VISION
Discover, Develop, Excel.

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, SUPPORTIVE AND GIVING ENVIRONMENT**
- **INTERNATIONAL COMMUNITY**

We strive to:
- Lead students to become independent, compassionate adults prepared for a life in a rapidly changing world;
- Encourage students to fulfil their potential and to become increasingly responsible for their own learning;
- Deliver a strong academic curriculum which allows for specialisation in areas of particular interest or expertise;
- Provide a supportive, stimulating and challenging learning environment;
- Cater for individual differences in a socially and culturally diverse student community.

We foster:
- Academic excellence;
- Creativity and innovation in our students;
- Student engagement in community.
The Education and Training Directorate in conjunction with all government colleges has produced the Colleges ACT Guide 2017. The publication contains additional information to the Narrabundah College Student Curriculum Handbook.

The online Colleges ACT Guide 2017 offers a perspective on all colleges and the Senior Secondary System for both students and parents.

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

Details are correct at time of printing but Narrabundah College reserves the right to change any details as necessary.
# Narrabundah College - 2017 Student Curriculum Handbook Table of Contents

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General Information

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 parent representatives, teachers (including the Principal), two students, and an Education Directorate 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. The Board meets seven times a year. 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. Meetings are held during term, on the second Wednesday of the month at 6.30 pm. The office bearers of the P&C consist of a president, vice-president, 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 are 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 are 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.

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. Student interviews may be arranged with Student Advisors 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 and is downloadable from the college website.

Parent Teacher Meetings

Parent/Teacher Meetings are twice a year and Year 11 Progress Interviews are in December. The exact dates are indicated on the college calendar.
General Information

College Newsletter

The College Newsletter is produced twice most terms and emailed or posted to home addresses of 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, 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.

School Psychologist

The School Psychologist 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 Psychologist or Learning Support 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. They are another 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.
GAFE (Google Apps for Education)

We have introduced GAFE (Google Apps for Education) as our learning platform.
Students must access this technology for:
- unit outlines
- assessment tasks
- unit resources
- college information
- to undertake and complete work set by a teacher if he/she is away.

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.

All students must complete a course in English. Other units and courses 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 will do best in subjects you enjoy and/or are good at.

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 to start with. Your initial selections can be changed until the end of the second week of the session.

- 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.
General Information

- 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.

ACT Senior Secondary Certificate Requirements

A student will qualify for the award of an ACT Senior Secondary 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 4 minors from three different course areas, one being English.

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: **One course must be English.**

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 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](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.

(M) Courses

(M) modified courses provide appropriate educational experiences for students who satisfy specific disability criteria.

(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 an ACT Senior Secondary Certificate, deliver a nationally recognised vocational certificate.

(H) Courses

(H) classification is given to a year 11 and 12 course which is designed and accredited by an Australian higher education provider (usually ANU) and where successful completion of the course will be recognised towards an undergraduate degree with that provider. H courses may contribute to the student’s ATAR calculation.

(E) Courses

(E) classification is given to a Board registered course, Vocational Program Industry, which leads to a nationally recognised vocational qualification (VET Certificate or VET Statement of Attainment) and is delivered by an external Registered Training Organisation.

(C) Courses

(C) classification is given to a Board registered course, Vocational Program Industry, which leads to a nationally recognised vocational qualification (VET Certificate or VET Statement of Attainment) and is delivered by a Registered Training Organisation.

Minor Course

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

Major Course

Consists of at least 3.5 standard units taken in accordance with the course pattern set out for the subject.
General Information

**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 ACT Senior Secondary Record of Achievement 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 Curriculum Handbook and are totalled to meet course requirements.

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**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.
General Information

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, e.g. 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. *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 fulfil 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.
General Information

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 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.
General Information

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.
General Information

Repeating Students

Year 11
Students wishing to repeat Year 11 may be permitted to do so under special circumstances 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 Senior Secondary Record of Achievement after completing the repeated year. The ACT Senior Secondary Record of Achievement 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.
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 (IPS)
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 Education and Training Directorate (ETD). Any student interested in attending the college as an International Private Student must apply through the International Education Unit, Education and Training Directorate.
General Information

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 to study 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 Senior Secondary Record of Achievement.

*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 are 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 Curriculum Handbook (see Index).

**GROUP 1  FIRST MODERN LANGUAGE**

**Language A1.** At Narrabundah this is English, studied through the course English T.
**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).

**GROUP 4 EXPERIMENTAL SCIENCES**

Biology, Chemistry, Physics, Environmental Systems and Societies (Standard level only).

**GROUP 5 MATHEMATICS**

**GROUP 6 ONE OF THE FOLLOWING**

Art (with the option of Ceramics and Photography), Music, Theatre Arts. Or a second subject from Groups 2, 3 or 4.

**Core IB**

Students intending to pursue a full Diploma program must complete the core IB. This consists of the Extended Essay; Creative, Activity, Service (CAS) and Theory of Knowledge (TOK).

**The Extended Essay**

The Extended Essay is a research essay of 4,000 words whose purpose is to provide candidates with an opportunity to engage in independent research.

**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 June Year 12.

**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.
General Information

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.

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 $1200 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 $1200 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.
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 Senior Secondary Certificate and can apply to universities in Australia. The universities will convert their French Baccalauréat result to an ATAR equivalent.

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 expected to complete a semester of English in mainstream classes while at Narrabundah.
- Languages are taught by Australian teachers or through Distance Education. 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 twice a year in May and November.

The examinations:

- The award of the Baccalauréat is based entirely on a final examination conducted by the French government in Sydney (except PE and oral English where the final mark is based on continuous assessment in Years 11 and 12).
General Information

- The Literature subject of the Baccalauréat as well as the Science examination of the Literature and Language 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 Senior Secondary 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 may be awarded to the student willing to study in France according to his/her results both in class and 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 500 Australian dollars a year).

French Baccalauréat Fees:

As the French Baccalauréat 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:

- French Baccalauréat Diploma students are required to pay a NON-REFUNDABLE entrance fee of $1050 in addition to the normal parent contribution.

Contact:

The French Proviseur is always available to give any further information. Please ring Telopea Park School, 6142 3388.
Vocational Education and Training

Narrabundah College is a Registered Training Organisation (RTO) offering accredited courses based on National Training Packages. Vocational courses allow students to gain skills and experience that are recognised and endorsed by industry. Each Vocational unit consists of competencies relevant to industry standards. Students are required to demonstrate competence through a wide range of tasks measured against specified performance criteria.

Completed semester units of Vocational courses will be reported through the ACT Senior Secondary Certificate, using A-E grades according to the current system grade descriptors, except if it is a ‘C’ course, which is a competency only course. A Vocational Certificate or Statement of Attainment listing competencies achieved, will also be awarded at the completion of Year 12.

Narrabundah College offers:

- **Fashion & Textiles** – Certificate II in Applied Fashion Design and Technology – LMT21707
- **Business Administration** – Cert I BSB10115, Cert II BSB20115
- **Media** – Certificate II in Creative Industries Media – CUF20107
- **Information Digital Media and Technology** – Certificate ICT10115/Certificate II ICT20115/Certificate III ICT30115
- **Furniture Construction** – Cert 1 in Furnishing – MSF10113
- **Music** – Certificate II in Music – CUS20109 (C Course)

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). 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.

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.
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.

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.

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 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 contribution may be paid in instalments.
General Information

**Resources Contribution**
On enrolment, students are asked to pay a 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 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>$50</td>
<td>$100</td>
</tr>
<tr>
<td>Ceramics</td>
<td>$50</td>
<td>$100</td>
</tr>
<tr>
<td>Food and People</td>
<td>$50</td>
<td>$100</td>
</tr>
<tr>
<td>Textiles and Fashion</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Photography</td>
<td>$55</td>
<td>$110</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Design</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Architectural Studies/CAD</td>
<td>$30</td>
<td>$60</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>$40</td>
<td>$80</td>
</tr>
<tr>
<td>Film Making (Super 8)</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>Animation</td>
<td>$-</td>
<td>$40</td>
</tr>
<tr>
<td>Film Study</td>
<td>$10</td>
<td>$-</td>
</tr>
<tr>
<td>Media and Society</td>
<td>$15</td>
<td>$-</td>
</tr>
<tr>
<td>Radio</td>
<td>$40</td>
<td>$-</td>
</tr>
<tr>
<td>Process to Product</td>
<td>$20</td>
<td>$80</td>
</tr>
<tr>
<td>Media R Units</td>
<td>$12</td>
<td>$12</td>
</tr>
<tr>
<td>Woodwork</td>
<td>$40</td>
<td>$70</td>
</tr>
<tr>
<td>Music</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>IT Programming</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Web Design</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>IT Animation 3D</td>
<td>$20</td>
<td>$40</td>
</tr>
<tr>
<td>Business Administration</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Dance</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>Science</td>
<td>$5</td>
<td>$10</td>
</tr>
</tbody>
</table>

(These prices are correct at time of publishing - May 2016)

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

Year 11
- Literature (T)
- English (T)
- Essential English (A)
- Theory of Knowledge (T)
- History (T/A)
- Modern History (T/A/M)
- Ancient History (T/A/M)
- Politics (T/A)
- Debating and Public Speaking (R)

IMPLEMENTATION PATTERN- ENGLISH
To align Australian Curriculum with Narrabundah College’s trimesters the basic implementation pattern across all English Courses will be as follows:

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Unit 1a</td>
<td>Unit 3a</td>
</tr>
<tr>
<td>Session 2</td>
<td>Unit 2</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Session 3</td>
<td>Unit 1b</td>
<td>Unit 3b</td>
</tr>
</tbody>
</table>

NOTE: Students wishing to achieve a major, major minor or double major may choose a combination of Literature and English units but must complete unit 4 in either course to achieve a course in the subject of English.

Literature (T)

Unit 1: Ways of Reading and Creating Value 1.0
Unit 1: Ways of Reading and Creating a Value 0.5
Unit 1: Ways of Reading and Creating b Value 0.5

Unit Description
Unit 1 develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.
Unit 2: Power of Literature

Unit Description

Unit 2 develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 3: Intertextuality

Unit Description

Unit 3 develops students’ knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 4: Literary Interpretations

Unit Description

Unit 4 develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.
English (T)

Unit 1: Communication of Meaning Value 1.0
Unit 1a: Communication of Meaning Value 0.5
Unit 1b: Communication of Meaning Value 0.5

Unit Description
In Unit 1, students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Unit 2: Representations Through Texts Value 1.0
Unit 2a: Representations Through Texts Value 0.5
Unit 2b: Representations Through Texts Value 0.5

Unit Description
In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Unit 3: Comparison of Texts Value 1.0
Unit 3a: Comparison of Texts Value 0.5
Unit 3b: Comparison of Texts Value 0.5

Unit Description
In Unit 3, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.
Unit Description

In Unit 4, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

Essential English (A)

Unit Description

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Unit Description

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received.
Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Unit 3: Understanding Perspectives  Value: 1.0
Unit 3a: Understanding Perspectives  Value: 0.5
Unit 3b: Understanding Perspectives  Value: 0.5

Unit Description

Unit 3 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text’s meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4: Local and Global  Value: 1.0
Unit 4a: Local and Global  Value: 0.5
Unit 4b: Local and Global  Value: 0.5

Unit Description

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.
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.

**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)
**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.

**History (T/A)**

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.
IMPLEMENTATION PATTERN - HISTORY

To align Australian Curriculum with Narrabundah College’s trimesters and to create a chronological narrative the implementation pattern across all Modern History Units will be as follows:

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
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<td>MH1</td>
<td>MH 4</td>
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<tr>
<td></td>
<td>Unit1a: Understanding Modern History</td>
<td>Unit 2a: Movements for Change in the 20th Century</td>
</tr>
<tr>
<td></td>
<td>Topic: The French Revolution</td>
<td>Topic 1: Civil Rights in the USA</td>
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<tr>
<td>Session 2</td>
<td>MH2- Understanding Modern Nations Combination of:</td>
<td>MH 5-Modern World Combination of:</td>
</tr>
<tr>
<td></td>
<td>Unit 1b: Understanding Modern History</td>
<td>Unit 2b: Movements for Change in the 20th Century</td>
</tr>
<tr>
<td></td>
<td>Topic 1: World War 1</td>
<td>Topic 2: Apartheid South Africa</td>
</tr>
<tr>
<td></td>
<td>Unit 3a: Modern Nations in the 20th Century</td>
<td>Unit 4a: The Modern World Since 1945</td>
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<tr>
<td>Session 3</td>
<td>MH 3</td>
<td>MH 6</td>
</tr>
<tr>
<td></td>
<td>Unit3a: Modern Nations in the 20th Century</td>
<td>Unit 4a: The Modern World Since 1945</td>
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</tbody>
</table>

**Unit Description**

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

Unit 1: Understanding the Modern World  Value 1.0
Unit 1a: Understanding the Modern World  Value 0.5
Unit 1b: Understanding the Modern World  Value 0.5

Unit Description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. In Session 1 of Year 11 students study The French Revolution and the rise of Napoleon (1774-1815). In Session 2 students will briefly explore the century of relative peace following the Congress of Vienna (1815) before commencing an in-depth study of World War I (1914-1918). Each period or turning point is framed by an inquiry into how it has helped to define the modern world. Students explore crucial changes for example the application of reason to human affairs; the transformation of production, consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2: Change in the 20th Century  Value 1.0
Unit 2a: Change in the 20th Century  Value 0.5
Unit 2b: Change in the 20th Century  Value 0.5

Unit Description

This unit, commencing in Session 1 of Year 12, examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. These movements draw on the major ideas described in Unit 1 and Unit 3. Students conduct a detailed examination of two major 20th century movements that are closely connected with democratic political systems and debate. In Session 1, students investigate the Civil Rights movement in the United States (1954-1965), and in the first half of Session 2 (Term 2), students investigate Apartheid in South Africa (1948-1964). Both depth studies explore the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and utilised prevailing economic models to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements throughout the 20th century; and changing perspectives of the value of these movements and how their significance is interpreted.
Unit Description

Following on from Unit 1: *Understanding the Modern World*, students spend the second half of Session 2 and all of Session 3 (Year 11), examining the characteristics of modern nations in the 20th century. Students will explore the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. In Session Two, students will investigate the characteristics of Germany between 1918-1945, with a specific focus on the crises that challenged the stability of government. Moving to Asia in Session 3, students study the path of development that was taken, and the social, economic and political order that was established in China under Mao, between 1937-1976. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.

Unit Description

Commencing in the second half of Session 2 (Term 3, Year 12), and continuing through until the end of Session 3, students undertake an examination of some significant and distinctive features of the modern world within the period 1945 – 2010, in order to build students’ understanding of the contemporary world. With a specific focus on *The Changing World Order* since 1945, students will explore international superpower tensions and rivalries during the Cold War (Session 2, Term 3) as well as shifting alliances and power blocs; the emergence of Asia as a significant international political and economic force and the nature of engagement by and with Australia; and the nature of various conflicts and regional and international attempts to create peace and security. In the final Session (Term 4, Year 12) students investigate the implications of globalisation with the ever-increasing mobility of people, in a globalised world. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; change and continuity; historical significance and changing representations and interpretations of the past, and contestability.
IMPLEMENTATION PATTERN - ANCIENT HISTORY

To align Australian Curriculum with Narrabundah College’s trimesters and to create a chronological narrative the implementation pattern across all Ancient History Units will be as follows:

<table>
<thead>
<tr>
<th>Session</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td></td>
<td>AHI1</td>
<td>AHI4</td>
</tr>
<tr>
<td>Session 1</td>
<td>Unit 1a: Investigating the Ancient World</td>
<td>Unit 2b: Ancient Societies</td>
</tr>
<tr>
<td></td>
<td>Topic: Kadesh/Egypt</td>
<td>Topic: Rome 264-133 BCE</td>
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<tr>
<td>Session 2</td>
<td>AHI2: Reconstruct Ancient Societies Combination of:</td>
<td>AHI5</td>
</tr>
<tr>
<td></td>
<td>Unit 2a: Ancient Societies</td>
<td>Unit 3: People, Power &amp; Authority</td>
</tr>
<tr>
<td></td>
<td>Topic: Bronze Age</td>
<td>Topics:</td>
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<tr>
<td></td>
<td>Unit 4a: Reconstructing the Ancient World</td>
<td>Rome 133-63 BCE</td>
</tr>
<tr>
<td></td>
<td>Topic: Athens, Sparta &amp; the Peloponnesian War (480-400 BCE)</td>
<td>Rome 63-14 BCE</td>
</tr>
<tr>
<td>Session 3</td>
<td>AHI3</td>
<td>AHI6</td>
</tr>
<tr>
<td></td>
<td>Unit 1b: Investigating the Ancient World</td>
<td>Unit 4b: Reconstructing the Ancient World</td>
</tr>
<tr>
<td></td>
<td>Topic: Alexander the Great</td>
<td>Topic: The Julio-Claudians</td>
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</table>

**Ancient History (T/A/M)**

Unit 1: Investigating the Ancient World  Value 1.0
Unit 1a: Investigating the Ancient World  Value 0.5
Unit 1b: Investigating the Ancient World  Value 0.5

**Unit Description**

This unit involves an investigation of how the ancient world has been represented. In Session 1 of Year 11, students study Egypt and the Battle of Kadesh. In Session 3 students will examine Alexander the Great. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in
interpretations and representations of ONE ancient site, event or change, individual or group through to modern times. This study provides an opportunity to explore key artifacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence including the ethical practice, ownership and representation of the ancient world. The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

**Unit Description**

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. In Session 2 Year 11 students will study the Bronze Age and in Session 1 Year 12 they will look at Ancient Rome 264-133 BCE. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied. The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies. Students are required to make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

**Unit Description**

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. In Session 2 of Year 12 students will study Ancient Rome from 133-14 BCE. Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual. Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students’ understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different
English/History

perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives, interpretations and contestability.

Unit 4: Reconstruct the Ancient World Value: 1.0
Unit 4a: Reconstruct the Ancient World Value: 0.5
Unit 4b: Reconstruct the Ancient World Value: 0.5

Unit Description

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. In Session 2 of Year 11 students will study Athens, Sparta and the Peloponnesian War (480-400BCE) and in Session 3 of Year 12 they will study the Julio-Claudians. Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period. This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past. The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.

Politics (T/A)

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.

This course is currently being updated, but no major changes anticipated.

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)
**English/History**

*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.*

**Debating and Public Speaking (R)**
Debating enjoys a fine tradition at Narrabundah College. Students participate in the ACT Debating Union’s Douse Competition that takes place at the Australian National University throughout the school year. Students are given coaching and assistance with their debates and much fun is had. Debaters usually meet at lunchtime or after school for training to allow students who have a wide variety of interests to take a line 8 subject as well as debating. Narrabundah College may also participate in public speaking events, including the Australia Britain Society Public Speaking competition and Inter-parliamentary Debating at the ACT Legislative Assembly.
Mathematics

Narrabundah College will be offering at least four mathematics courses:

- Specialist Mathematics integrating the Australian Curriculum and International Baccalaureate (T)
- Mathematical Methods integrating the Australian Curriculum (T)
- Mathematical Applications integrating the Australian Curriculum (T)
- Contemporary Mathematics (A)

Selection of Courses

Students may study mathematics as a double major, major/minor, major or minor course. The courses are designed in a spiral structure to allow students to progress naturally from one unit to the next, continually building on their skills. Please note, although these courses are similarly named, the content and skill level have changed from the previous courses. Students should seek advice at enrolment regarding the appropriate level of study. 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 integrating the Australian Curriculum and International Baccalaureate (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). Topics covered include coordinate geometry, calculus, matrices, trigonometry, statistics, logic, vectors, complex numbers, abstract algebra and discrete mathematics. Students enrolling in this course should have an above average result in Year 10 Mathematics at advanced level, or equivalent.

Mathematical Methods integrating the Australian Curriculum (T)

Mathematical Methods is designed to prepare students for university studies in subjects that involve either significant amount or high level of mathematics, including calculus, such as accounting, commerce and applied sciences. The course is offered as a minor or major. The areas covered in this course are: functions and graphs, trigonometric functions, counting and probability, exponential functions, sequences and series, differential calculus and applications, integrals, logarithmic functions and statistics. Students enrolling in this course should have an above average result in the Year 10 Mathematics course.
Mathematics

Mathematical Applications integrating the Australian Curriculum (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. The areas covered in this course are: consumer arithmetic, algebra and matrices, shape and measurement, statistics, trigonometry, linear equations, growth and decay, graphs and networks and financial mathematics. Students enrolling in this course should have a good result in Year 10 Mathematics.

Contemporary Mathematics (A)
This course aims to provide an understanding of the mathematics appropriate to the workplace and everyday living. This course is offered as a major or minor. The areas covered in this course include: employee mathematics, mathematics for personal finance, budgeting and tenancy and mathematics of transport and travel. All classes will generally consist of a mix of year 11 and 12 students.

International Baccalaureate
Mathematics for the IB is offered at three levels
Higher Level: approximately equivalent to a Specialist Maths double major
Standard Level – Approximately equivalent to a Maths Methods major
Standard Level - Studies: Approximately equivalent to a Maths Methods or Maths Applications major.
The precise pattern of study for students doing the International Baccalaureate is yet to be determined.

Graphics Calculators
All Students studying tertiary level courses are expected to purchase a graphics calculator, as they are an integral part of our program. The recommended model is the TI Nspire CX (Non CAS). It is available at the college at the reduced price of $200. Please note that students with CAS calculators will not be allowed to use these in assessment and it is recommended that students NOT purchase these.

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.
In the A course a variety of assessment methods will be used with emphasis being placed on practical projects and applied assignments along with tests and classwork. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects.
Science

- Physics (T)
- Chemistry (T)
- Biology (T/A)
- Human Biology (T)
- Forestry (T)
- General Science (T/A)
- Questacon Explainer Training (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.
International Baccalaureate

Higher Level & Standard Level

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.

Unit Description

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

Physics 1 - Introductory Physics (0.5)

- scientific computation and measurement and uncertainties and graphing.
- vectors and scalars
- mechanics (uniformly accelerated motion)

Physics 2 – Mechanics, energy and electricity (1.0)

Mechanics

- Newton’s Laws including fbd, fluid resistance and terminal speed and friction
- uniform circular motion and momentum and impulse, work, energy and power

Thermal Concepts

- temperature, specific and latent heats and the kinetic molecular theory and equations of state for an ideal gas.

Current electricity

- Circuit diagrams and Kirchhoff’s law, resistance, current, primary and secondary cells and EMF

Physics 3 – Wave motion (0.5)

- Hookes Law, mechanical waves; superposition of waves: interference, resonance, standing waves in pipes and strings, sound waves; loudness and intensity and the Doppler effect.

Physics 4 – Fields (0.5)

- Newton’s Laws of gravitation, gravitational field strength and potential, Kepler’s laws and orbits
- Electrostatics, electric fields, electric potential and potential energy
- Magnetism and the effect of charged particles and current carrying wires in a B field.
Physics 5 - Electromagnetism and Quantum Mechanics (1.0)

**Electromagnetic induction**
- Faraday’s and Lenz’ Laws, AC generators and transformers

**Electromagnetic radiation**;
- reflection, refraction. Interference and diffraction and resolution.

**Interaction of matter and radiation**,
- photoelectric effect, blackbody radiation, matter waves and the uncertainty principle.
- Spectra and spectral analysis – the Bohr model

**Ionizing radiation**-
- The nuclear model of the atom, Einstein’s mass/energy relationship,
- Radioactive decay and half life, binding energy and fission and fusion.

Physics 6 relativity and the standard model (0.5)

**Relativity**
- Reference frames, Galilean relativity and Newton’s postulates concerning time and space, Maxwell and the constancy of the speed of light
- The two postulates of special relativity, time dilation, Length contraction and the muon decay experiment, Spacetime diagrams and the twin paradox
- Total energy and rest energy, relativistic momentum and particle acceleration
- Gravitational redshift, the Pound–Rebka–Snider experiment and Schwarzschild black holes, the event horizon and time dilation near a black hole

**The Standard Model**
- The standard model, the fundamental forces, force-carrying particles and gauge bosons, interactions between particles, including nuclei and nuclear components
- Conservation of lepton number and baryon number

Physics 7 - Astrophysics (0.5)

- Objects in the universe, the nature of stars, astronomical distances and stellar parallax and its limitations. (stellar clusters (open and globular), nebulae, galaxies, clusters of galaxies and super clusters of galaxies
- Stellar spectra, evolution and the Hertzsprung–Russell (HR) diagram. Mass–luminosity relation for main sequence stars and luminosity and apparent brightness
- Cepheid variables, neutron stars and black holes and the Chandrasekhar and Oppenheimer–Volkoff limits.
Science

- The Big Bang model, Cosmic microwave background (CMB) radiation.
- Hubble’s law, the accelerating universe and redshift (z) and the cosmic scale factor (R). The cosmological principle, rotation curves and the mass of galaxies.
- Dark matter, fluctuations in the CMB, the cosmological origin of redshift and critical density, Dark energy;

Physics 8 – Imaging (0.5)

- Converging, diverging and thin lenses and mirrors; including real and virtual images, linear and angular magnification, ray diagrams and spherical and chromatic aberrations
- Optical compound microscopes, astronomical refracting, reflecting, dish radio and interferometry telescopes and the satellite borne telescopes, total internal reflection and critical angle
- Attenuation and the decibel (dB) scale
- Detection and recording of X-ray images and ultrasound in medical contexts
- Medical imaging techniques (magnetic resonance imaging) involving nuclear magnetic resonance (NMR)

Physics 9 Engineering Physics (0.5)

- Torque, moment of inertia and rotational and translational equilibrium
- Angular acceleration and the application of Newton’s second law applied to angular motion
- The first law and second laws of thermodynamics and entropy
- Cyclic processes and \( pV \) diagrams including isovolumetric, isobaric, isothermal and adiabatic processes. Carnot cycle and thermal efficiency
- Density and pressure and Buoyancy, Archimedes’ principle and Pascal’s principle
- Hydrostatic equilibrium, ideal fluid and The Bernoulli equation and the Bernoulli effect
- Stokes’ law and viscosity, Laminar and turbulent flow and the Reynolds number
- Natural frequency of vibration, \( Q \) factor and damping
- Periodic stimulus and the driving frequency and resonance

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 Biochemistry and Medicinal Chemistry as part of the 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.

Chemistry Fundamentals

Chemistry 1: atoms, elements and compounds, moles, ions, simple bonding and solutions. (0·5)

Physical Chemistry

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 Eº 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)
Science

Chemical 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
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)

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

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

Biochemistry and medicinal Chemistry
Chemistry 8 & 9: Biochemistry covers structure, property and significance of the major groups of biochemicals. Medicinal Chemistry covers the structure and properties of medicines, their effects on people and some aspects of their historical development. (0·5)

Assessment
Tests 40-60%, student investigation 40-60%.
Biology (T/A)

In Biology (Integrating AC and International Baccalaureate DP), students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales. **ESS1, ESS2 and ESS3** cover the requirements and content of the IB Environmental Systems and Societies course, and include environmental systems values, ecosystems and interactions between physical characteristics and biotic factors, physical systems and human impact on environmental systems.

**BIO1 Cells (0.5)**

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration, and the role of important biological molecules such as carbohydrates, lipids and proteins in controlling biochemical systems.

**BIO2 Multicellular Organisms and Biodiversity (1.0)**

Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students will examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. This includes the digestive, circulatory and respiratory systems in animals and the transport system in plants. Students develop an understanding of the classification of organisms and the concepts of species and populations as well as the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem relationships, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems.

**BIO3 Ecosystem Dynamics (0.5)**

Ecosystems are complex and their interactions can be used to predict the impact of change based on interpretation of and extrapolation from sample data. Students investigate practical ecology ideas, including sampling techniques to estimate population size and biodiversity analysis, to analyse the composition and changes in an ecosystem. Students will also investigate the role that human impact can have on ecosystems. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through
Science

investigation of a local environment and from sources relating to other Australian, regional and global environments. Human activities (for example, over-exploitation, habitat destruction, monocultures, pollution) can reduce biodiversity and can impact on the magnitude, duration and speed of ecosystem and climate change.

BIO4 DNA and Genetics (0.5)

Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They will analyse the structure and function of DNA and the role it plays in this process, including replication, transcription of genes and the process of protein synthesis. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance, and explore how the use of predictive models of inheritance enables decision making.

BIO5 Evolution and Homeostasis (1.0)

Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations. In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in their surroundings, (such as temperature, water composition, oxygen availability) present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms’ responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits.

BIO6 Infectious Diseases (0.5)

Students study how the invasion of an organism’s internal environment by pathogens challenges the effective functioning of cells, tissues and body systems, and triggers a series of responses or events in the short- and long-term in order to maintain system function. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.
Science

BIO7 Human Physiology and Neurobiology (1.0)

The human body is a complex set of interacting organ systems, which carry out biochemical reactions and physiological processes. In this unit students examine the physiology of human systems in detail, learning about the structure and function of the digestive system, requirements for human nutrition, the liver, endocrine system and cardiovascular and respiratory systems. Students examine neural development in animals, and the roles of synapse formation and neural pruning. The structure and function of regions of the human brain are examined, including the senses of vision and hearing. The integration of responses via reflex arcs is examined, including using experimental data. The role of neuropharmacology is studied, including the effects of inhibitors and stimulants at synapses. Innate and learned behaviour, and the effects of animal behaviour on survival and evolution via natural selection is an important topic, relating the functioning of the nervous system to behaviour in different situations.

BIO8 Biotechnology (0.5)

Students examine the processes by which microorganisms are used in biotechnology, the methods used to produce transgenic organisms and the uses of biotechnology in the diagnosis and treatment of disease. Students learn about the interdisciplinary field of bioinformatics, which uses computer science, mathematics, statistics and engineering to analyse biological data.

Environmental Systems and Society, ESS, is a Minor course of study developed to be used as part of an IB Diploma, or for students interested in Environmental studies.

In session 1 the ESS 1a unit uses a systems approach to holistically look at interactions between the various parts of ecosystems. Topics covered are systems and models, storages and flows, energy exchange in ecosystems, biomes and variable climatic conditions, ecology, ecosystems, succession, thermodynamics, equilibrium, feedback mechanisms.

In session 2, ESS2 investigates aspects of Earth systems and their dynamics, and human impact on them. We look at the hydrosphere, lithosphere and atmosphere, and how human activities can impact on these physical systems and the processes involved in storage and flow of energy and matter in these physical systems. The impact of inequality of access to physical resources on societies is discussed, as is an understanding of current energy usage, and the implications of energy usage on carbon emissions and climate change. Topics covered are water; oceans and freshwater, soils, atmosphere, food production, pollution, elemental cycles, climate change, population studies.

In session 3, ESS1b, covers sustainable development, natural capital and income, biodiversity and conservation, features of reserves, endangered species and human impact on natural systems. Environment values systems are examined with a view to getting students to gain an understanding of their position and other possible viewpoints that may also be valid.

The Environmental Systems and Society units are part of the Biology course and can be taken as a standalone ESS Minor or as part of a Biology course.
Human Biology (T)

*This course is currently being rewritten in 2016. Unit choices will change in 2017.*

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 5 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%.

Forestry (T)

*This course is currently being rewritten in 2016.*

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. Forestry is offered every 2nd year.

**Unit Description**

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

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)
This course is currently being rewritten in 2016. 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 user’s 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)
Science

**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.
Sports Education

- Sports Science Integrated (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.

Sports Science Integrated (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.

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 practise the skills of a variety of football codes e.g. 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 and 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)

**World Sports**

Engage in 5 selected sports e.g. Gaelic football, sol-crosse, futsal, gridiron, korfball and indigenous games (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 and 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 and 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*
- *Canoeing and Kayaking*
- *Cycling/Mountain biking*
- *Surfing/Snorkeling/Scuba Diving*
- *Leadership Skills.*

- *Caving*
- *Climbing*
- *Skiing*
- *Fishing*
Humanities

- Geography (T/A)
- Behavioural Science Integrated (T/A)
- Psychology (T/A)
- Sociology (T/A)
- Commerce Integrated (T)
- Accounting (T/A)
- Business (T/A)
- Legal Studies (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/Minors 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

This unit will provide and understanding of the range of relationships which exist or are growing between Australia and the nations of Asia/Pacific. Students will identify, discuss and analyse cultural differences between and within Australia and its Asian/Pacific neighbours. The unit will have a practical component (0.5)
**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)

**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)

**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)
Humanities

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 Integrated (T/A)

This course is currently being rewritten in 2016. Unit choices will change in 2017.

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 may complete a Minor, Major, Major/Minor or Double Major in Behavioural Science by selecting units from the Psychology or Sociology courses and in accordance with ‘no duplication’ of content rules.
Psychology (T/A)

This course is currently being rewritten in 2016. Unit choices will change in 2017.

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

Students may over their two year study complete a Minor, Major, Major/Minor or Double Major in Psychology.

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 Psychological Methods

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)

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)
Humanities

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 adaptation. 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. The sensory equipment and perceptual process of the brain are studied. Altered states of awareness and extrasensory perception are discussed. (1.0)

Approaches to Behaviour
This unit looks at behaviour from biological and cognitive approach to behaviour. An explanation from a biological perspective looks 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. The cognitive component focuses on the way we think, our emotions and models of memory. (1.0)

Sociocultural Approaches to Behaviour
The sociocultural component then focuses on how our culture and social interactions influence our behaviour. Factors such as norms, compliance, conformity and the formation of stereotypes are examined. (0.5)

Personality
Examines the various influential theories that have contributed to the growing understanding of the formation of personality. Included are type and trait 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. (0.5)

The Psychology of Happiness
The construct of ‘happiness’ is explored in this unit, how cognitive and sociocultural aspects of psychological research may explain the experience and why some areas of the world seem ‘happier’ than others. Research in positive psychology, pro-social behaviour and health and well-being is examined. (0.5)

Abnormal Psychology
Examines the causes, categorisations and treatments of mental disorders. A range of disorders and case studies are investigated and the student will reach an understanding of such disorders as chronic depression, schizophrenia and anorexia nervosa. Some emphasis is given to biological, cognitive and cross-cultural determents of abnormal 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)
**Humanities**

**Motivation & Emotion**
Students will critically assess the theory behind human emotions and motivation and apply their knowledge to case study and real life situations. (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 pattern of assessment for accredited units(A) is less rigorous than for the (T) units.

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**Sociology (T/A)**

*This course is currently being rewritten in 2016. Unit choices will change in 2017.*

Sociology is an exciting and 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, 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.

**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)
Humanities

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 and Religion
Students will examine the key elements of religion, along with Core beliefs and practices and historical foundations. Case studies may include ancient religions, evangelism, religious based conflict and persecution, women in religion and political ties. (0.5)

Sociology of Ethnicity and Race
This unit will focus on the causes and consequences of the construction of racial and ethnic identity. It will look at race and the underclass, gender differences civil rights movements, and examine the continuation of discrimination in societies. Issues in class could involve the immigration debate, health and medical issues, the composition of Australian society as an overview and the notion of multiculturalism. Case studies may include, Indigenous Australians, apartheid, the ANU, European conflicts and purges, ethnic cleansing, along with recent social upheavals. (1.0)

Sociology of Health and Medicine
In this unit students will look at the historical context of the development of health and medicalisation as industries within society. Some of the areas addressed will be economic structures, social inequalities and medical interactions. Areas for investigation will be: Global pandemics, Global corporatisation of medicine, along with the Medicalisation of deviance. Case studies could include the social constructions of illness: Chronic Fatigue Syndrome, ADHD, Post-viral illnesses, Post-traumatic disorder alternative medicine, Chinese herbal medicine and lifestyle choices. The unit will analyse Australian statistics on health and illness across cultures (particularly Aborigines & Torres Strait Islanders’ health. (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
This unit will focus on the concepts of culture and the role of youth. It will analyse the way media influences and reflects youth ideas and practices. Students will examine historical perceptions of
Humanities

childhood and adulthood, and the historical relationship between adolescence and media marketing and participation. Issues that will be investigated will be: contemporary trends in media use dominance of the media in everyday life and the globalisation of media and culture. Students will also study the transition to adulthood: rites of passage, rights and responsibilities and consumerism and youth (1.0)

Assessment

Tests, written work (essays, survey reports etc), course work (oral presentation, class exercises). 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.

Commerce Integrated (T)

This course is currently being rewritten in 2016. Unit choices will change in 2017.

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 work place 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

Students may complete a Minor, Major, Major Minor or Double Major in Commerce by selecting units from the Accounting or Business courses.

Accounting (T/A)

This course is currently being rewritten in 2016. Unit choices will change in 2017.

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. Accounting is offered as a Minor only in 2017. If there is sufficient interest in this course, there is a possibility that students may be able to complete a Major.

**The Accounting Process**

Students in this unit will gain knowledge and understanding of Accounting principles and assumptions. 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 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)
**Humanities**

**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.*

**Business (T/A)**

*This course is currently being rewritten in 2016. Unit choices will change in 2017.*

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 contents. 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.

**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.*
Legal Studies (T/A)

This course is currently being rewritten in 2016. Unit choices will change in 2017.

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.

Proposed plan of study for Year 11 & Year 12

<table>
<thead>
<tr>
<th>Session 1 (0.5)</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Legal Studies</td>
<td></td>
<td>Consumer Law</td>
</tr>
<tr>
<td>Session 2 (1.0)</td>
<td>Crime and Justice</td>
<td>World Order and Human Rights</td>
</tr>
<tr>
<td>Session 3 (0.5)</td>
<td>Torts</td>
<td>Current Legal issues</td>
</tr>
</tbody>
</table>

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)

Consumer Law

Allows students to analyse and apply consumer rights and responsibilities to consumer transactions. It will cover contracts, legislation, avenues for redress and credit agreements. (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)
Humanities

**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)

**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.*
This course is currently being rewritten in 2016. Unit choices will change in 2017.

Economics seeks to explain how individuals, households, firms and governments make decisions. It seeks to explain how the economic problem of scarcity (unlimited wants versus limited resources) is resolved. Over the two year program, which builds in much of the IB content, students are exposed to microeconomics, macroeconomics and international economics. Students should than become more economically literate so that they can engage with economic issues that are reported on in the media.

Students are encouraged to participate in informed discussion and to call on real like 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.

*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

This unit introduces the 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 historical, national and international 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)
Humanities

Trade and Development Economics
This unit will cover theories of economic growth and development 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. It will also explore the role of taxation and subsidy in the economy. (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 urbanisation 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.
This course is currently being rewritten in 2016. Unit choices will change in 2017.

Media is amongst the most powerful cultural influence on contemporary society as it informs, educates and entertains. Through Media education students explore the most powerful forms of mass communication, and the social, political and commercial structures that create them in local, national, and global communities.

In this course students will be empowered to critique, deconstruct and produce a wide range of media products. The job of creating necessitates a clear understanding of the construction of media for targeted audience.

Students will gain skills as producers of media products. Through media education they will develop multi-literals, artistic expression, technical skills, and independent and group management skills.

In demystifying the media, media education encourages students to question society’s values including those to do with issues of gender, religion, politics equity, economic, race, industry and the environment.

Unit Description

Units are offered as either half standard or standard, and can be studied at either tertiary or accredited level.

The vocational component of this course provides a solid foundation for students wishing to develop competency in the Media Industry workplace and throughout their lives. The Certificate II in Creative Industries CUF20107 (see table 1) contains content and qualifications that are preparatory in nature and include skills that students can attain in the classroom and workplacement. This Certificate also addresses units dealing with the working environment and employability skills.

This certificate is recognized nationally and may give students recognition towards courses of further study. If the certificate is not fully completed students may also attain Statements of Attainment.

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**

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. (1.0)

**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. (0.5)

**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)

**Introduction to 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. (0.5)

**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)

**Introduction to Interactive Media**
Students are introduced to the concept of multimedia, distribution formats and production techniques and create several interactive projects, e.g. flash games and hash tag adventures. (0.5)

**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)

**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.
To attain a Certificate II in Creative Industries (Media), 8 units must be achieved:

- 4 Core units *plus*
- 2 Specialist units *plus*
- 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.

<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>CUSOHS301A</td>
<td>Occupational Health and Safety Procedures</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>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
</tr>
<tr>
<td>CUFAIR201A</td>
<td>Develop techniques for presenting information on radio</td>
</tr>
<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcast or publication</td>
</tr>
<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
</tr>
<tr>
<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
<tr>
<td>CUSSOU04A</td>
<td>Record sound</td>
</tr>
<tr>
<td>CUSSOU09A</td>
<td>Mix sound sources</td>
</tr>
<tr>
<td>ICPMM296A</td>
<td>Create and test a CD-ROM/DVD</td>
</tr>
</tbody>
</table>

**ELECTIVE UNITS - Achieve 2 Elective Units**

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
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<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>
Humanities

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 research and create programs suitable for broadcast across a variety of media, e.g. 2XX Community radio, print, web, film festivals, simulcasts and projections. They also may work to client depending on their skill base. Students will receive a pass or fail. Students may also receive Vocational competencies from the Creative Screen Certificate II if they meet all the requirements.
Information Technology

- Information Technology (T/A/V)
- Structured Workplace Learning Unit (T/A/V)
- Business Administration (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 all 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.
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 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 onto 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>Assignment</th>
<th>50%</th>
<th>Use of Tools</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated</td>
<td>40%</td>
<td>Documentation</td>
<td>20%</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 (T/A/V)

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

NOTE: This entry level qualification is only available through M units in the course for students that meet disability criteria and are eligible for special provisions as outlined in the BSSS Policies and Procedures Manual.

ICT10115 Certificate I in Information, Digital Media and Technology

To receive the ICT10115 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

Competencies for Certificate I in Information, Digital Media and Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core/ Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICTICT101</td>
<td>Operate a personal computer</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT102</td>
<td>Operate word-processing applications</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT103</td>
<td>Use, communicate and search securely on the internet</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT104</td>
<td>Use digital devices</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBUSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCCOMM101</td>
<td>Apply basic communication skills</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT106</td>
<td>Operate presentation packages</td>
<td>Elective</td>
</tr>
</tbody>
</table>
To receive the ICT20115 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.

Certificate II Information, Digital Media and Technology Competencies

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT201</td>
<td>Use computer operating systems and hardware</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT202</td>
<td>Work and communicate effectively in an ICT environment</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT203</td>
<td>Operate application software packages</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT204</td>
<td>Operate a digital media technology package</td>
<td>Core</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT205</td>
<td>Design basic organisational documents using computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT206</td>
<td>Install software applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT207</td>
<td>Integrate commercial computing packages</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT209</td>
<td>Interact with ICT clients</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT210</td>
<td>Operate database applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT211</td>
<td>Identify and use basic current industry specific technologies</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS201</td>
<td>Maintain inventories for equipment, software and documentation</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS202</td>
<td>Apply problem-solving techniques to routine ICT malfunctions</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS203</td>
<td>Connect hardware peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS204</td>
<td>Record client support requirements</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS206</td>
<td>Detect and protect from spam and destructive software</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS207</td>
<td>Protect and secure information assets</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS208</td>
<td>Maintain ICT equipment and consumables</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS209</td>
<td>Connect and use a home based local wireless network</td>
<td>Elective</td>
</tr>
<tr>
<td>ICPDMT321</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.
Statement of Attainment ICT30115 Certificate III in Information, Digital Media and Technology

To receive a Statement of Attainment towards ICT30115 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></td>
<td><strong>Core Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>ICTICT301</td>
<td>Create user documentation</td>
<td>Core</td>
</tr>
<tr>
<td>ICTICT302</td>
<td>Install and optimise operating system software</td>
<td>Core</td>
</tr>
<tr>
<td></td>
<td><strong>Group A Applications</strong></td>
<td></td>
</tr>
<tr>
<td>ICTICT308</td>
<td>Use advanced features of computer applications</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTICT409</td>
<td>Develop macros and templates for clients using standard products</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Group B Network administration</strong></td>
<td></td>
</tr>
<tr>
<td>ICTNWK301</td>
<td>Provide network systems administration</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTNWK302</td>
<td>Determine and action network problems</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTNWK304</td>
<td>Administer network peripherals</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTNWK305</td>
<td>Install and manage network protocols</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS307</td>
<td>Install, configure and secure a small office home office network</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Group C Support</strong></td>
<td></td>
</tr>
<tr>
<td>ICTICT303</td>
<td>Connect Internal hardware components</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTSAS305</td>
<td>Provide ICT advice to clients</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td><strong>Group D Web technologies</strong></td>
<td></td>
</tr>
<tr>
<td>BSBEBU401</td>
<td>Review and maintain a website</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTWEB301</td>
<td>Create a simple markup language document</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTWEB302</td>
<td>Build simple websites using commercial programs</td>
<td>Elective</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>ICTWEB303</td>
<td>Produce digital images for the web</td>
<td>Elective</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>ICTGAM301</td>
<td>Apply simple modelling techniques</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTGAM302</td>
<td>Design and apply simple textures to digital art</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTGAM303</td>
<td>Review and apply the principles of animation</td>
<td>Elective</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>ICPDMT346</td>
<td>Incorporate video into multimedia presentations</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTPRG301</td>
<td>Apply introductory programming techniques</td>
<td>Elective</td>
</tr>
<tr>
<td>ICTNWK303</td>
<td>Configure and administer a network operating system</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**Group F General Electives**

This course is currently being rewritten in 2016. Unit choices will change in 2017.

Business Administration (A/V)

This is a vocational course where students develop skills in computer applications and office administration. It is competency-based and may incorporate both off-the job training that takes place in the classroom, and on-the-job training that takes place during the vocational placement.

This course is designed for those students who want to pursue a career in office administration or a related field and those who would like to develop a range of skills which they can utilise in many career choices and in seeking temporary and career employment. Students enrolled in Business Administration have guaranteed entry to CIT to further their qualifications in Business Administration at the completion of year 12.

The structure of this course allows students to complete the following course patterns:

Over two years students will be able to complete a Minor or a Major in Business Administration. Students typically study units in the following order:

- BUA1: The Work Environment (core competency)
- BUA2: Working with Business Operations
- BUA3: Business Finances
- BUA4: Using Business Documents
- BUA5: Business Documents and Practices
- BUA6: Prepare for Work in Business
Humanities

Students who undertake one year of study in the Business Administration course and who successfully demonstrate the following competencies will also be awarded a Certificate II in Business.

Where students do not fully complete this Certificate, they will be awarded Statement of Attainments at Certificate II in Business. Students who undertake a second year of Business Administration will active competencies towards a Certificate III in Business. The competencies for each of the certificates in Business are listed below.

**BSB10115 Certificate I in Business**

*To receive a Certificate I in Business the following training package rules apply:*

Achievement of 6 Units of Competency:
1 core
5 electives

All units selected must contribute to and combine to form a work outcome.

Certificate I Competencies – 5 of the 9 elective Units of Competence listed are required as well as the core unit (in bold).

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core or Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBADM101</td>
<td>Use business equipment and resources</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCCMM101</td>
<td>Apply basic communication skills</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU101</td>
<td>Operate a personal computer</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU102</td>
<td>Develop keyboard skills</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBLED101</td>
<td>Plan skills development</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
</tbody>
</table>
BSB20115 Certificate II in Business

To receive the Certificate II in Business the following training package rules apply:

Achievement of 12 Units of Competency:
1 core (in bold)
11 electives

All units selected must contribute to and combine to form a work outcome and meet local industry requirements for the qualification level.

Certificate II Competencies – select 11 of the 16 Units of Competence listed below as well as the core unit (in bold). A minimum of 3 competencies delivered concurrently in each semester unit is recommended in order to achieve a Certificate II. Structured Workplace Learning may contribute to nominal hours and gathering of evidence required to determine competence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core or Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>BSBIND201</td>
<td>Work effectively in a business environment</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCM201</td>
<td>Communicate in the workplace</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM201</td>
<td>Process and maintain workplace information</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBINM202</td>
<td>Handle mail</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBCUS201</td>
<td>Deliver a service to customers</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU203</td>
<td>Communicate electronically</td>
<td>Elective</td>
</tr>
<tr>
<td>FNSACC301</td>
<td>Process financial transactions and extract interim reports (Certificate III competency packaged under Certificate II in Business, no separate scope required by colleges.) (Highly recommended unit required by CIT as a prerequisite for entry to Certificate III in Business Administration)</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Imported and/or Higher Level Competencies (maximum of 2 may be counted towards this Certificate II Qualification)

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency Title</th>
<th>Core or Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU307</td>
<td>Develop keyboarding speed and accuracy (Certificate III competency no separate scope required by colleges; counts as one of the imported competencies – packaged with Business Admin.) Note: Keyboarding skills are core to working in a business environment. Development of competence will continue through to Year 12.</td>
<td>Elective</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations (Certificate III competency no separate scope required by colleges; counts as one of the imported competencies.)</td>
<td>Elective</td>
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## Languages

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

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<thead>
<tr>
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### EALD (English as an Additional Language)

### ESL (T/A)

### IPS/ESL Tutorial

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, Hindi, Indonesian, Japanese, Korean, French, German, Italian 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.

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 Session 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 Session 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/translated 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/translated 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.
Languages

Chinese

Beginning Chinese (T/A)
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.

Intermediate Chinese (T) (After consultation with Languages Staff)
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 (T) and Units 1, 2 and 3 of the Continuing Chinese Course (T).

Continuing Chinese (T/A)
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.

Hindi

Beginning Hindi (T)
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.

Intermediate Hindi (T) (After consultation with Languages Staff)
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 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.

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 should also consider the benefits of learning Indonesian at ‘A’ level. Students will 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) (After consultation with Languages Staff)
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 four 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.
Languages

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 should also consider the benefits of learning Japanese at ‘A’ level. Students will 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) (After consultation with Languages Staff)
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 (T) 4, 5 and 6 and Continuing Japanese 1, 2 and 3.

Continuing Japanese (T)
This course is for students who have completed four 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.

Advanced Japanese (T)
This course is designed for native and 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 also consider the benefits of learning Korean at ‘A’ level. Students will 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) (After consultation with Languages Staff)
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 (T) 1, 2 and 3.
Continuing Korean (T/A)
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. ‘A’ course is also offered at this level for students who wish to master the language without the pressures of considering their results in relation to their ATAR.

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.

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 excursions, cooking, film study, etc. The course is also available at ‘A’ level.

Intermediate French (T) (After consultation with Languages Staff)
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 completed four years of French at high 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.

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 will develop advanced language skills through the study of French literature and civilisation.
Languages

German

Beginning German (T/A)
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. The course is also available at ‘A’ level.

Intermediate German (T) (After consultation with Languages Staff)
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 (T) 4, 5 and 6 and Continuing German 1, 2 and 3.

Continuing German (T)
This course is for students who have completed four 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.

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 also consider the benefits of learning Italian at ‘A’ level. Students will 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) (After consultation with Languages Staff)
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 (T) 1, 2 and 3.
Languages

Continuing Italian (T/A)
This course is for students who have completed four 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. ‘A’ course is also offered at this level.

Advanced Italian (T)
This course is intended for bilingual students or those with extensive experience in Italian. The content of the course develops advanced language skills through the study of Italian literature and civilisation.

Spanish

Beginning Spanish (T/A)
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. ‘A’ course is also offered at this level.

Intermediate Spanish (T) (After consultation with Languages Staff)
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 (T) 4, 5 and 6 and Continuing Spanish (T) 1, 2 and 3.

Continuing Spanish (T/A)
This course is for students who have completed four 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. ‘A’ course is also offered at this level.

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.
Languages

EALD (English as an Additional Language)

The college provides an extensive EALD 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.

ESL (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. This course covers the four aspects of English; listening, speaking, reading and writing, and has a definite emphasis on academic skills, to allow students to attain the skills required for tertiary studies.

ESL (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 in listening, speaking, reading and writing. Students may take this class as an additional ESL class to their ESL (T) studies. Many students will find this course useful.

IPS/ESL Tutorial

Tutoring is available to students from culturally and linguistically diverse backgrounds that are in need of specific assistance with assignments etc. on Thursday afternoon. The emphasis is on essay writing and grammar, writing and reading skills, pronunciation along with disseminating AST strategies are available.
Visual Arts

- Creative Art (T/A)
- Ceramics (T/A)
- Photography (Traditional and Digital) (T/A)
  - Photography
  - Digital Photography
- Design and Graphies (T/A)
  - Graphic Design
  - Computer Aided Design and Drafting
  - Architecture (T/A)
- Design and Technology (T/A)
- Furniture Construction (A/V)
- Textiles and Fashion (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 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.*

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**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.

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**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.
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.

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 bet 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 bet 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

Graphic Design Foundation A
An introduction to design fundamentals, which include design elements, the graphic design process, historical and cultural contexts, and production materials. The unit also introduces print media and digital image making technology including the ADOBE Creative Suite.(0·5)

Graphic Design Applications
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 within various media. (1·0)
Visual & Performing Arts

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

**Graphic Design Typography A**
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)

**Graphic Design - Major 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 Typography A**
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**
Written and/or Oral Material: 50-65%
Concept and Design Development: 30 -40%
Practical Work and Production: 30 - 40%.

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**CADD - Computer Aided Design and Drafting**

**CADD 1 - CAD Industrial Design**
This unit introduces students to the design process; computer based 3D parametric modelling, materials and problem solving using concept development, converting 3 dimensional models to 2d engineering and technical representation and the application of Australian standards in drawing production. The software used is called CREO 2 and is provided free to students for home use. Autodesk AutoCAD and Fusion 360 is a worldwide industry leading application. Three 3D printers are available for student use. (0·5)

**CADD 2 - System Design**
This unit provides for a study of 2D and 3D Computer Aided Design and Drawing processes and techniques and covers a range of industry standard CAD applications while focusing on design and development of technological systems. Students will develop complex layout and engineering drawing principles and develop photo - realistic rendering methods and techniques to present their work in a modern context including 3D printing. Three 3D printers are available for student use. (1·0)
Architecture 1 – (Architecture Foundation a) (0·5)
This unit is designed to introduce students to architectural design standards, concepts, specifications, domestic applications of energy efficiency concepts, the design process, design briefs, Australian drawing standards, presentation and layout methods. Students will be introduced to industry standard Architectural software (Autodesk Revit Architecture) and will build 3 dimensional solutions to introductory exercises.

Architecture 2 – (Architecture Applications) (1·0)
Students will further develop their design and building information modelling (BIM) skills and investigate different architectural styles while working through a range of design problems. Students will investigate site planning and energy consumption in buildings of various functions. Students will investigate the impact of social demographics and changing human needs in communities, innovation in building materials and processes and economic considerations in building design and construction. Students will develop lighting and rendering skills to be able to colour print their work for display and portfolio.

Architecture 3 – (Architecture Foundation b) (0·5)
This unit provides an opportunity for students to be more self-directed and to physically construct architectural models, produce drawing sets and high quality renderings of their own solutions to an architectural design problem. The theoretical focus will be on developing a deeper knowledge and understanding of contemporary social and cultural aspects involved in the study of architecture and of innovative building materials and processes.

Architecture 4 – (Architecture Advanced a) (0·5)
This unit is designed to introduce students to concepts involved in large scale architectural and town planning principles, energy distribution, housing developments, retail outlets, cultural facilities, public space, recreation facilities, transport, airports, and environmental protection. Students will build 3 dimensional solutions to design problems in medium and large scale design projects such as apartment developments, institutional, commercial, cultural buildings, or suburban or small town redevelopment.

Architecture 5 – (Architecture Major Project) (1·0)
Students will be given the opportunity to negotiate and design and construct their own major project that allows them to demonstrate the full range of skills and knowledge developed over the previous 4 terms of study and to work in-depth in a field of architecture that is of particular interest to them. Non-linear and organic design solutions will be encouraged through conceptual massing techniques. Advanced lighting and rendering techniques will be used to produce exceptional quality graphic displays of student design work.

Architecture 6 – (Architecture Advanced b) (0·5)
This unit provides an opportunity for students and teacher to negotiate a program that covers topics of special interest from advanced Revit modelling and rendering techniques to traditional pictorial drawing and water colour painting of architectural designs. The theoretical focus will be on developing an insight into futuristic trends and concepts involved in the study of architecture and of innovative building materials and processes.
Assessment

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Tertiary</th>
<th>Accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written work</td>
<td>30 – 40%</td>
<td>15 – 25%</td>
</tr>
<tr>
<td>Design Development</td>
<td>30 – 40%</td>
<td>15 – 30%</td>
</tr>
<tr>
<td>Practical work</td>
<td>30 – 40%</td>
<td>50 – 70%</td>
</tr>
</tbody>
</table>

Design & Technology (T/A)

The Design and Technology course integrates research, design and practical application related to technology and its application. Through researching current technology, designing and making projects, students develop knowledge and learn to construct technology applications in a range of design and technology disciplines. Students will be given the opportunity to develop design, theoretical and practical skills using the design process, information technologies and a range of machinery. Students will also be encouraged to build their understanding of the social, environmental and economic effects of design and technology in our society.

Design 1 and 3 - Product Design - Introduction and Continuing

These units are the basis for the learning of skills in research, design information technologies, machinery and practical construction and develop written and graphical forms to record and evaluate design and technology processes. (0.5)

Design 2 - Environmental Design

This unit involves the research, design and graphical presentation of environmental designs and interior design concepts through examining cultural aesthetics, tradition, environmental responsibility and modern materials. (1.0)

Design 4 and 6 - Design and Manufacture - Introduction and Continuing

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

Design 5 - Major Design Project

Students are given the opportunity to combine and apply their previous learning in prior units through the development of a major design project of their own choosing. (1.0)
Furniture Construction (A/V)

Students undertaking this course will develop furniture and fine woodworking skills 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 will develop the knowledge and skills required to enter employment and/or further training in the furniture and general construction industries which include cabinet making, kitchen renovation, upholstery, furniture restoration, picture framing etc. Students will have the opportunity to complete a Certificate I in Furnishing, over a period of 2 years.

The Furniture Construction course is a competency course and students will be provided with a range of learning experiences to develop competencies leading to Certificate I in Furnishing MSF10113. These competencies can be achieved by completing the following units over a 2 year program:

<table>
<thead>
<tr>
<th>1st year</th>
<th>Unit title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Furniture and Timber: Introduction</td>
<td>0.5</td>
</tr>
<tr>
<td>Session 2</td>
<td>Furniture and Timber: Industrial Skills</td>
<td>1.0</td>
</tr>
<tr>
<td>Session 3</td>
<td>Furniture and Timber: Continuing</td>
<td>0.5</td>
</tr>
<tr>
<td>2nd year</td>
<td>Unit title</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>Furniture &amp; Timber: Basic Timber Joints</td>
<td>0.5</td>
</tr>
<tr>
<td>Session 5</td>
<td>Furniture and Timber: Project</td>
<td>1.0</td>
</tr>
<tr>
<td>Session 6</td>
<td>Furniture &amp; Timber: Adv Timber Joints</td>
<td>0.5</td>
</tr>
</tbody>
</table>

VET 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.

Seven units of competency are required to complete this qualification within the packaging rules. If the full requirements of a certificate are not met, students will be awarded a Statement of Attainment for the units of competence achieved. The following competencies will be covered in this course over the 2-year cycle of units.

<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSAPMOHS100A</td>
<td>Follow OHS procedures</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a team</td>
</tr>
<tr>
<td>MSAPMOPS101A</td>
<td>Make measurements</td>
</tr>
<tr>
<td>MSAPMSUP102A</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>MSFFM1001</td>
<td>Construct a basic timber furnishing product</td>
</tr>
<tr>
<td>LMFFM1002B</td>
<td>Operate basic woodworking machines</td>
</tr>
<tr>
<td>MSFFM2001</td>
<td>Use furniture making sector hand and power tools</td>
</tr>
</tbody>
</table>
Textiles and Fashion (T/A/V)

Textiles and Fashion 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.

Fashion and Textiles is a broad and evolving area of study that reflects the important and varied roles that textiles play in industry and broader society. Textiles fulfil essential roles, among them the provision of protection, comfort and social meaning within a cultural context. This field is a multidisciplinary study that draws on concepts and skills underpinning design, technology, markets, culture, environmental sustainability, ethical issues and relevant skills for employment in the textiles and fashion industries.

This course promotes students’ knowledge and understanding of textiles and fashion from the chemical or natural raw materials to the finished product. Student learning is scaffolded to utilise the design process and develop creative, innovative and resourceful responses. Students will develop skills in the generation and communication of design ideas in response to a design need or brief. They will learn problem solving, project management; analysis and evaluation skills based on sound design theory as well as develop appropriate technical skills.

Subject contributions are used to purchase notions for practical sessions, these include: sample fabrics, printing, dyeing and sewing supplies.

Course Rotation

Students may complete either a Double Major, Major or Minor course of study. Units are offered in a Fashion Stream and a Textiles Stream based on a two year cycle. This means students can complete a double major, completing two classes per session over the two year period.

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)
**Visual & Performing Arts**

**Design for Performance – Costumes and Sets**
This unit 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)

**Fabric Dyeing and Printing**
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)

**Marketing a 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)

**Negotiated Study**
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)

**Understanding Textiles**
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. (0·5)

**Recycle and Reuse**
This unit explores the impact of textile products on the individual, society and the environment. Students will design and produce textile articles using recycle, up-cycling and repurposing techniques. (1.0)
Innovative Textiles

A wide variety of experimental fabric construction techniques will be explored, including smart textiles. Students will design and produce an innovative fabric and/or textile item through the use of fibres, yarns and/or fabrics. (0.5)

Historical Fashion and Textiles

This unit introduces textiles as a medium for communication and self-expression. Students will explore a range of historical textiles, as well as investigating the work of contemporary textile artists. Students will design and produce a wearable or hanging art piece. (0.5)

Textiles for Interiors

This unit focuses on Interior Design. Students will explore issues that affect the field of interior design with a focus on textile application. Interior decoration, design influences, decorative schemes, elements and principles of design and drawing techniques are some of the content covered. Students will work from a design brief to produce a textile product/s for interiors. (1.0)

Cultural Fashion and 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

A course: Practical 60%, Design Development 20%, Written & or Oral 20%.
T course: Written & or Oral 30%, Practical 40%, Design Development 30%.

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.

Packaging Rules

To be awarded the Certificate II in Applied Fashion Design and Technology, competency must be achieved in eleven (11) units of competency.

- Seven (7) core units of competency
- Four (4) elective units of competency as specified below.

Note: Where prerequisite units apply, these have been noted, and must be considered in the total number of units.

CORE UNITS

Complete all seven (7) units from this list

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<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>LMTFD2001B</td>
<td>Design and produce a simple garment</td>
<td>Core</td>
</tr>
<tr>
<td>LMTFD2005B</td>
<td>Identify design process for fashion designs</td>
<td>Core</td>
</tr>
<tr>
<td>LMTGN2001B</td>
<td>Follow defined OH&amp;S policies and procedures</td>
<td>Core</td>
</tr>
<tr>
<td>LMTGN2002B</td>
<td>Apply quality standards</td>
<td>Core</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
<td>Core</td>
</tr>
</tbody>
</table>
Visual & Performing Arts

**ELECTIVE UNITS**

- Select four (4) units as specified below.

A minimum of two (2) units must be selected from Group A
A maximum of two (2) units may be selected from Group B
The remainder must be selected from Group A.

**GROUP A Elective Units – a minimum of two (2) units must be selected from Group A**

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Competency title</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTCL2011B</td>
<td>Draw and interpret a basic sketch</td>
<td>Elective</td>
</tr>
<tr>
<td>LMTFD2002B</td>
<td>Apply printing techniques to produce Indigenous textile designs* (prerequisite LMTCL2003B)</td>
<td>Elective</td>
</tr>
<tr>
<td>LMTFD2003B</td>
<td>Apply dyeing techniques to produce Indigenous textile designs* (prerequisite LMTCL2003B)</td>
<td>Elective</td>
</tr>
<tr>
<td>LMTGN2003B</td>
<td>Work in the Textiles, Clothing and Footwear Industry#</td>
<td>Elective</td>
</tr>
<tr>
<td>LMTGN2009B</td>
<td>Operate computing technology in a Textiles, Clothing and Footwear workplace</td>
<td>Elective</td>
</tr>
</tbody>
</table>

**GROUP B Imported Elective Units – a maximum of two (2) units may be selected from Group B**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Competency Title</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTCL2006B</td>
<td>Presswork</td>
<td>Elective</td>
</tr>
<tr>
<td>LMTCL2007B</td>
<td>Lay up, mark and cut uncomplicated fabrics and lays</td>
<td>Elective</td>
</tr>
</tbody>
</table>

#Note – an industry visit or structured work placement is required

*Prerequisite Competencies for Certificate II in Applied Fashion Design and Technology*

<table>
<thead>
<tr>
<th>Units requiring a prerequisite</th>
<th>Prerequisite unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMTFD2002B Apply printing techniques to produce Indigenous textile designs*</td>
<td>LMTCL2003B Identify fibres and fabrics</td>
</tr>
<tr>
<td>LMTFD2003B Apply dyeing techniques to produce Indigenous textile designs*</td>
<td>LMTCL2003B Identify fibres and fabrics</td>
</tr>
</tbody>
</table>

*Note – These Units of Competence must be customised to accommodate the use and design protocols and techniques specific to an Aboriginal or Torres Strait Islander community. These units should involve the class/student engaging with the Indigenous community in the ACT to support delivery of the Units of Competency.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standards under subsection 185 (1) of the National Vocational Education and Training Regulator Act 2011.
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

- **Music**
- 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)
- Electronic Music (T/A)
- Jazz (T/A)
- Accredited Music (A)
- Music Industry (V)
- Registered Music Units
- Musical Performance (R)
- Concerts (R)
- Jazz Performance (R)
- Wind Ensemble (R)
- Theatre Arts (T/A)
- Theatrical Production (R)
- Dance
- Dance Troupe (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.
**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.

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**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.*

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**Music Industry**

**CUS20109 Certificate II in Music**

**Modification History**

<table>
<thead>
<tr>
<th>Version</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release 2</td>
<td>Released with CUS09 Music Training Package version 1.2. New release created to correct minor amendment of terminology in packaging rules in all qualifications to reflect original intent which was erroneously interpreted when applying NQC flexibility rules.</td>
</tr>
<tr>
<td>Release 1</td>
<td>This Qualification first released on TGA CUS09 Music Training Package version 1.1.</td>
</tr>
</tbody>
</table>

**Description**

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

**Job roles**

This qualification allows learners to develop skills and knowledge to prepare for work, but there are no specific employment outcomes at this level.

**Pathways Information**

**Qualification pathways**

Pathways into the qualification Candidates may enter the qualification with limited or no vocational experience and without a relevant lower level qualification.

**Licensing/Regulatory Information**

**Licensing, legislative, regulatory or certification considerations**

There is no direct link between this qualification and licensing, legislative and/or regulatory requirements. However, where required, a unit of competency will specify relevant licensing, legislative and/or regulatory requirements that impact on the unit.
Visual & Performing Arts

Entry Requirements

Not applicable.

Employability Skills Summary

<table>
<thead>
<tr>
<th>Employability Skill</th>
<th>Industry/enterprise requirements for this qualification include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>interpreting and clarifying written or verbal instructions</td>
</tr>
<tr>
<td></td>
<td>providing standard information about services or operations to others</td>
</tr>
<tr>
<td>Teamwork</td>
<td>seeking and responding to feedback on work in progress</td>
</tr>
<tr>
<td></td>
<td>working as a member of a team and interacting with members of the public in a specific job role</td>
</tr>
<tr>
<td>Problem-solving</td>
<td>finding the most relevant source of information for a specific task</td>
</tr>
<tr>
<td></td>
<td>recognising operational problems of a routine nature and referring them to the appropriate person</td>
</tr>
<tr>
<td>Initiative and enterprise</td>
<td>developing an attitude towards work and learning that involves asking questions</td>
</tr>
<tr>
<td></td>
<td>obtaining information in a culturally appropriate way</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>collecting and organising information in a way that allows for easy retrieval</td>
</tr>
<tr>
<td></td>
<td>planning work tasks in a logical sequence</td>
</tr>
<tr>
<td>Self-management</td>
<td>following workplace procedures, particularly in relation to OHS</td>
</tr>
<tr>
<td></td>
<td>producing work within deadlines</td>
</tr>
<tr>
<td></td>
<td>seeking expert assistance when problems arise</td>
</tr>
<tr>
<td>Learning</td>
<td>keeping up-to-date with industry developments and trends</td>
</tr>
<tr>
<td></td>
<td>improving techniques through practice</td>
</tr>
<tr>
<td>Technology</td>
<td>sending emails</td>
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<td></td>
<td>using the internet to source information</td>
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</tbody>
</table>

Packaging Rules

Total number of units = 8
3 core units
3 Group A units
2 elective units

The 2 elective units may be selected from the Group A and/or Group B units listed below or any unit of competency from any endorsed Training Package or accredited course. If not listed below, 1 of these units may be selected from a Certificate III level qualification.

Elective units must be relevant to the work outcome and local industry requirements and be at an appropriate qualification level.

Core units
BSBOHS201A Participate in OHS processes
BSBWOR203A Work effectively with others
CUFIND201A Develop and apply creative arts industry knowledge
Group A units (specialist)

Audio/sound
- CUESOU01C Repair and maintain audio equipment
- CUESOU07B Apply a general knowledge of audio to work activities
- CUSSOU201A Assist with sound recordings
- CUSSOU202A Mix sound in a broadcasting environment
- CUFSOU204A Perform basic sound editing

Music literacy
- CUSMLT201A Develop and apply musical ideas and listening skills
- CUSMLT202A Apply knowledge of music culture to music making

Music performance
- CUSMPF201A Play or sing simple musical pieces
- CUSMPF202A Incorporate music technology into performance
- CUSMPF203A Develop ensemble skills for playing or singing music
- CUSMPF204A Play music from simple written notation

Group B units

Design process
- BSBDES201A Follow a design process
- BSBDES202A Evaluate the nature of design in a specific industry context

Digital content and imaging
- CUFDIG201A Maintain interactive content
- ICPMM296A Create and test a CD-ROM/DVD

First aid
- HLTFA201A Provide basic emergency life support

ICT use
- BSBITU201A Produce simple word processed documents
- BSBITU202A Create and use spreadsheets
- BSBITU203A Communicate electronically
- ICAU2005B Operate computer hardware
- ICAU2006B Operate computing packages

Information management and research
- BSBINM201A Process and maintain workplace information
- CUFRES201A Collect and organise content for broadcast or publication

Occupational health and safety
- CUETGE15B Handle physical elements safely during bump in/bump out

Small and micro business
- BSBSMB201A Identify suitability for micro business

Sustainability
- BSBSUS201A Participate in environmentally sustainable work practices

Workplace effectiveness
- BSBWOR201A Manage personal stress in the workplace
- BSBWOR202A Organise and complete daily work activities
- BSBWOR204A Use business technology
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.
Theatre Arts

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.
Visual & Performing Arts

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).

NB. Prospective students should consult with the Theatre Arts staff before enrolling in this course.

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)

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 techniques 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)
**Visual & Performing Arts**

**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 and 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)

**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)
**Visual & Performing Arts**

**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)
Visual & Performing Arts

**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.
Visual & Performing Arts

**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.
Visual & Performing Arts

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 Contributions: $10 per quadrimester, $20 per semester unit. This amount is to cover consumable items such as set and costume materials needed for performances.

Dance Troupe (R)

Narrabundah College offers an exciting and innovative Dance course that prepares students for all potential careers within the Dance industry. Dance Troupe enables individual students to practice and improve dance techniques and skills; emulate real life dance production roles and responsibilities and work across the curriculum; and provides opportunities for students to perform in the community such as Ausdance ACT’s Youth Dance Festival, United Nations Day, local events and fetes. Dance Troupe usually meets Thursday afternoons in Session 2.

Dance Studies (T/A)

Dance is the language of movement. It is an art form that uses the body as an instrument of communication and creativity. It has its own specific language, processes and techniques that are explored through creation, performance and evaluation of dance, demanding intellectual and physical rigour. When creating dance, students explore ideas through developing an understanding of the elements of dance, stylistic conventions and choreographic tools. They learn to problem solve, collaborate and make creative judgements as they select and structure those elements and conventions to create and shape choreographic sequences. When presenting dance, students use expressive techniques to convey the choreographer’s intent to an audience. They develop an understanding of the nature and function of dance; through a practical knowledge of various forms and styles and a range of technical and performance skills to entertain, inspire and challenge an audience.

When evaluating dance, students use a range of processes to communicate their interpretation, critical analysis and appreciation of dance. The deconstruction of dance forms allows students to demonstrate their understanding and knowledge of dance as performers, choreographers and observers. Dance offers opportunities for students to derive a sense of wellbeing, self-esteem and the necessary social skills to work effectively, both individually and collaboratively. Through Dance, students have the opportunity to develop a range of life skills that will enhance their careers and personal growth.
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).

*NB. Prospective students should consult with the Dance teacher and/or Student Services before enrolling 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.

**Units offered in Dance:**

**Dance Foundation**  
An introduction to movement, choreography and performance. Students will present and create a piece of either Classical Ballet or Contemporary dance. (1.0)

**Introduction to Dance**  
An introduction to movement, choreography and performance. Students will present and create a piece of either Classical Ballet or Contemporary dance. (0.5)

**Dance History**  
Further studies in Contemporary dance and Classical Ballet. Theoretical studies include research into key periods of dance history. (1.0)

**Dance in Perspective**  
Further studies in Contemporary dance and Classical Ballet. Theoretical studies include research into key periods of dance history. (0.5)

**Contemporary Dance**  
Study of specific modern dance pioneers, Contemporary dance technique and contemporary dance choreographers and their contribution to dance in Australia and overseas. (1.0)

**Pioneers of Dance**  
Study of specific modern dance pioneers, Contemporary dance technique and contemporary dance choreographers and their contribution to dance in Australia and overseas. (0.5)

**World Dance**  
Practical and theoretical tasks influenced or inspired by dance forms from cultures such as: Aboriginal and Torres Strait Islander, African, South American, Indian, Character styles, Scottish Highland, Irish National, Eastern European, Mediterranean, Middle Eastern. (1.0)
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td><strong>Visual &amp; Performing Arts</strong></td>
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<tr>
<td><strong>Dance from Other Cultures</strong></td>
<td>Practical and theoretical tasks influenced or inspired by dance forms from cultures such as: Aboriginal and Torres Strait Islander, African, South American, Indian, Character styles, Scottish Highland, Irish National, Eastern European, Mediterranean, Middle Eastern. (0.5)</td>
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<tr>
<td><strong>Theatrical Dance Styles</strong></td>
<td>Practical tasks in jazz, tap or other musical theatre dance styles. These styles could include ballroom, ballet, character, swing, rock ‘n’ roll or Broadway. Theory work could be related to the history of musical theatre and the study of individual choreographers who have made a considerable contribution to dance in musicals. (1.0)</td>
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<tr>
<td><strong>Dance for Stage and Screen</strong></td>
<td>Practical tasks in jazz, tap or other musical theatre dance styles. These styles could include ballroom, ballet, character, swing, rock ‘n’ roll or Broadway. Theory work could be related to the history of musical theatre and the study of individual choreographers who have made a considerable contribution to dance in musicals. (0.5)</td>
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<tr>
<td><strong>Dance Production</strong></td>
<td>The study of aspects of dance production including preparation for performance, costume, lighting, sound, make-up and stage management. (1.0)</td>
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<tr>
<td><strong>Theatre Elements in Dance</strong></td>
<td>The study of aspects of dance production including preparation for performance, costume, lighting, sound, make-up and stage management. (0.5)</td>
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<tr>
<td><strong>Dance and the Media</strong></td>
<td>Examines the relationship between dance and the media, and the impact of mass media on dance/dance production and society. Students have the opportunity to create a short dance film in this unit. (1.0)</td>
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<tr>
<td><strong>Dance and Visual Literacy</strong></td>
<td>Examines the relationship between dance and the media, and the impact of mass media on dance/dance production and society. Students have the opportunity to create a short dance film in this unit. (0.5)</td>
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<tr>
<td><strong>Dance in the Community</strong></td>
<td>Involves students devising pieces and performing them to the local community. Theoretical component can involve analysis and research of dance projects in the Community and/or critical evaluation of group productions or workshops. (1.0)</td>
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<tr>
<td><strong>Dance in Society</strong></td>
<td>Involves students devising pieces and performing them to the local community. Theoretical component can involve analysis and research of dance projects in the Community and/or critical evaluation of group productions or workshops. (0.5)</td>
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<tr>
<td><strong>Dance in Our Time</strong></td>
<td>Analysis of Dance in contemporary society, recognising the social, historical and cultural influences on its development. Styles studied may include: Street Dance, Hip-Hop, Krumping, Popping, Lyrical, Jazz, Ballroom, Contemporary, Latin, Bollywood and Disco. (1.0)</td>
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<tr>
<td><strong>Popular Dance</strong></td>
<td>Analysis of Dance in contemporary society, recognising the social, historical and cultural influences on its development. Styles studied may include: Street Dance, Hip-Hop, Krumping, Popping, Lyrical, Jazz, Ballroom, Contemporary, Latin, Bollywood and Disco. (0.5)</td>
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**Visual & Performing Arts**

**Dance in Australia**
The study of influences that have shaped dance in Australia and the role dance plays in Aboriginal and Torres Strait Islander societies. Practical tasks may include Aboriginal and Torres Strait Islander dance and other dances represented by cultural groups in Australia. (1.0)

**Home-Grown Dance**
The study of influences that have shaped dance in Australia and the role dance plays in Aboriginal and Torres Strait Islander societies. Practical tasks may include Aboriginal and Torres Strait Islander dance and other dances represented by cultural groups in Australia. (0.5)

**Self-Directed Dance Studies**
This unit may be offered to Year 12 students studying Dance as an A or a T course who wish to complete a Major, Major Minor or a Double Major. Students must have completed 3 standard units of Dance before undertaking this unit. Students may negotiate to undertake a major project in a specific area of interest. Emphasis will be on linking research and practical studies to areas of study completed in previous units. The unit may include study outside of the college. (1.0)

**Independent Dance Studies**
This unit may be offered to Year 12 students studying Dance as an A or a T course who wish to complete a Major, Major Minor or a Double Major. Students must have completed 3 standard units of Dance before undertaking this unit. Students may negotiate to undertake a major project in a specific area of interest. Emphasis will be on linking research and practical studies to areas of study completed in previous units. The unit may include study outside of the college. (0.5)