual and aural record. Students will watch a number of films from different genres and historical periods with a view to creating their own documentary productions. (1.0)

Journalism

This unit will involve the study of as many examples of written, visual, oral and aural styles of journalism as possible. Students will have the opportunity to use and develop their digital publishing skills and will also produce final projects. (1.0)

Popular Culture A and B

Students will examine the concept of culture, ideology, systems of representation and the role of media. Emphasis is placed on the roles of media organisations in creating popular culture products, culture and consumerism and the position of the audience. (0.5)

Audio Communication

Students are introduced to concepts of digital audio and the historical and technological developments of sound. Research into issues related with sound and several sound productions are undertaken. Students have the opportunity to be part of the college radio show on 2XX. (1.0)

Film Making, Further Film Making

This unit explores the substrate of film and different stocks along with the photographic qualities of lighting and film exposure in super 8 film. Students will gain knowledge of cinematography and the visual language of film. They will Plan, script, shoot, edit and screen a short film with an accompanying sound track.

Public Relations

In this unit students will analyse activities performed by public relations teams. They will demonstrate uses of the media suitable for public relations tasks. Students will undertake significant PR cases studies and apply them to a client. (0.5)

Introduction to Scriptwriting

In this unit student will analyse and evaluate the role of the scriptwriter in the creation of media products. Students will identify the processes required to develop and write a script. The main focus of this unit will be for students to apply the skills and codes and conventions involved in the art and craft of storytelling on the big and small and interactive screens, usually a 10 page film script. (0.5)
**Humanities**

**Further Scriptwriting**
Students will require Scriptwriting 1, before enrolling in this unit. They will either undertake to produce their previous script or undertake to produce and screen another short film script. Through this they will develop an appreciation of the role of aesthetics in visual and aural media. Students will also use current technology apply the skills, codes and conventions involved in the making of a script for both film, radio, TV and the web. (0.5)

**Television Genre**
This unit examines the way different societies and cultures are portrayed through television programs. Students will investigate issues related to social responsibility, and global patterns of program and content delivery. Students will undertake a number of short programmes suitable for chosen audiences, with regard to the codes and conventions associated with television production across all media platforms. (1.0)

**Film, Genre and Cultures**
Students will view, discuss and use written, oral, aural, and visual analysis to study films in an historical context and explore the nature of film and film making around the globe. Films from other cultures will form an integral part of this unit. Production will consist of a number of short exercises to confirm their understanding of issues and concepts covered in class. (1.0)

**Interactive Media**
Students should enrol in this unit to achieve their Certificate II in Multimedia. Students are introduced to the concept of multimedia, distribution formats and production techniques and create several interactive multimedia projects, finishing with the production of an interactive multimedia kiosk, incorporating digital video, graphics, sound, animation and text. (1.0)

**Process to Production**
Students are required to have completed at least one standard media unit before undertaking this unit. This unit ties together the various units within the Vocational stream in media and allows students to create an entire media product within industry timeframes and requirements. Students may achieve a wide array of Vocational competencies during this unit. Students will apply their understanding of media concepts through the production of a significant media project in their chosen medium. Students may produce an original idea or adapt an existing work in the medium of their choice. (1.0)

**Music in the Media**
This unit will explore how the physical properties of sound and how they can be exploited and modified and the history of audio production and distribution technology. Students will analyse the social function of new audio visual communication mediums along with new audio communication mediums and their impact (YouTube and web platforms, social media and copyright). (1.0)
Assessment

Includes items such as in class exercises, essays, scripts, production work and reports. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and on each unit outline.

Vocational Certificates

Students who study this course and demonstrate competence in the listed units will be awarded one of the following nationally recognised vocational certificates or a Statement of Attainment.

TABLE 1

CUF20107 Certificate II in Creative Industries (Media)

To attain a Certificate II in Creative Industries (Media), 8 units must be achieved:
- 4 Core units 
- 2 Specialist units 
- 2 Elective units

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

CORE UNITS - Achieve 4 Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT101A</td>
<td>Apply critical thinking techniques</td>
</tr>
<tr>
<td>BSBHOHS201A</td>
<td>Participate in OHS processes</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
</tr>
</tbody>
</table>

SPECIALIST UNITS - Achieve 2 Specialist Units

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

ELECTIVE UNITS - Achieve 2 Elective Units

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

Road Ready prepares young drivers for the road it has three main objectives:

- encourages early learning of risk and hazard recognition in the driving environment
- to encourage accumulations of as much driving experience as possible under the safest driving conditions
- to raise awareness of complexities of driving.

Upon successful completion of the Road Rules test students receive a certificate. This enables them to gain a learners permit. The course runs for 13 hours and is available several times.

Media Production/Promotion (R)

In this R unit students will create interviews and research stories (recorded and edited) that will be driven by the school or community requirements. Students will devise a code of conduct and responsibility based on ACMA industry standards. Students will research and create programs suitable for broadcast across a variety of media, e.g. 2XX Community radio, print, web, film festivals, simulcasts and projections. Students will receive a pass or fail. Students may also receive Vocational competencies from the Creative Screen Certificate if they meet all the requirements.
Languages

**Translating & Interpreting Skills (TIS) (T)**

- **Chinese:**
  - Beginning (T)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **French:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **German:**
  - Beginning (T)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **Hindi:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **Italian:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T/A)
  - Advanced (T)

- **Japanese:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **Korean:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **Indonesian:**
  - Beginning (T/A)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

- **Spanish:**
  - Beginning (T)
  - Intermediate (T)
  - Continuing (T)
  - Advanced (T)

The college has built up a highly enviable reputation in languages. Many students continue their previous study of a language while others take up a new language for the first time. Well over one third of college students study a language other than English from the extensive range of offerings. The languages presently offered are Chinese, French, German, Hindi, Indonesian, Italian, Japanese, Korean, and Spanish. Students, who speak a language other than English can also enrol in the Translating and Interpreting Course.

The study of languages develops many skills. First, good study habits are fostered as language learning is a complex process requiring time and commitment. Further, in a number of languages several different levels are taught in the one class, thus students will develop excellent group work and cooperation skills. Third, the study of languages heightens the problem solving and communication skills of students through the experience of attempting to communicate and work in another language. Finally, through the use of technology, and resources such as the internet, students will develop useful study, work and life skills.

There is a $5.00 subject contribution for all 1.0 value units to cover the cost to purchase food for cooking throughout the year.
Languages

Language Eligibility Enrolment Form

All students who wish to study a language other than English at College need to complete the Languages Eligibility Enrolment form. The form must be handed in to the college when choosing your classes in term 4.

Placement into a Languages course will be reviewed during Term 1 by the class teacher. If the Languages teacher is concerned that a student is incorrectly placed a review process will occur. This review will involve the teacher, the executive teacher, the student and, if necessary, a representative of the Officer of the Board of Senior Secondary Studies and will be documented.

If a student is concerned about their placement they can also request the review, as outlined above, during Term 1.

This process has been determined by the Board of Senior Secondary Studies.

Placement of Students in Courses

The college reserves the right to place language students at an appropriate level of study and to exclude students from courses that are deemed to be inappropriate for them. Factors to be considered in making a placement include the student’s background of formal and informal study in the language.

Unit Description

Units in each language course are offered as either half-standard (0.5) and/or standard (1.0) units.

Translating & Interpreting Skills (TIS) (T)

This course aims to enable students already studying a second language at a high level, or those who speak their native tongue and English, to improve and refine their language skills. It seeks to provide opportunities through interpreting/translating techniques to involve students in communicating and using language which is useful and natural outside the classroom. As well as developing oral and written language skills for the purpose of interpreting and translating, the course includes a comparative study of Australian culture and society with those of other countries and considers the role and ethics of the interpreter/translator.

It is directed towards students who might wish to proceed to post secondary courses in interpreting/translating with a view to a career in the area and towards those who in future may find themselves assisting people with communication difficulties in such areas as health, education, police work, nursing, immigration, employment, tourism, etc.

Further advice should be sought from the Languages department before students enrol in this course of study.

Teachers will select from the following units:
Languages

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>0.5</td>
</tr>
<tr>
<td>Employment</td>
<td>0.5</td>
</tr>
<tr>
<td>Australian Society</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Security and Welfare</td>
<td>0.5</td>
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<td>Australian Government</td>
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<td>Health</td>
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<td>Social Security, Welfare and Health</td>
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Chinese

Beginning Chinese (T)

This course is designed for students with no previous knowledge of Chinese (Mandarin). In fact this is an excellent course, like all beginning courses, for those wishing to start a language at the college level. Oral and written skills will be taught, with communication as the main focus. Written materials will be presented in pinyin and simplified characters. In addition students will be introduced to key aspects of Chinese society.

Students of Beginning Chinese have the option of sitting for the Chinese Ab Initio International Baccalaureate examination at the end of two years of the course. The examination core work will be covered within the beginning course but some independent work will be expected of students taking this examination.

Intermediate Chinese (T)

This course has been developed for students who have some basic Chinese skills upon entry to Year 11, such as two years of Chinese at high school. The course comprises Units 4, 5 and 6 of Beginning Chinese and Units 1, 2 and 3 of the Continuing Chinese Course.

Continuing Chinese (T)

This course has been developed for students who have done from three to four years study of Chinese at high school, or have had equivalent experience elsewhere. It aims to further develop the students’ Chinese language skills, both oral and written. Written materials will normally be in simplified script. The study of aspects of Chinese life and civilisation will also be an aspect of the course.

Students of a Chinese background who speak, but do not read or write Chinese, would normally be placed at this level.

Advanced Chinese (T)

This course is designed for students of Chinese background, or students who have extensive experience with Chinese and who can read and write Chinese. It aims to maintain and extend the students’ Chinese language skills and at the same time, by studying Chinese and English in contrast, to promote the students’ English language skills.
Languages

French

Beginning French (T/A)

This course is designed for students who have had no exposure to the language but who wish to achieve basic oral, reading and writing fluency in the language for the purpose of further study, communication, travel or employment. A major objective will be to develop students’ conversation skills, however, reading and writing skills will be developed concurrently. Cultural aspects will be dealt with as an integral part of the course with students participating in cooking, film study, etc.

Students of Beginning French have the option of sitting for the French Ab Initio International Baccalaureate examination at the end of two years of the course. The examination core work will be covered within the beginning course but some independent work will be expected of students taking this examination.

Intermediate French (T)

Students who have some prior knowledge of French, but do not meet the prerequisites for Continuing French may take this course, which consists of Beginning French 4, 5 and 6 and Continuing French 1, 2 and 3.

Continuing French (T)

This course is for students who have studied the language in Years 9 and 10 as well as in junior secondary or primary school. The main objective of this course is to extend the four major skills of listening, speaking, reading and writing. In each unit there will be a selection of activities designed to cater for individual interests, in particular, aspects of French life. While the core work covered in this course will largely follow the syllabus of the IB Standard level course, some supplementary independent work will be expected of students intending to sit for this examination.

Advanced French (T)

This course is intended for bilingual students or those who have considerable facility in the skills of listening, speaking, reading and writing. The content of the course that develops advanced language skills through the study of French literature and civilisation is the same as for the IB Language B Higher level but students will not be required to sit the external examination.

Français (T)

The Français course is based on courses developed by the French Ministry of Education for the Classe de Première and Classe de Terminale.

Students will be offered six units taught in French, selected from the following:

- French Literature 1 and 2
- Philosophical Studies 1, 2 and 3
- French Culture of the Twentieth Century.

Further advice should be sought from the Language department before enrolling in this course.
German

Beginning German (T)
This course is designed for students who have no prior knowledge of the language. The course moves quickly and aims to develop; in particular, speaking, listening and reading skills to enable students to cope at an elementary level with everyday situations. Knowledge of the culture will be taught in the language, using authentic texts and media materials.

Intermediate German (T)
Students who have some prior knowledge of German, but do not meet the prerequisites for Continuing German may take this course, which consists of Beginning German 4, 5 and 6 and Continuing German 1, 2 and 3.

Continuing German (T)
This course is for students who have completed at least three years of German at high school. Stress will be laid on developing the four major skills of listening, speaking, reading and writing. The ultimate aim will be considerable facility in speaking the language, as well as reading and writing German for everyday use. The approach, integrating authentic texts and media materials, will concentrate on aspects of contemporary German society that are of interest to the students.

Advanced German (T)
This course is for students who have considerably more exposure to the target language than the average high school student. The focus of the program is on developing advanced language skills through the study of the literature and civilisation of the German speaking countries. It is substantially the same as the Higher IB A2 course. Students, however, will not be required to sit the external examination.

Hindi

Beginning Hindi (T/A)
The Beginning Hindi Course is intended for students who have little or no previous knowledge of Modern Standard Hindi. They will learn Modern Standard Hindi with some examination of the more prevalent dialects. Students will develop a basic understanding of the written and spoken language which will support further studies at University or experiences in India.
Students should consider the benefits of learning Hindi at ‘A’ level. Students should acquire comparable skills to the ‘T student’, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Intermediate Hindi (T)
Students who have some prior knowledge of Hindi, but do not meet the prerequisites for Continuing Hindi may take this course, which consists of Beginning Hindi (T) 4, 5 and 6 and Continuing Hindi 1, 2 and 3.
Languages

Continuing Hindi (T)
The Continuing Hindi Course is aimed at students of a Hindi speaking background, or experience in India, with little to no experience of written Modern Standard Hindi, but good speaking and listening skills in Hindi. Students will aim to develop and improve their Hindi literacy whilst engaging with non-fiction texts, modern fiction and classic texts of the Hindi canon. Students will study written, musical and cinematic texts.

Advanced Hindi (T)
The Advanced Hindi Course is aimed at students with good literacy skills in Modern Standard Hindi and who wish to pursue a sophisticated grasp of literary and academic Hindi. These students will have had some of their schooling in Hindi or use Hindi for sophisticated purposes in their day to day life. Students will engage with non-fiction texts, modern fiction and classic texts of the Hindi canon. Students will try to reach an understanding about the complexities of modern Hindi as well as sense of its history and ancient traditions. Students will study written, musical and cinematic texts.

Indonesian

Beginning Indonesian (T/A)
These courses are designed as an introductory course for students with no prior knowledge of Indonesian who wish to achieve a basic written and oral fluency for the purpose of further study, travel, or enjoyment. The four language skills of listening, speaking, reading and writing will be developed. Indonesian society and culture are also studied.

Students of Beginning Indonesian (T) have the option of sitting for the Indonesian *Ab Initio* International Baccalaureate examination at the end of two years of the course. The examination core work will be covered within the beginning course but some independent work will be expected of students taking this examination. Students should consider the benefits of learning Indonesian at ‘A’ level. Students should acquire comparable skills to the ‘T student’, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Intermediate Indonesian (T)
Students who have some prior knowledge of Indonesian, but do not meet the prerequisites for Continuing Indonesian may take this course, which consists of Beginning Indonesian (T) 4, 5 and 6 and Continuing Indonesian 1, 2 and 3.

Continuing Indonesian (T)
This course is for students who have completed at least three years of Indonesian at high school. The major skills of listening, speaking, reading, and writing are developed concurrently. Opportunities to study aspects of Indonesian culture and society are provided.
Advanced Indonesian (T)

This course is designed for native speakers of Bahasa Indonesia and Malay or students with a high level of Indonesian. The course aims to maintain and extend the students’ Indonesian language skills and at the same time, by studying Indonesian and English in contrast, to promote the students’ English language skills. As well as aspects of language, students are expected to read and analyse various genres of Indonesian and Malay literature.

Italian

Beginning Italian (T/A)

These courses are designed for students who have had no exposure to the language but who wish to achieve basic oral and written fluency in Italian for the purpose of further study, communication, travel or employment. A major objective will be to develop students’ conversation skills. Reading and writing skills will be developed concurrently. Cultural aspects will be dealt with as an integral part of the course.

Students should consider the benefits of learning Italian at ‘A’ level. Students should acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Intermediate Italian (T)

Students who have some prior knowledge of Italian, but do not meet the prerequisites for Continuing Italian may take this course, which consists of Beginning Italian (T) 4, 5 and 6 and Continuing Italian 1, 2 and 3.

Continuing Italian (T/A)

This course is for students who have completed at least three years of Italian at high school. It leads to further development of the four language skills of listening, speaking, reading and writing. It also includes aspects of Italian culture and civilisation.

Advanced Italian (T)

This course is a variation of the IB Higher course that develops advanced language skills through the study of Italian literature and civilisation. Students will not be required to sit the external examination if they are not part of the IB program.

Japanese

Beginning Japanese (T/A)

This course assumes no prior knowledge of Japanese. Oral and written skills will be taught, with communication as the main focus. Japanese scripts will be used exclusively for reading and writing. Key aspects of Japanese society and culture will also be introduced, both through language and other activities.

Students of Beginning Japanese have the option of sitting for the Japanese Ab Initio International Baccalaureate examination at the
end of two years of the course. The examination core work will be covered within the beginning course but some independent work will be expected of students taking this examination. Students should consider the benefits of learning Japanese at ‘A’ level. Students should acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Intermediate Japanese (T)
Students who have some prior knowledge of Japanese, but do not meet the prerequisites for Continuing Japanese may take this course, which consists of Beginning Japanese 4, 5 and 6 and Continuing Japanese 1, 2 and 3. Students have the option of sitting for the Japanese Ab initio IB examination at the end of this course.

Continuing Japanese (T)
This course is for students who have completed at least three years of Japanese at high school. It will enable students to continue their study of the language and also to develop their awareness of, and interest in, modern Japan, its people and culture. Students have the option of sitting for the Japanese B IB examination at the end of this two year course.

Advanced Japanese (T)
This course is designed for non-native speakers who have spent at least one year in Japan. The course therefore assumes considerable oral fluency in Japanese, and good reading and writing skills.

Korean

Beginning Korean (T/A)
These courses assume no prior knowledge of Korean. Oral and written skills will be taught, with communication as the main focus for the purpose of further study, travel or enjoyment. The Korean script will be used exclusively for reading and writing. Key aspects of Korean society and culture will also be studied. Students should consider the benefits of learning Korean at ‘A’ level. Students should acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Intermediate Korean (T)
Students who have some prior knowledge of Korean, but do not meet the prerequisites for Continuing Korean may take this course, which consists of Beginning Korean (T) 4, 5 and 6 and Continuing Korean 1, 2 and 3.

Continuing Korean (T)
This course is for students who have studied a substantial course of Korean previously. It will enable students to continue their study of the language and also to develop their awareness of Korean culture and civilisation.
Languages

**Advanced Korean (T)**
This course is designed for native speakers and non native speakers who have spent at least one year in Korea. The course assumes considerable oral fluency in Korean and good reading and writing skills. In addition to extending the Korean language skills of non Korean students the course also aims to improve the English skills of native Korean speakers and to extend language and cultural awareness through a comparative study of the two languages.

**Spanish**

**Beginning Spanish (T)**
This course is designed for beginners wishing to achieve a basic fluency in the language for the purpose of further study, communication, travel or employment. The four language skills - listening, speaking, reading, writing, will be developed concurrently. Cultural aspects of all Spanish speaking countries will be dealt with as an integral part of the course. Students will also have the option of sitting for the Spanish Ab Initio International Baccalaureate examination at the end of two years of the course. The examination core work will be covered within the beginning course but some independent work will be expected.

**Intermediate Spanish (T)**
Students who have some prior knowledge of Spanish, but do not meet the prerequisites for Continuing Spanish may take this course, which consists of Beginning Spanish 4, 5 and 6 and Continuing Spanish 1, 2 and 3.

**Continuing Spanish (T)**
This course is for students who have completed at least three years of Spanish at high school. It enables students to further develop the four major skills of listening, speaking, reading and writing. It also provides an opportunity to study aspects of Spanish culture and civilisation.

**Advanced Spanish (T)**
This course is for students who have considerably more exposure to the target language than the average high school student. This course enables students to extend their written skills and become familiar with various literary genres. Students will also study the culture and societies of the various Spanish speaking countries. This course provides an excellent basis for the Higher Levels of the IB.
The college provides an extensive EAL/D program that is reviewed regularly in order to meet changes in the circumstances and needs of non-English speaking background students.

In addition to formal classes, individual tutorial assistance is given where necessary.

**Unit Description**

Units in the (T) and (A) courses are offered as either half-standard (0.5) and/or standard (1.0) units.

**EAL/D for Academic Purposes (EAP) (T)**

This course is designed for those who have a good working knowledge of the fundamentals of English and who wish to improve their fluency in, and knowledge of, the language. Students are assessed to determine which entry level is appropriate for them.

EAL/D for Academic Purposes covers the four aspects of English - listening and speaking, reading and writing - and has a definite emphasis on academic skills, to allow students to attain the skills required for tertiary studies. The later units include an introduction to literature, thus providing a logical progression into English units, if required.

**Course Pattern**

This course consists of thirteen sequential units, and may be taken as a Major or a Minor. One English unit can be included in an EAL/D Major and vice versa.

**Assessment**

Class exercises, essays, group and individual work. Details of the specific assessment patterns for each unit are available from the Languages/EAL/D department.

**EAL/D (A)**

This course is intended for those students who have some understanding of basic English language skills, and who wish to improve their understanding of English. This is an appropriate English course for students not wishing to pursue further studies at university. Other students may take this class as an additional English class to their EAP Studies. Many students have found this additional assistance useful.

Students may study up to two accredited EAL/D units at the same time achieve a Major-Minor or Double-Major. Twelve units are available, to cover a variety of topics that best meet the students’ needs.
EAL/D and IELTS Tutorial (R)

These units are available to students from culturally and linguistically diverse backgrounds that are in need of specific assistance with assignments etc. Grammar, writing skills, reading skills, pronunciation skills and library introduction units are available. Mainstream support and individual tutorial assistance are provided where staffing permits.
Visual Arts

- Creative Art (T/A)
- Ceramics (T/A)
- Photography (Traditional and Digital) (T/A)
  - Photography
  - Digital Photography
- Design and Graphics (T/A)
  - Graphic Design
  - Computer Aided Drawing
  - Architecture
- Design and Technology (T/A)
- Furniture Construction (A/V)
- Textile Design (T/A)
- Fashion Design (T/A/V)
- Food for Life (A)

The Visual Arts department offers both Tertiary and Accredited courses. There are no prerequisites for any beginning units.

International Baccalaureate

It is possible for students to select subjects from the Visual Arts faculty as part of their IB Programme as ‘Group 6’ subjects. The IB assessment guidelines for Art/Design are used and students are able to undertake a Higher Level or a Standard Level program. In previous years, students have successfully studied Creative Art, Photography and Digital Imaging, Ceramics and Design Technology for the IB

Creative Art (T/A)

The Creative Art course is a broad general art program that provides the opportunity for growth through self expression in visual media. The emphasis is for the student to learn and develop a wide range of skills that contribute to the effective communication of ideas while exploring diverse media. The Creative Art (A) course has a greater emphasis on practical studio work in assessment.

Course Pattern

The course may be taken as a Minor, Major, Major/Minor or a Double Major and is a sequential course that begins with units 1 and 2. These two units form an essential foundation for all later units and are a prerequisite for subsequent (T) units. Units of Ceramics (T/A) may be included in the Creative Art (T/A) courses and vice versa. The single units; Drawing, Painting and Art History may be included in the Creative Art (T/A) course.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Art 1 Introduction to Visual Art

This foundation unit looks at visual art elements such as line, tone, space and colour. Students develop ideas, skills and techniques through investigating a variety of drawing media and produce thematic mixed media works. (0.5)
Visual & Performing Arts

Art 2 Foundation Skills
This foundation unit will emphasise the development of skills and techniques in painting, sculpture and mixed media. Students will study the processes of art making, how to develop their own ideas and produce works of art. Self identity will be explored in thematic students directed works. (1·0)

Art 3 Printmaking
The emphasis is for students to develop their own personal creativity and explore printmaking as a medium. Printmaking methods such as mono printing, various types of block printing, intaglio and screen printing will be covered. (0·5)

Art 4 Mixed Media
Students investigate a variety of combined drawing, painting and printmaking media. The emphasis is for students to develop their own personal creativity and explore 2D mixed media projects (0·5)

Art 5 Sculpture
Students will develop their own personal creativity and explore both traditional techniques and new materials and methods in sculpture. Students develop their own project and research contemporary sculpture (1·0)

Art 6 Exhibition
The focus for this unit is the production of a student directed major work and the organisation of the Year 12 art exhibition. The students will investigate a media of their choice. (0·5)

Art 7 Extension 2D Work
The focus of this unit is the student’s selection of a range of 2D art media to explore in depth. The emphasis is for students to develop their own personal creativity and produce a folio of artwork on a selected theme. (0·5)

Art 8 Installation
The emphasis is for students to develop their own personal creativity and explore new materials and methods in contemporary art and installation art in particular. Students develop their own project and research installation art (1·0)

Art 9 Portfolio
The focus for this unit is the production of a student portfolio of work suitable for submission to tertiary institutions. The artwork required will be individually negotiated. (0·5)

Drawing
This unit is offered for students wanting to complete a double major in Creative Art. It requires independent work skills and a rationale for a portfolio of work in drawing. (1·0)

Painting
This unit is offered for students wanting to complete a double major in Creative Art. It requires independent work skills and a rationale for a body of work in painting. (1·0)
Themes and Trends in Art History

Themes and Trends in Art History is an overview of Art History. This unit focuses on the creative development of people through the centuries from Pre History to Modern Art. For students who have a general interest in this area or a more specific goal for a future career, this is a worthwhile course of study to investigate. (0·5)

Art History: Art Now

Art Now is a complementary unit of study in Art History that focuses on contemporary art practice and the post modern world of art. New materials, art forms and ideas will be covered in Australian and international art. For students who have a general interest in this area or a more specific goal for a future career, this is a worthwhile course of study to investigate. (0·5)

Assessment

Practical work, visual diary and research. The exact weighting given to each item varies from unit to unit. Details are available from faculty staff and in each unit outline.

Ceramics (T/A)

This course offers students the opportunity of learning the major techniques of this medium, enabling them to create objects while developing ideas and styles in ceramics. Emphasis is placed on students’ personal creativity. The Ceramics (A) course has a greater emphasis on practical studio work in assessment.

Course Pattern

Ceramics may be taken as a Minor or Major course.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Introduction to Ceramics

This foundation unit forms an essential foundation for all later units and looks at concepts such as form, texture and construction. Students investigate a variety of ceramic construction techniques. It also introduces students to different firing methods, surface treatments and decoration applications. These aspects of ceramics are explored through the student’s ceramic projects. (0·5)

Raku and Coil Work

Develops students’ skills in working on extending coil construction techniques and sculptural abilities. Also develops Raku experience and surface treatment of ceramic ware. (1·0)

Wheel Work

Introduces students to wheelwork and extends hand building technique and working with low and high relief sculpture. (0·5)

Decoration Techniques

Develops students’ own thematic study with emphasis on surface decoration techniques. (0·5)
Visual & Performing Arts

Sculpture
Further develops students’ own thematic study. Students will complete a large hollow form sculpture in clay. Students are also required to assist in a Raku firing as well as producing their own Raku sculptures. (1·0)

Exhibition
Concentrates on students’ own thematic study. (0·5)

Assessment
Practical work, visual diary and research. The exact weighting given to each item varies from unit to unit. Details are available from faculty staff and in each unit outline.

Photography (Traditional & Digital) (T/A)
Photography is a powerful social, vocational, creative and technical tool. Society in the new century is becoming ever more reliant on visual communication, which requires greater discrimination in critically evaluating images, and greater skills in producing and disseminating images. Specific skills in visual analysis and production are developed through photography, as well as a broad range of other skills relevant to the lives and careers of students. Photography provides opportunities, through a differentiated curriculum, to challenge students with a range of abilities and learning styles – from the academic and gifted to students with special needs – to achieve their potential. Photography encourages students to map potential pathways from school to tertiary education and/or industry. The visual language of photography is an excellent way for students from a variety of backgrounds to come together to explore their identities and their lives. It is recommended the courses are studied sequentially and may be taken as a minor, major, major/minor and double major. The Digital Photography courses run concurrently with the Photography courses allowing for a double major. There are no prerequisites for either course. A levy for consumables is necessary due to the high cost of photographic materials.

Unit Description
Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Photography
Introduction to Photography (Beginning Unit)
Concentrates on achieving a basic standard of photographic technique using SLR cameras, processing and printing black and white images in a conventional darkroom. This unit is a detailed orientation to the college photographic facilities.

Continuing Photography
Students will build on the skill developed in session 1. Students will apply composition and design principles in their work. They will explore fine printmaking fundamentals and produce a folio of images based on a theme. They will be introduced to techniques such as dodging and burning and contrast filtration.
**Visual & Performing Arts**

**Photographic Design**
Photographic design will allow students to complete fine art black and white prints on specific themes. They will interpret photography as a visual medium. They will further their knowledge of the camera and the darkroom and explore ideas such as split filtering, masking and toning as well as undertaking a study of individual photographers.

**Photographic Studio**
Students learn the fundamentals of controlling light in photography. They will learn how to use studio flash in a studio environment, how to build and use a daylight studio and how to control light using alternative light sources such as reflectors, torches, windows, headlights, and candles. Students have an opportunity to discuss contemporary photographic practice.

**Art Photography**
This unit explores photography as art. The students will build a folio of work based on a foundation of conceptual ideas. The students will use a variety of tools including scanners, digital cameras, unusual camera formats, inkjet printers, film based alternative processes, and the photographic studio. Students have an opportunity to engage in discussions concerning Australian and International photographic art.

**Photographic Publications**
Students will explore applications such as portraiture, the landscape, still life, fashion, architecture, interiors, food, photojournalism/humanist, sports, music/rock, nature/wildlife, animal, art etc and produce a series of images ready for publication. The students will use a mixture of the traditional and digital environments. They will determine the lighting, the best use of camera and lens, the post production and the final format.

**Digital Photography**

*Foundation to Digital Imaging (beginning unit)*
An introduction and context for studying digital photography. Scanning, resolution and camera theory and practice, image manipulation and printing. They will be introduced to Adobe Photoshop and will investigate the basic concepts of the digital environment including image size, capture devices, image, screen and printer resolution.

*Continuing Digital Photography*
Students will explore scanning and resolution theory and practice in greater detail, image manipulation, printing possibilities, industry practice and a range of applications concerning digital media. They will be exposed to digital SLR cameras and become proficient in their use and the archiving of images.
Visual & Performing Arts

Digital Photography Techniques

Students will apply the skills they have learnt to produce images with specific image design parameters. They will use a variety of tools to produce the images including digital SLR cameras, film and flat bed scanners and inkjet printers. They will be exposed to digital camera techniques including aperture, shutter, ISO, colour balance and file types.

Photography in Context

Students will be exploring advanced lighting, camera raw and photoshop software, colour management, digital file types including raw, jpeg and Tiff, post processing, and archiving. They will be working on creating contemporary digital photographs studying the work of a number of digital photography artists.

Photography Negotiated Study

Students will apply the skills they have learnt to produce images with specific image design parameters. They will use a variety of tools to produce the images including digital SLR cameras, film and flat bed scanners, alternative cameras including film cameras and storage devices. They will be exposed to advanced blending and montage techniques and printing solutions.

Photography Now

Students will investigate contemporary art practice where digital technology is the preferred medium. Alternative presentation methods will be explored. Students will test a variety of substrates, apply colour and black and white techniques, use appropriate capture technology and produce exhibition quality artwork.

Assessment

Folio of work and/or exhibition prints, approximately 70%, research approximately 30%.

Design and Graphics (T/A)

Students undertaking the course can study any or all of the three streams. Graphic Design can be studied as a major or minor, Architectural Studies as a minor only and CAD as a minor only. Any of the streams can combine to form a major, major minor or double major.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Graphic Design

Introduction to Graphic Design

A foundation unit that is an introduction to design fundamentals including design elements, graphic design process, historical and cultural context, and Graphic Design materials and media. The unit also introduces print media technology including the Adobe Creative Suite. (0.5)
Visual & Performing Arts

**Graphic Design Applications**

Graphic design 2 explores in greater depth the design process and introduces strategies for working to a formal design brief. This unit introduces the concepts of iconography and visual literacy: eg. metaphors, symbolism, characterisation, logotypes and signage. Students are presented at least two briefs that offer opportunities for creative response. (1·0)

**Continuing Graphic Design**

The design briefs for this unit will focus on building strong illustrative techniques. Graphic Design 3 engages students in more sophisticated concepts of theory and technology including special layout and typography and print industry technologies. (0·5)

**Graphic Design Typography**

Graphic Design 4 is the first unit in the Major course and focuses of typography in greater depth than previous units. Students will explore the basics of typographic design in relation to individual letterform and singular words, as well as typography for the purposes of corporate identity. (0.5)

**Major Design Project**

A unit that can be studied after the completion of a minor course of Graphic Design that provides an opportunity for students to work as independent designers on a large publishing project. The brief for the project is written by the student themselves with constant supervision by the teacher. (1·0)

**Graphic Design-Continuing Typography**

The final unit of the Graphic Design Major focuses on exploration of typography and typographic design in further depth. Students will explore typography for text, advertising and publication purposes as well as how typographic trends impact graphic design as a whole. (0.5)

**Assessment**

*Design and problem solving processes 50-65%, communication and production skills 15-20%, knowledge and understanding 20-35%.*
Computer Aided Design

Computer Aided Design 1
This unit introduces students to 2D and 3D Computer Aided Design and Drawing production and presentation, freehand sketching, pictorial representation, orthographic, isometric, perspective drawing and to computer systems and components that enable the presentation of designs and product information. (0.5)

Computer Aided Design 2
This unit provides for an in-depth study of 2D and 3D Computer Aided Design and Drawing processes and techniques and covers a wide range of industry standard CAD applications suitable for use in areas such as engineering, architecture and industrial design. Students will develop advanced layout, presentation and photorealistic rendering methods and techniques. (1.0)

Computer Aided Design 3
This unit provides an opportunity for students to apply their previously developed skills and knowledge to solving problems of an engineering, architectural or industrial design nature through student - teacher negotiated design briefs. Through this negotiated process students will have the opportunity to develop advanced CADD methods and techniques in areas that interest them. (0.5)

Architecture

Architecture 1
This unit is designed to introduce students to architectural drawing standards, concepts, specifications, domestic applications of energy efficiency concepts, the design process and design briefs, Australian standards and presentation and layout methods. Students will be introduced to industry standard Architectural software applications. (0.5)

Architecture 2
Students will further develop their design drawing skills and techniques using a range of industry standard software applications and while working through a range of architectural design problems students will investigate site planning and energy consumption in buildings of various functions, the impact of population and changing human needs in communities, innovation in building materials and processes and economic considerations in design and construction. (1.0)

Architecture 3
This unit provides an opportunity for students to construct models of their solutions to architectural design problems. The theoretical focus will be on developing knowledge and understanding of building materials and processes, historical, economic, environmental, social and cultural issues involved in the study of architecture. (0.5)
Design & Technology (T/A)

This Design and Technology course integrates theory and practice concerned with the application of technology in society. Through communicating and making projects, students develop aesthetic awareness and learn to visualise ideas. They acquire practical and theoretical skills using equipment, machinery, information technologies and communicating ideas. Students understand the social, environmental and economic effects of design and technological applications through evaluating their own and other products and processes.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Design 1 and 3 Product Design

These units give a basis for the development of skills both two and three dimensional and enable students to use a design process to design and make projects and use appropriate written and graphical forms to record processes. (0.5)

Design 2 Environmental Design

A unit that revolves around the design and presentation of environmental designs e.g. landscape and interior design. (1.0)

Design 4 and 6 Design and Manufacture

This unit enables students to further their design skills with projects using various resistant materials and also covers ecological sustainability and manufacturing processes. (0.5)

Design 5 Major Design Project

Students apply a design process to develop a major design project of their own choosing to an advanced final design or prototype stage. (0.5)

Assessment

Design and problem solving processes 50-65%, communication and production skills 15-20%, knowledge and understanding 20-35%.

Furniture Construction (A/V)

Through designing and making a range of practical projects students will develop skills in the use of furniture making hand tools, machinery and CADD applications. They will gain knowledge and experience of materials, systems and furniture production processes and how to work independently and collaboratively.

Students undertaking this course will develop general woodcraft skills and also develop the knowledge and skills required to enter employment and/or further training in the furniture and general construction industries. These could include: cabinet making, kitchen renovation, upholstery, antique restoration, picture framing, soft furnishing etc. Students will have the opportunity to complete a Certificate I in Furnishing, over a period of 2 years.
Visual & Performing Arts

The Furniture Construction course is a competency based course and students will be provided with a range of learning experiences to develop competencies leading to Certificate I in Furnishing LMF10108.

These competencies can be achieved by completing these units:

<table>
<thead>
<tr>
<th>1st year</th>
<th>Unit title</th>
<th>Points</th>
<th>Q/S/Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to Furniture Construction</td>
<td>0.5</td>
<td>Q</td>
</tr>
<tr>
<td>Session 2</td>
<td>Timber Machining and Assembly</td>
<td>1.0</td>
<td>S</td>
</tr>
<tr>
<td>Session 3</td>
<td>Continuing Furniture Construction</td>
<td>0.5</td>
<td>Q</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd year</th>
<th>Unit title</th>
<th>Points</th>
<th>Q/S/Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4</td>
<td>Timber Furniture Project Skills</td>
<td>0.5</td>
<td>Q</td>
</tr>
<tr>
<td>Session 5</td>
<td>Timber Furniture Major Project</td>
<td>1.0</td>
<td>S</td>
</tr>
<tr>
<td>Or</td>
<td>Advanced Timber Furniture Construction</td>
<td>2.0</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Competencies**

The follow units of competency will be offered over the 2 year course cycle. If the full requirements of a certificate are not met, students will be awarded a Statement of Attainment for the units of competence achieved.

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
</tr>
<tr>
<td>SAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSAPM0PS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>LMFCR0001B</td>
<td>Follow safe working policies and practices</td>
</tr>
<tr>
<td>LMFCR0002B</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>LMFCR0003B</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>LMFCR0004B</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>LMFFFI001B</td>
<td>Complete a basic finishing product</td>
</tr>
<tr>
<td>LMFFM1001B</td>
<td>Construct a basic timber furnishing product</td>
</tr>
<tr>
<td>LMFFM1002B</td>
<td>Operate basic woodworking machines</td>
</tr>
<tr>
<td>LMFF2001B</td>
<td>Use furniture finishing sector hand and power tools</td>
</tr>
<tr>
<td>LMFF2004B</td>
<td>Prepare surfaces for finishing</td>
</tr>
<tr>
<td>LMFF2008B</td>
<td>Apply surface coatings by hand</td>
</tr>
<tr>
<td>LMFFM2001B</td>
<td>Use furniture making sector hand and power tools</td>
</tr>
<tr>
<td>LMFFM2002B</td>
<td>Assemble furnishing components</td>
</tr>
<tr>
<td>LMFFM2005B</td>
<td>Join solid timber</td>
</tr>
<tr>
<td>LMFFM2006B</td>
<td>Hand make timber joints</td>
</tr>
</tbody>
</table>

Students must complete one Structured Workplace Learning unit from the 4 offered below if they want to meet the full requirements of Certificate I in Furnishing LMF10102.

- FC Structured Workplace Learning 1 = Small Firm Experience
- FC Structured Workplace Learning 2 = Large Firm Experience
- FC Structured Workplace Learning 3 = Kitchen Firm Experience
- FC Structured Workplace Learning 4 = Shop Fitting Firm Experience

| MSAENV272B    | Participate in environmentally sustainable work practices                             |

- 101 –
Visual & Performing Arts

Textile Design (T/A)

This course has been designed to develop and foster visual design skills in the areas of fibre and fabric manipulation and embellishment. In each unit students will design and produce creative responses to a range of design briefs. The course is a good foundation for tertiary study in the areas of design and visual arts. Levies are used to purchase notions for practical sessions, these include: sample fabrics, sewing and overlocking cottons, machine and overlocker needles, embroidery threads, elastic, pins, needles, interfacing dyes, printing equipment etc.

Students may complete either a Major or Minor course of study.

Unit Description

Units are offered as either half-standard (0·5) and/or standard (1·0) units as indicated against each unit.

Designing with Textiles

Introduces visual design concepts and drawing skills using a variety of media. Students will design and produce textile articles using recycled materials. (0·5)

Textile Colouration

An experimental exploration of a wide variety of dyeing and printing techniques. Students will design and produce a complex fabric project for interior design. (1·0)

Designing Unique Fabrics

An experimental exploration of a wide variety of fabric construction techniques. Students will design and produce a unique fabric. (0·5)

Textile Art to Wear or Exhibit

Introduces textiles as a medium for communication and self expression. Students will explore a range of historical and cultural textiles, as well as investigating the work of contemporary textile artists. Students will design and produce a wearable or hanging art piece. (0·5)

Designing Costumes

Explores types of costumes for specific purposes and skills in developing and illustrating storyboards and production sketches. Students will work with a client to design and produce costumes for a musical, dance, theatre, television, film, ballet or opera production. (1·0)

Cultural Textiles

Students will explore cultural textiles from around the world and have opportunities to develop a range of construction and embellishment techniques. (0·5)

Assessment

Design folio and exercises 20-30%, practical application 40-50%, written and oral work 20-30%.
Fashion Design (T/A/V)

Fashion Design is a nationally recognised Vocational course that can begin a career pathway in this creative and diverse industry. Completion of the course could give you Certificate II in Applied Fashion Design and Technology. Students who complete some units will receive a Statement of Attainment in Clothing Production. This vocational qualification articulates into higher level vocational courses and students will have the opportunity to develop a portfolio that may be presented at an interview for admission to a tertiary institution.

Vocational placements with local employers and industry visits over the two years are an important part of the course. They allow students to experience the industry first hand and provides opportunities to investigate career pathways in the fashion and retail industries.

The design process, which is an integral part of this course, involves researching the parameters of a topic, designing a suitable solution, making a product and finally evaluating it. This process is essential when designing, not only for fashion and textiles but also for areas such as science and technology. Levies are used to purchase notions for practical sessions, these include: sample fabrics, sewing and overlocking cottons, machine and overlocker needles, embroidery threads, elastic, pins, needles, interfacing etc. Students may complete either a Major or Minor course of study.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Introduction to Design

Designers need a knowledge and understanding of the concepts of design. These form the basis for the development of aesthetically pleasing and functional product design. Students will work through the design process to complete articles of clothing or interior design items to suit their own personal requirements. (0.5)

Working with Fabrics

Designers must understand the fabrics they are working with to enable them to enhance their design ideas and push the boundaries of possibilities. Textile fibres, yarn structures and cloth construction techniques form the basis of this unit. Design briefs will provide opportunities for experimentation with a wide variety of textile materials. (1.0)

Fabric Colouration

Students will be provided with the opportunity to experiment with fabric colouration techniques to produce a garment. Processes undertaken include silkscreen printing, silk painting, batik and textile dyeing techniques. Factors affecting the selection of dyes and techniques of colouring cloth will be explored. (0.5)

Design in Fashion

Design is an integral part of our lives. In this unit art, fashion history, culture and the environment provide the stimulus for designing embellished fashion and textile goods. Mediums to be explored include hand and machine embroidery, applique and beading. (0.5)
Visual & Performing Arts

**Marketing your Own Designer Label**

The fundamentals of starting a small designer business will be investigated. Establishing and registering a business name, structure of the business, methods of operation management of resources and presentation of product will all be explored.

The success of any business is largely dependent upon its marketing strategy. Marketing techniques, including advertising, will be explored in both a theoretical and practical way. The identification of a target market group and its implications will be discussed. Leading design houses and fashion retailers will be investigated to illustrate this topic. There will be an opportunity to compile a portfolio of student work in readiness for interviews to tertiary institutions. (1·0)

**Fashion Manufacturing**

Where do our clothes come from and how are they made? This unit will take a detailed look at the current state of the Australian Fashion Industry - Government policies and intervention. The fashion industry will be analysed including the importance of recent advancements in technology throughout manufacturing. A simulated business will be established within the class group with each student taking on a specific role to plan and produce a simple garment or fashion accessory. (0·5)

**Designing for Clients**

In this unit you are the designer! The importance of the role of the fashion designer to the success of the company will be explored. Particular emphasis will be placed on the development and management of resources and marketing skills and techniques. The designer will focus on a specific client and compile a storyboard of ideas suitable to their needs. Communication and negotiation with the client will be paramount in this process. (1·0)

**Fashion Extension**

Are you interested in a particular area of fashion or textile design that has not been covered by the course? If so, this unit is available to you, if you have successfully completed 3 standard units. You choose your own special topic to research, design and construct a project to communicate your creativity or partake in a fashion parade designed and organised by the student group. The unit outline and assessment criteria will be negotiated with your teacher. (0·5)

**Assessment**

A course: Practical 60%, Design 20%, Oral & Written 20%.

T course: Written & Oral 35%, Practical 40%, Design 25%.
Vocational Certificates

Students who study this course and demonstrate competence in the listed units will be awarded one of the following nationally recognised Vocational Certificates or a Statement of Attainment.

LMT21707 Certificate II in Applied Fashion Design and Technology

Ten (10) units are required to complete this qualification. All six core units and four specialist units are required.

Group 1 – Mandatory Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTGN2001B</td>
<td>Follow defined OHS policies and procedures</td>
<td>Core</td>
</tr>
<tr>
<td>LMTGN2002B</td>
<td>Apply quality standards</td>
<td>Core</td>
</tr>
<tr>
<td>LMTCL2001B</td>
<td>Use a sewing machine</td>
<td>Core</td>
</tr>
<tr>
<td>LMTCL2003B</td>
<td>Identify fibres and fabrics</td>
<td>Core</td>
</tr>
<tr>
<td>LMTFD2005B</td>
<td>Identify design process for fashion designs</td>
<td>Core</td>
</tr>
<tr>
<td>LMTFD2001B</td>
<td>Design and produce a simple garment</td>
<td>Core</td>
</tr>
</tbody>
</table>

Group 2 – Specialist Units

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

**Food for Life (A)**

This practically focused course has been developed for students with an interest in food, health and well-being. Its main focus is on the development of knowledge and practical skills, which will assist young people in establishing a healthy relationship with food throughout their life.

*Essential Concepts;*
- Health
- Nutrition
- Resource management

**Working with Food**

This unit has a focus on the techniques of cookery. Students learn definitions and analyse recipes to identify the techniques needed in preparation. They demonstrate their learning through planning a practical presentation of a recipe and its techniques (0.5)

**Independent Living – Moving On**

This unit prepares students for leaving home and establishing their own kitchen and pantry. They learn about food preparation which is economical and makes good use of the pantry. It also looks at lease/tenancy issues and the process of taking out a lease. (0.5)

**Food, Sport and Peak Performance**

This unit looks at nutrition planning for health and training. Product development and food fads are also investigated. (0.5)

**Nutrition for Life**

This unit extensively investigates food related diseases. Diabetes, heart disease and food allergies are the main focus. General investigation is also done on Australia’s health issues in the community. We also learn about correct food handling procedures in shopping, preparing and serving food. (1.0)

**Food and Culture in Australia**

This unit investigated the significance of food prepared for festive, social and religious occasions in many religious and cultural groups including indigenous Australians. A look at modern cuisines in Australia and our future directions brings this study to present day. We also investigate immigration and its impact on Australian society and the diet of Australians for example, the Gold Rush era, the Depression, World Wars I & 11, the Snowy Mountain Scheme, Asian immigration after the Vietnam War. This leads into the development of technology and its influence on the Australian food industry through our history. (1.0)
Performing Arts

- **Extension Music (T).** Two sequential six unit courses available:
  - Solo Performance (T) Units 1 – 6
  - Chamber Music (T) Units 1 - 6.

- **Music (A/T/Tertiary Extension Music).** Students may choose from a variety of six unit sequential courses. These units may be taken at Tertiary or Accredited level (T or A). Some units are at a Tertiary Extension Level. On offer are:
  - **Electronic Music (T/A)**
  - **Jazz (T/A)**
  - Registered Music Units
  - **Musical Performance (R)**
  - **Concerts (R)**
  - **Jazz Performance (R)**
  - **Wind Ensemble (R)**
  - **Theatre Arts (T/A)**
  - **Theatrical Production (R)**
  - **Dance Studies (T/A)**

Music

The Music Department at Narrabundah College offers a wide range of exciting courses to meet the diverse needs of its students. The music area has a large performance auditorium, an electronic music studio combined with a large teaching room for guitar, keyboard and theoretical studies, a recording suite several practice rooms and a second large teaching space for jazz and theoretical studies.

Music units cater for all students interested in studying music, from beginners to very advanced. Units offered are diverse and include classical, Jazz, Electronic and contemporary music as well as studies about the music industry. Many of our college music students have gone on to achieve successful careers in music performance, production and promotion.

The Music Industry Course is a vocational course that offers students the opportunity of gaining nationally recognised certificates. Students may then continue their studies at post college level either within the Canberra Institute of Technology or within a growing number of Australian universities.

Subject Consumables: $10 per quadrimester, $20 per semester unit. This amount is to cover consumable items such as guitar strings, blank disks, drumsticks, CDs and set material for concerts.
Visual & Performing Arts

International Baccalaureate

Music is offered as a Group 6 subject. Students may study at either Higher or Standard levels over two years and should enrol in the Individual Performance course. Prospective students should consult the IB Music teacher before enrolling. Over the two years, IB students are expected to attend tutorials that cover all aspects of the IB music programme that are not attended to in the normal college courses.

- Musical Activities at Narrabundah College Autumn, Winter and Spring Concerts (all students)
- Regular Lunchtime Concerts
- United Nations Day
- “Jazzabout” a national jazz festival for young performers.
- Chamber Music Concert
- Electronic Music Concert
- Yuddah (Contemporary Music students)
- Final Recitals (Solo and Individual Performance students)
- Public Education Day Performances in Civic

Narrabundah Music Scholarship

This scheme was introduced in 1985 to assist students with tuition fees. Students wishing to apply for scholarships must lodge their application for enrolment at the college by the due date. Only students offered places at the college are eligible to apply for scholarships. Auditions are held each February. Please contact the Music Department for application forms. The awards are presented at the Autumn Concert.

Course Requirements

Completion of a unit will involve two hours of practical content and two hours of composition and musicology content per week.

Course Pattern

A Minor, Major, Major/Minor or Double Major are available in Tertiary Music, Extension Music and Accredited Music. Students keen to study music at Tertiary level should consult the music staff before making final decisions concerning their course selection. Students may study no more than a double major in the subject of Music.

Extension Music (T)

This course is for students who already have five or more years of experience in instrumental proficiency and who aspire to study at a high level, including those students preparing for tertiary music institutions. Students are expected to follow sequential patterns of advanced study in both musicological and practical aspects of the course.

Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.
## Visual & Performing Arts

### Unit Description and Unit Values

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Units 1, 3, 4 and 6 have a value of a half standard unit (0.5) and Units 2 and 5 a value of one standard unit (1.0).

### Music (T)

These courses are for students who have some instrumental proficiency and wish to undertake a tertiary course in music. Students are expected to follow sequential patterns of study in both the musicological and practical aspects of the course.

#### Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.

#### Unit Values

Units 1, 3, 4 and 6 have a value of a half standard unit (0.5) and Units 2 and 5 a value of one standard unit (1.0).

#### Assessment

Specific to each unit. Details are available from the Music Department.

### Electronic Music (T/A)

Offers opportunity in composition, utilizing computers, recording workstations. It is suitable for people interested in composition, loop creation and DJaying.

#### Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.

#### Unit Values

Units 1, 3, 4 and 6 have a value of a half standard unit (0.5) and Units 2 and 5 a value of one standard unit (1.0).

#### Assessment

Specific to each unit. Details are available from the Music Department.

### Jazz (T/A)

Jazz is an exciting course offering units in Blues, Swing, Bebop, Cool and Latin jazz.

#### Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.

#### Unit Values

Units 1, 3, 4 and 6 have a value of a half standard unit (0.5) and Units 2 and 5 a value of one standard unit (1.0).

#### Assessment

Specific to each unit. Details are available from the Music Department.
Visual & Performing Arts

Accredited Music (A)
This course is for the student with little or no background in music and for whom the requirements of the (T) music course are overly demanding. It consists of four hours contact per week. Each unit has a balance of practical and theoretical skills and knowledge. Either a Minor or Major course may be completed.

Unit Values
Units 1, 3, 4 and 6 have a value of a half standard unit (0·5) and Units 2 and 5 a value of one standard unit (1·0).

Assessment
Specific to each unit. Details are available from the Music Department.

Registered Music Units
Registered music units are offered to students rehearsing and performing in musical ensembles outside normal lesson times. Students are required to submit a written report to the Supervising Teacher one week before crossline testing week of each session. The report should outline the activities undertaken by the student, including dates of performances and rehearsals. The report must be signed by the relevant music director. Normal enrolment and re-enrolment procedures apply. Students may also wish to participate in classes but not complete the theory component. Access to these R units is directly related to class size and needs to be negotiated with the teacher of the class.

Musical Performance (CYOS) (R)
Units are offered for students rehearsing and performing in one of the Canberra Youth Orchestra Society ensembles or other community music groups or choirs.

Concerts (R)
Units provide opportunities for students to extend their performance skills through the presentation of music in the community.

Jazz Performance (R)
Units give credit to jazz students performing in the Canberra community.

Wind Ensemble (R)
Units are offered for students rehearsing and performing with the ACT Schools Senior Concert Band (attached to School Band Program) or other wind ensembles.
Narrabundah College offers an exciting and innovative Theatre Arts (T) (Tertiary) Course and (A) (Accredited) course, as well as (R) (Registered) units which enable students to be involved in theatrical production work without necessarily being enrolled in the (T/A) course. Through participation in the Theatre Arts program, students may meet and make new friends, build confidence and self-esteem, develop performance skills in improvisation, mime and movement, voice and acting technique, learn the theatre traditions and conventions of various cultures through a theoretical and practical study of theatre history, undertake theatre research and criticism and gain experience in a variety of production approaches and techniques through various production units and touring opportunities available.

The course is structured to provide a wide experience of the theatre arts that will develop the student’s skill, knowledge and experience. All classes contain a major practical component that encourages exploration through practical performance and active participation. Many classes involve exercises that develop improvisational theatre and group-devised work. Participants are encouraged to work individually and in groups to create innovative theatre projects, as well as develop skill in critical analysis and research. The course aims to provide opportunities that will offer choices relevant to further studies in the Theatre arts as well as equipping the students with personal skills that will assist them in life and in their chosen careers.

The (T) course enables participants to gain both practical theatre skills and an academic basis for tertiary studies. Both the Tertiary and Accredited courses equip the students of Theatre arts for careers in the theatre and in other related areas of public vocational work. During the course, students may enrol in major productions, theatre tours and in a variety of alternative, smaller production units that provide on-stage and backstage experience. These units offer the opportunity to follow and develop individual areas of interest and expertise, discover new skills and gain valuable practical experience and theoretical knowledge. Many students continue with tertiary studies in Theatre at recognized universities or at major training institutions such as the National Institute of Dramatic Art (NIDA), the Victorian College of the Arts (VAC), and the Western Australian Academy of Performing Arts (WAPA).
Theatre Arts (T/A)

The units in this course are divided into three groups. These represent a development of skills, the acquisition of knowledge and the experience of a practical application of skills and knowledge. Theatre workshop is a compulsory introduction to the Narrabundah College Theatre Arts program and provides an introduction to the particular approach taken at Narrabundah College and a way of meeting and making new friends who share similar interests in Theatre.

Selection of appropriate units should be done in consultation with staff in the Theatre Arts Faculty throughout the course. Students may also include a Theatre Arts unit in an English major and may also include one of the following English units in a Theatre Arts Major:

* Writers in Depth – Brecht, Lorca or Miller (units may not be counted in both an English and Theatre Arts Major)

**Course pattern:**

**Minor:**

Core study of one half standard (0.5) unit + one standard (1.0) unit and one half standard (0.5) unit or three half standard (0.5) units (total of 2 standard units).

**Major:**

Core study of one half standard unit (0.5) + three standard (1.0) units OR four half standard (0.5) units and one standard (1.0) unit (total of 3.5 standard units).

**Major-Minor:**

Core study of one half standard (0.5) unit +five standard (1.0) units OR three standard (1.0) units and four half standard (0.5) units (total of 5.5 standard units).

**Double Major:**

Core study of one half standard (0.5) unit + four standard (1.0) units AND five half standard (0.5) units (total of 7 standard units).

**International Baccalaureate**

Narrabundah College offers Theatre Arts as a group 6 subject. Students may study at either a Standard Level (150 hours) or Higher Level (240 hours). Prospective students should consult with the Theatre Arts staff and the IB coordinator before enrolling in the course.

**Unit Description**

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

**Theatre Workshop**

This core unit offers students experience in developing ensemble theatre skills through theatre games, trust exercises, creative movement, mime, improvisation, acting techniques and practical group work. This unit forms the basis for further exploration in other units. (0.5)
Visual & Performing Arts

**Improvisation**
This unit provides skills and experience to create characters and situations in a spontaneous manner. Students will explore a number of techniques and styles to build these skills and apply them through a range of theatre games and stimulus material. Students are encouraged to apply improvisational technique to the development of original and innovative approaches to theatre. (0.5)

**Creative Movement**
Students explore non-verbal performance through participation in and experience of mime, movement and creative, physical expression of thoughts and feelings. The unit uses music and rhythm to express emotion and ideas. (0.5)

**The Actor, the Director and the Text**
Students explore the art of acting through the analysis and interpretation of important dramatic text. This includes both western theatre and theatre of other cultures, and translations of significant works by established classical and contemporary dramatists. The unit also explores the role of the director and offers the opportunity to learn and apply a range of directorial technique to acting exercises. This unit also explores the interpretation of a range of texts and prepares students for the audition process. This unit is an integral one for all committed students of Drama, but is compulsory for students in the International Baccalaureate Theatre Arts Program. (1.0)

**Acting the Text**
This unit explores the relationship between director, playwright and the actor. Extracts and monologues are used to explore character with a variety of styles and interpretation applied. The theories and styles of a range of dramatic theorists will be explored including Stanislavski, Brecht, Artaud, Godowsky and Brook. (0.5)

**Directing the Text**
Students will explore the relationship between director, playwright and the text and will apply the theories and styles of a range of dramatic theorists including Artaud, Meyerhold, Brecht, Grotowski, Brook and Boal to their exploration of directorial technique. (0.5)

**World Theatre Practice**
This unit explores the historical and theoretical trends that have shaped the nature of theatre from its origins to contemporary examples of theatre practice. It also explores theatre from other cultures and through practical exploration of performance extracts examines the relationship between western theatre and world theatre practice. This is an integral unit for all committed Drama students and is compulsory for all International Baccalaureate Theatre Arts students. (1.0)

**Theatre of Different Cultures**
Students will explore the theatre traditions of countries that have different cultural and theoretical expression. The unit involves workshops in a range of theatrical traditions and projects enable students to specialize in performances from traditions outside the western experience. Butoh, Kabuki, Noh and Indonesian shadow puppetry are some examples. (0.5)
**Western Theatre**
This unit offers students the opportunity to perform extracts of plays from the western theatre tradition. This unit focuses predominantly on the Greek, Elizabethan and Naturalist periods and encourages students to develop performances of comedy and tragedy from these periods. (0.5)

**Technical Theatre**
Students are given the opportunity to learn the specifics of technical theatre, such as lighting, sound, design, stage management, and other practical aspects of technical theatre that can be applied to production work at the College. (1.0)

**Technical Design**
This unit explores the principles of selected aspects of theatre design such as set, costume, lighting, poster design, as well as the application of these skills to a specific production at the college. (0.5)

**Theatre Lighting and Sound Operation**
This unit enables students to specialize in one or more areas of lighting and sound design and to apply this knowledge and understanding to production work at the College. (0.5)

**Ensemble Production**
Students will experiment with, design and create a performance that leads to the production of an ensemble work. This involves exploratory technique in the creation of theatre through class work, extracurricular work and a camp. This unit is only suitable to those students who are willing to commit an enormous amount of time to the development and performance of a production. (1.0)

**Creating the Ensemble**
Students will participate in workshops and improvisation, experimenting with the group-devised process of creating a performance. They will present works in various forms and styles to other members of the ensemble which may lead to inclusion or further exploration, towards the creation of a student devised production at a later date. (0.5)

**Performing the Ensemble Production**
Students will participate in the presentation of the group-devised process of creating a performance which will culminate in a group-devised performance. (0.5)

**Theatre Production**
This unit offers students the opportunity to participate in a major production that will lead to public performance of a theatrical work. Students will work as an ensemble on stage and behind the scenes and will further develop skills such as acting, dancing, singing, writing, directing, lighting, sound, costume, sets, make-up and front of house administration and publicity. (1.0)

**Devising a Production**
This unit prepares students for production and public performance. Students will participate in workshops and improvisation to devise original approaches to creating a performance. (0.5)
**Visual & Performing Arts**

**Staging a Production**
This unit offers students the opportunity to stage a production for public performance. Students will learn about and explore some of the conventions of staging a production, further their skill in sustaining a dramatic role in production, participate in rehearsals and behind the scenes activities towards the successful staging of a production. (0·5)

**Community Theatre**
Students will devise and perform a piece of Theatre that is relevant to a particular community issue. This may encourage the exploration of alternative performance styles and will introduce students to the acting theories and performance techniques appropriate to the development Community Theatre at the College and various venues. (1·0)

**Researching the Community Production**
Students will be involved in improvisations and workshops leading towards the presentation of a performance for a community audience. Students will experiment with the adaptation and work-shopping of relevant material and devise the core structure for a performance relevant to a community group, event or venue. (0·5)

**Performing the Community Production**
Students will rehearse and participate in a performance based on an issue relevant to a particular community group, event or venue. Students will be involved in the processes of construction and evaluation and the development of performance skills and the application of voice, character and song and movement workshops and improvisations to a community production. (0·5)

**Theatre for Young People**
This unit explores the nature and conventions theatre for young people Students will create an original work or adaptation of an existing work, pertinent to the presentation of a performance for young people. They will research their target audience and select performance and production techniques to heighten the dramatic impact. Students will be involved in rehearsals and behind the scenes activities which will lead to the staging of a performance for young people. (1·0)

**Children’s Theatre**
Students are offered the opportunity in this unit to explore the specific nature of theatre for children and to create an original short Children’s Theatre script or adapt one from another form of literature. They will use performance and production skills and techniques to communicate with their target audience effectively through an awareness of how Children’s Theatre shapes and reflects individual and group attitudes, as well as explore notions of fantasy and its impact on the creation of Children’s Theatre. (0·5)

**Theatre in Education**
Students will explore the conventions of theatre-in-education, as well as research and determine style and genre in theatre-in-education for a target audience. Through the exploration of issues and events relevant to young people i.e. identity, the environment, gender construction etc), students will create an original work or adaptation of an existing work. (0·5)
Performance Skills

This unit extends the exploration of ensemble performance skills introduced in the core unit (Theatre Workshop). Students develop their skills in such performance aspects as improvisation, mime, creative movement, voice, characterisation and performance technique. (1·0)

Mime, Movement and Mask

Students in this unit will explore physical and gestural elements of performance, developing skill in the creation of atmosphere and dramatic impact through movement, mask and mime. Students will learn to express character through individual and ensemble work using such elements as ritual, music and song and have the opportunity to present an original performance piece. (0·5)

Voice Improvisation

Students participate in improvisations and workshops to explore physical, gestural and vocal elements of improvised performance. Students will learn to express character through individual and ensemble work, and to experiment with the dramatic process. Students will participate in workshops, and in the development of a presentation involving improvisational technique, voice, music and/or visual imagery. (0·5)

Museum Theatre

This unit provides the opportunity for students to research and create a piece of theatre and to perform a scripted work that is relevant to and draws its inspiration from a museum collection. The work may be performed in museums, such as the National Museum of Australia, the National Gallery, Old Parliament House or the Australian War Memorial, in community venues and schools, interstate tours and at the College. (1·0)

Devising Museum Theatre

Students will research and understand the nature of a museum collection and create an original script or adapt existing work, relevant to the museum’s collection. Students will also be given the opportunity to use performance and production skills to communicate with a specific target audience within different theatrical spaces. Students in this unit will present performance in progress ideas towards eventual performance in a museum. (0·5)

Theatre in Cultural Institutions

Students will be offered the opportunity to perform relevant theatrical material in the form of an original or existing script within different theatrical spaces. Students will use their performance and production skills to communicate with a specific target audience within spaces such as the National Museum of Australia, the National Gallery, Old Parliament House or the Australian War Memorial, in community venues and schools, interstate tours and at the College. (0·5)

Independent Project

This unit enables a student to independently pursue a theatrical project of personal interest or gain experience in an aspect of their choice to heighten their knowledge and understanding of theatre. Examples might include designing a set for a major production, creating a lighting design for a production, designing costumes
and/or set for a production, create a challenging role, direct, choreograph, stage manage, write or perform in a production. (0·5)

**Theatre Arts Field Study**

This unit enables a student to independently gain experience in an aspect of their choice that will heighten their knowledge of and experience of theatre, by working with an outside theatre project. Students must present a completed independent project and will be required to present their ideas, designs and/or models in more than one aspect of the Theatre Arts, based on research undertaken throughout the creative process.

**Experimental Theatre**

This unit enables students to independently create and present a short piece of experimental theatre. Students will participate in research and workshops which explore experimental theatre and utilize various stimuli in the devising of a performance concept. Students will present ideas and have the opportunity to enact their experimental performance.

**Radio Drama**

Students will participate in various improvisations and workshops leading towards the presentation of a radio drama performance. This will involve the adaptation and work-shopping of existing radio drama scripts, and the creation of original scripts. Students will perform a role in an end of unit radio drama performance either as an in-class exercise or at ArtSound. (0·5)

**Playing Shakespeare**

A fun and physical unit where students have the opportunity to workshop selected themes and conventions of Shakespearian comedy and tragedy using various theatrical traditions and experimentation. Students will rehearse and prepare performances including monologues, duologues, and scenes and involve themselves in an active exploration of text. Students will also experience Shakespearian drama through live theatre, video and film. (0·5)

**Audition Techniques**

Students will use improvisation and workshops to interpret the audition monologue and song. They will work individually and in groups to prepare audition pieces, including a Shakespearian monologue, a contemporary monologue and a song. Students have the opportunity to experiment and apply various dramatic interpretation and thespian skill. Research notes on and observations of the work of established professional actors will be included. (0·5)

**Theatre on Tour**

Students will have the opportunity to participate in and explore some of the conventions of touring theatre. Students will develop and sustain a dramatic or technical role in a touring production role and participate in workshops and rehearsals to prepare a performance before an audience on tour and learn the skills and challenges involved in communicating effectively with an audience in a touring environment. (0·5)
Behind the Scenes

This unit will enable students to understand and use the practical elements of at least one chosen facet of behind-the-scenes involvement in a production. Students will use a range of approaches and contribute to a behind-the-scenes involvement in a production e.g. set design, set execution, poster design, costume design and execution. (0.5)

Assessment

Assessment in Theatre Arts is based on three areas of achievement. These are Class Work, including exercises, extract rehearsals, production rehearsal work, seminar and performance analysis and ensemble work (30-40%); Performance and Production Work, including individual performance assessment, character creation, teamwork and production involvement (20-30%); Written Analysis, including journals, portfolios, research projects and critical appreciation assignments (40%). Students are expected to participate in all aspects of the course, and develop practical and theoretical skills in analysis.

Theatrical Production (R)

There are six units in this course which are done on Line 8 or offline. These units may be used by some students to create a particular performance or specific project, eg. a lighting plot and its execution. Students are also enrolled in units of Theatrical Production in addition to Theatre Arts (T) to receive recognition for extra time devoted to production work. A unit may also be completed by undertaking approved work in theatre outside the college.

Dance

The aim of the Dance program is for students to experience a range of dance styles including jazz, modern, classical ballet and the dances from other cultures. Students create their own dances and have the opportunity to perform at the college and in events such as the high school and college Dance Festival.

Subject Consumables: $10 per quadrimester, $20 per semester unit. This amount is to cover consumable items such as set and costume materials needed for performances.

Dance Studies (T/A)

The (T) Dance course is suitable for students who have had previous dance experience either through community dance classes, dance festivals or high school classes. All dance units offered at both (T) and (A) level include both practical and theoretical studies in dance.

Unit Description

All units are offered as both half-standard (0.5) and/or standard (1.0) units.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Dance – Foundations</td>
<td>An introduction to movement, choreography and performance. (0·5 and 1·0)</td>
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<tr>
<td>Dance - History</td>
<td>Practical studies in contemporary dance and classical ballet – theoretical studies include research into key periods of dance history. (0·5 and 1·0)</td>
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<tr>
<td>Dance – Modern</td>
<td>Covers modern dance techniques, choreography and repertoire. (0·5 and 1·0)</td>
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<tr>
<td>Dance – Theatrical Styles</td>
<td>Dance for the theatre – including jazz, tap, ballet and the study of music theatre. (0·5 and 1·0)</td>
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<tr>
<td>Dance – Character/National Dance</td>
<td>The study of dances from around the world with an emphasis on presenting them for the stage. (0·5 and 1·0)</td>
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<tr>
<td>Dance – Ritual/Traditional Dance</td>
<td>Practical and theory work includes the study of dance from at least two traditionally based cultures including Aboriginal Australia and Africa. (0·5 and 1·0)</td>
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<tr>
<td>Dance – Production</td>
<td>The study of aspects of dance production including preparation for performance, costume, lighting, sound, make-up and stage management. (0·5 and 1·0)</td>
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<td>Dance and the Media</td>
<td>Allows the opportunity to develop a cross art-form media project – you may choose dance and photography, dance and criticism or dance and video. (0·5 and 1·0)</td>
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<tr>
<td>Dance in the Community</td>
<td>Students may negotiate a special area of interest for study. Examples may include the study of creative dance for young children, dance for therapy, dance for actors and dance for people with disabilities. (0·5 and 1·0)</td>
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<tr>
<td>Dance Studies – Self Directed (T course only)</td>
<td>Enables students completing a Major or Double Major in dance to investigate a particular area of interest – examples may include preparation for auditions, health and associated fitness for dance, liturgical dance and many other topics. (0·5 and 1·0)</td>
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<tr>
<td>Dance in Our Time (A course only)</td>
<td>Includes the study of jazz, street, tap and dances of recent times. (0·5 and 1·0)</td>
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<tr>
<td>Dance in Australia (A course only)</td>
<td>This unit focuses on the study of aboriginal and contemporary dance and you will view the work of Australia’s leading dance choreographers. (0·5 and 1·0)</td>
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<tr>
<td>Assessment</td>
<td>Practical skills, tests, fieldwork, including the acquisition of skills and assistance in the instruction of others, research assignments, knowledge tests.</td>
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