

narrabundah college
canberra

Narrabundah College



Student Curriculum Handbook 2019



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 2019.

The publication contains additional information to the Narrabundah College Student Curriculum Handbook.

The online Colleges ACT Guide 2019 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.

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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, teacher representatives, 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 positive contribution to college funds. Meetings are held during term, on the second Wednesday of the month at 6.00 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 Advisers 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.

General Information

GAFE (Google Apps for Education)

We use GAFE (Google Apps for Education) as our learning platform. Students must access this technology for:

- unit outlines
- assessment tasks
- unit resources
- college information

and 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.
-

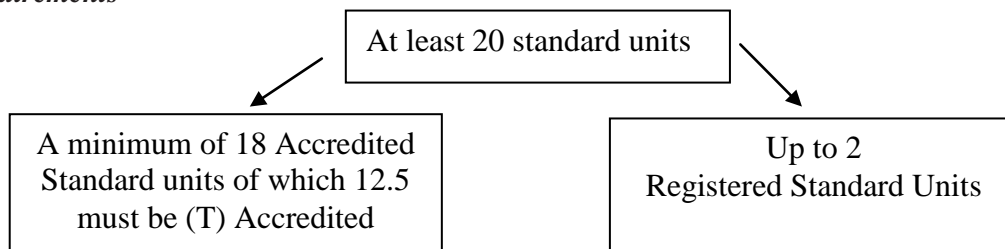
ACT Senior Secondary Certificate Requirements

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



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>.

General Information

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.

Australian Tertiary Admission Rank (ATAR)

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

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

ACT Scaling Test (AST)

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

Attendance

Students are expected to attend all classes for which they are timetabled. Students who are absent from class run the risk of not fulfilling the requirements of the course(s) in which they are enrolled and may be deemed unassessable. Where an absence is unavoidable, 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.

General Information

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.

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.

General Information

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

Points allocated for completion.

(A) Units

You will be given a letter grade (A-E)

(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.

Grades A/T units

You will receive a letter grade –A, B, C, D or E depending on how well you met the criteria of the course.

Z Grade

This indicates a pending grade/score. The student has missed an assessment task (with documentation) and will be given a pro rata mark based on a similar assessment task when the College can estimate this at a later date.

S Grade

This indicates a status unit. The student not is been able to be assessed for the whole unit (with documentation). Points will be allocated but grades and scores are not awarded.

V Grade

This indicates a voided unit. The student has not met either or both the 90% attendance requirement or the 70% assessment requirement. No grade, scores or points are awarded.

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.

General Information

Appeals Procedures

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

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

Formal Appeal

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

Appeal Panel

- An appeal panel will be convened consisting of the Principal or delegate, a teacher not involved in the student's assessment and an external person nominated by the Office of the Board of Senior Secondary Studies (OBSSS).
- A student may be accompanied or represented by a friend during the appeal. The friend may be a student, parent or any other person.
- The panel's decision will be conveyed in writing to the student.
- After receiving the decision, the student has the right to appeal to the OBSSS against the procedures used. Appeals to the OBSSS must be received within seven days of the date of the written decision of the College Appeals Committee. A copy of the OBSSS Policies and Procedures is available from the College.
- In Term 4 for a Year 12 student, less time is available for appeals. The relevant dates are published in the college calendar.

Repeating Students

Year 11

Students wishing to repeat Year 11 may be permitted to do so 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.

General Information

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 in consultation with the Deputy (Students)

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 Directorate (ED). Any student interested in attending the college as an International Private Student must apply through the International Education Unit, Education Directorate.

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 4,786 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.

General Information

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 the IB information session 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, Italian, Japanese, Korean and Spanish;

OR

'Ab initio' Language - for students with no experience in the language chosen. These lead to standard level examinations only.

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*

Higher Level Maths consists of two classes – Core and Options
Standard level Maths consist of one line of specialist core or maths methods. Maths Studies can be pursued in Yr.12.

General Information

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, Activity, 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 an online 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 October 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.

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.

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.

General Information

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.
- Students will be required to sit for the Cambridge Test to complete university requirements for English Language.

The subjects offered:

- The subjects taught in French by French Teachers are:
 - French Literature;
 - Philosophy;
 - History and Geography;
 - Mathematics;
 - Physics and Chemistry;
 - Biology
 - English Literature
 - 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 through Distance Education - CNED Institute. Students often choose Spanish, German, Italian or Japanese (one foreign language other than English is compulsory).

General Information

- Students have the opportunity to choose another subject from the ACT Year 12 at Narrabundah College after finishing the Bac in June.
- A report with the French subjects is given to the families at the end of each trimester. A meeting between parents and French teachers is organised twice a year, often 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).
- 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 and the French Bac coordinator 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 via parcoursup. 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. It is given to a student who has not the French Nationally.

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 Stream** students are required to pay a **NON-REFUNDABLE** enrolment fee of \$1050 in addition to the normal parent contribution. Plus a non-refundable fee for the Bac examinations:- payable to Telopea Park School

Contact:

The French Proviseur is always available to give any further information. Please ring Telopea Park School, 6142 3388; or the French Bac Coordinator.

Vocational Education and Training



Vocational courses allow students to gain skills and experience that are recognised and endorsed by industry. Each Vocational unit includes of competencies relevant to industry standards. Students are required to demonstrate competence through a wide range of tasks measured against specified performance criteria.

Completed 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 as a 'C' course, which is a competency only course. A Vocational Certificate or Statement of Attainment will be awarded to successful students at the completion of Year 12.

Narrabundah College **may** offer vocational courses in:

- **Media** – Certificate II in Creative Industries – CUA20215
- **Information Digital Media and Technology** – Certificate 1 ICT10115/Certificate II ICT20115/Certificate III ICT30115
- **Music** –Certificate II in Music Industry– CUA20615 (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.

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

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.

General Information

All students are encouraged to participate in work experience which is offered during the last week of each session. The dates shown on the College Calendar 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 the 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.

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

Year 11 students are allocated with \$10 printing credit from the Resources Contribution at the beginning of the year. Additional credit can be purchased at the College Reception between 8:30am and 2pm.

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.

General Information

Subject Consumables

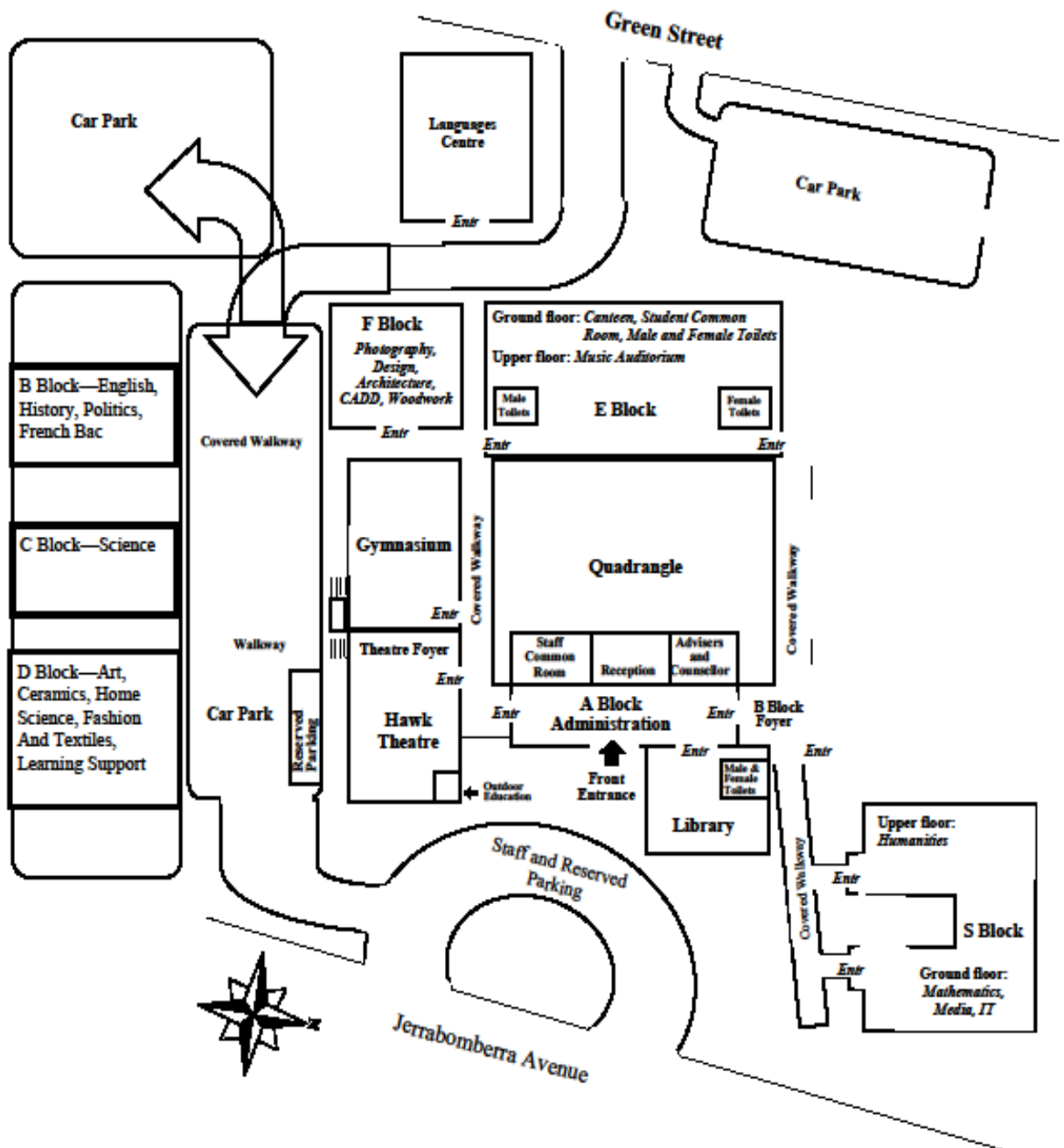
Other payments requested by the college are for subject consumables. These apply to subjects/programs involving a high cost factor in consumable materials and are listed below:

	Session 1 and 3	Session 2
Creative Art	\$50	\$100
Ceramics	\$50	\$100
Food and People	\$50	\$100
Textiles and Fashion	\$30	\$60
Photography	\$55	\$110
Graphic Design	\$30	\$60
Design	\$30	\$60
Architectural Studies/CAD	\$30	\$60
Digital Photography	\$40	\$80
Film Making (Super 8)	\$50	\$100
Media	\$20	\$40
Woodwork	\$40	\$70
Music	\$20	\$40
IT Programming	\$10	\$20
Web Design	\$20	\$40
IT Animation 3D	\$20	\$40
Computer Applications	\$10	\$20
Dance	\$10	\$20

(These prices are correct at time of publishing - May 2018)

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)**
- **Philosophy (T)**
- **History (T/A)**
- **Modern History (T/A/M)**
- **Ancient History (T/A/M)**
- **Australian and Global 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:

	Year 11	Year 12
Session 1	Unit 1a	Unit 3a
Session 2	Unit 2	Unit 4
Session 3	Unit 1b	Unit 3b

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.

Literature (T)

The following modules are offered in Literature across Years 11 & 12 to give students the opportunity to choose interest areas:

Poetry Then & Now, Plays, Auto/Biography, Literature of Other Lands, East Asian Narratives, Latin American Literature, Irish Writers, African & Pacific Literature, Aboriginal Experience, North American Literature, Australian Literature, African American Literature, Page to Screen, Romantic Comedies, Appropriation, Jane Austen, Independent Project, Texts Through Time, Dystopias, Nineteenth Century British Literature, Shakespeare's Tragedies, European Classics, Modern Novels, Crime & Punishment, Post-Colonial Literature.

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.

English/History

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 T **Value 1.0**

Unit 2: Power of Literature a **Value 0.5**

Unit 2: Power of Literature b **Value 0.5**

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 T **Value 1.0**

Unit 3: Intertextuality a **Value 0.5**

Unit 3: Intertextuality b **Value 0.5**

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 T **Value 1.0**

Unit 4: Literary Interpretations a **Value 0.5**

Unit 4: Literary Interpretations b **Value 0.5**

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)

The following modules are offered in English across Years 11 & 12 to give students the opportunity to choose interest areas:

Science Fiction, Fantasy, Writer's Workshop, Language: Use & Abuse, The Journey, Burning Issues, Love, Lust & Literature, Children's Literature, The Hero, Gothic Literature, Crime Fiction, Horror, Shakespeare's Comedies, Satire & Subversion, Disability, Images of War, Women & Literature, Traveller's Tales, George Orwell., Arthur Miller.

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.

English/History

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 4: Perspectives	Value 1.0
Unit 4a: Perspectives	Value 0.5
Unit 4b: Perspectives	Value 0.5

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)

The following modules are offered in Essential English across Years 11 & 12 to give students the opportunity to choose interest areas:

Identity: A Personal Journey, Identity: A Public Journey, Identity: Family Journeys, War on Terror, Living With Disability, Migrant experiences, Aboriginal Narratives, Crime & Punishment.

Unit 1: Comprehending and Responding	Value: 1.0
Unit 1a: Comprehending and Responding	Value: 0.5
Unit 1b: Comprehending and Responding	Value: 0.5

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.

English/History

Unit 2: Making Connections	Value: 1.0
Unit 2a: Making Connections	Value: 0.5
Unit 2b: Making Connections	Value: 0.5

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.

English/History

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.

Philosophy (T)

Brief Description of the Units Offered at Narrabundah College

You can do a Minor or a Major in Philosophy, beginning with the unit called 'Epistemology a: What can we know?' offered in the first session. Details of the course may also be found on the Board of Senior Secondary Studies website.

First Year

Session 1:

What can we know? [Epistemology a]

Introduces you to philosophical positions on the nature of knowledge. The unit begins with Socrates' idea of the examined life and continues to explore the question: *What can I know?* through a brief history of epistemology (0.5)

Session 2:

What must I do & how might we live? [Ethics a & b]

Considers such questions as *What is an ethical issue? Why should I be moral? What does it take to become a good person? Can/Should we judge other cultures?* In this unit students will also investigate ethical theories and positions and their application to public and private life. (1.0)

Session 3:

How Language speaks us [Language a]

Considers various philosophical positions on the nature of meaning and related questions such as: *What is the relationship between: language and thought, language and culture, language and power? What part does language play in forming who you become.* (0.5)

Second Year

Session 1:

Public narratives, politics & education: [Epistemology b]

Considers the different forms of enquiry which establish public knowledge, such as the natural and social sciences, literature and art, raising such questions as: *How do we test if a claim is true in each of these forms of enquiry? To what extent should we trust the experts?* Students are also encouraged to reflect on their own education and to consider questions like: *How do we distinguish between education, training and indoctrination? Knowledge and wisdom? What actually is knowledge for?* (0.5)

Session 2:

What is real and what is meaningful? [Metaphysics a & b]

Considers such question as *Is there a God? What difference would it make? What is the meaning of life? Are we free or are our lives determined? What is human nature? Why does the question matter?*

Session 3:

Negotiated Options

Independent Research Unit

In this unit, students can select an area of research drawn from the *Philosophy* units they have done. (0.5)

OR the possibility of

***Why Beauty Matters* [Aesthetics – negotiated unit]**

Considers philosophical questions raised in art, including What is the place of beauty to ethical and political judgement and control. (0.5)

Some benefits of doing Philosophy

- You become more aware of value assumptions in the positions that you and others hold.
- You are introduced to the big questions of life and to an exciting tradition of enquiry
- Philosophy provides a ‘conceptual scaffold’ as you acquire new knowledge and form your own position.
- Studying Philosophy prepares you for tertiary studies

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.

English/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:

	Year 11	Year 12
Session 1	MH1 Unit1a:Understanding Modern History Topic: The French Revolution	MH 4 Unit 2a: Movements for Change in the 20th Century Topic 1: Civil Rights in the USA
Session 2	MH2- Understanding Modern Nations Combination of: <u>Unit 1b:Understanding Modern History</u> Topic 1: World War 1 <u>Unit 3a: Modern Nations in the 20th Century</u> Topic2:Germany (1918-1945)	MH 5-Modern World Combination of: <u>Unit 2b:Movements for Change in the 20th Century</u> Topic 2: Apartheid South Africa <u>Unit 4a: The Modern World Since 1945</u> Topic: The Changing World Order.
Session 3	MH 3 Unit3a: Modern Nations in the 20th Century Topic 2: China (1937-1976)	MH 6 Unit 4a: The Modern World Since 1945 Topic: The Changing World Order (contd.)-1989-2010

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.

English/History

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 3: Modern Nations	Value 1.0
Unit 3a: Modern Nations	Value 0.5
Unit 3b: Modern Nations	Value 0.5

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.

English/History

Unit 4: The Modern World since 1945	Value 1.0
Unit 4a: The Modern World since 1945	Value 0.5
Unit 4b: The Modern World since 1945	Value 0.5

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:

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

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 2: Ancient Societies	Value 1.0
Unit 2a: Ancient Societies	Value 0.5
Unit 2b: Ancient Societies	Value 0.5

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.

English/History

Unit 3: People, Power & Authority	Value 1.0
Unit 3a: People, Power & Authority	Value 0.5
Unit 3b: People, Power & Authority	Value 0.5

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 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.

Australian and Global 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.

IMPLEMENTATION PATTERN – POLITICS

	Year 1	Year 2
Session 1	POL 1 Australian Politics From Unit 2 a) Comparative Politics: Democracies	POL 4 Political Thought From Unit 1 a) Power, Politics and Political Thought
Session 2	POL 2 Unit 4 International Relations	POL 5 Unit 3 Oligarchy and Authoritarianism: Russia and China
Session 3	POL 3 Participation, Interest Groups and the Role of the Media From Unit 1 b) Power, Politics and Political Thought	POL 6 USA Politics From Unit 2 b) Comparative Politics: Democracies

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. All courses are based on assumed knowledge from high schools, so 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. 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 Options 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 at the Highest level of 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 a significant amount or a 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 a 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: Students enrol in a Specialist Maths double major.

Standard Level – Students enrol in a Maths Methods major or a Specialist Maths major.

Standard Level - Studies: Students enrol in Maths Methods in Year 11 and Maths Applications in Year 12.

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**). They may be purchased from any supplier but are also 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)**
Including Environmental Systems and Societies
- **Human Biology (T/A)**
- **Forestry (T/A)**
- **Exercise 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 Biology, 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 computational 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.
- 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 and Energy Transfer (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 Kirchoff's law, resistance, current, primary and secondary cells and EMF

Physics 3 – Energy Transfer and Waves (0.5)

- Hooke's 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.

Science

Physics 5 - Quantum and Modern Physics (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 - Modern Physics (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 - 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

Science

- 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

Physics 8 - 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.
- 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;

Assessment

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

Chemistry (T)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

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.

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 5. 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 1 - Chemistry Fundamentals (0.5)

- atoms, elements and compounds, moles, ions, simple bonding and solutions.
- chemical reactions and products

Chemistry 2 - Physical Chemistry and Redox (1.0)

- states of matter, energy changes and rates of reactions. Phase changes, energy changes in chemical reactions, factors affecting reaction rates, bond energies, catalysis, oxidation and reduction half equations E° tables, oxidation numbers, reactivity series, electrochemical energy.

Chemistry 3 - Organic Chemistry (0.5)

- 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.

Chemistry 4 - Chemical Bonding (0.5)

- mass spectrometer, nature of line spectra,
- electron levels and subshells and relationship to the periodic table,
- the nature of chemical bonding, ionic, metallic and covalent
- intermolecular forces, shapes of molecules, hybridization of orbitals.

Science

Chemistry 5 – Periodicity and Equilibria (1.0)

- physical equilibria
- 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.
- equilibria in chemical reactions, Le Chatelier's Principle, acids and bases, buffers, salt hydrolysis

Chemistry 6 – Spectroscopy (0.5)

- galvanic and electrolytic cells, Faraday's Laws. Metals: a study of iron and aluminium.
- modern analytical chemistry, spectroscopy and chromatography.

Chemistry 7 - Energy & Materials (0.5)

- solubility product, techniques of microanalysis and gravimetric analysis.

Chemistry 8 - Biochemistry (0.5)

- biochemistry covers structure, property and significance of the major groups of biochemicals.

Chemistry 9 - Medicinal Chemistry (0.5)

- medicinal Chemistry covers the structure and properties of medicines, their effects on people and some aspects of their historical development.

Assessment

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

Biology (T/A)

In Biology, students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales.

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.

Course Description

The Biology course at Narrabundah College provides a firm basis for an understanding of our complex living world. Students are trained in the logical, scientific approach to problem solving, model building and abstract thought, coupled with practical applications of the theory. Biology is therefore a useful preparation for students intending to do a tertiary course in a range of fields. 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.

Science

Course Pattern

Students can study a Minor, Major or Major-Minor course in biology. Students intending to pursue biology courses at university should complete at least a Minor course, although a Major course is advantageous.

Biology units taught at Narrabundah College are sequential and it is therefore important that any student intending to study biology should start at the beginning of Year 11. 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.

International Baccalaureate

Higher and Standard Level:

Students need to do Biology 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 Biology textbook for use with the IB Biology program.

Unit Description

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

Biology 1- Cells (0.5)

- cells as the basic unit of life, cell structure and function are very diverse, common features
- prokaryotic and eukaryotic cells
- inputs and outputs of cells, the chemical nature of cellular systems, structure and function,
- matter moves and energy is transformations and transfers in photosynthesis and respiration,

Biology 2 - Multicellular Organisms and Biodiversity (1.0)

- multicellular organisms: tissues, organs and organ systems.
- structure and function of plant and animal systems at cell and tissue digestive, circulatory and respiratory systems in animals and the transport system in plants.
- classification of organisms, species and populations, movement of energy and matter in ecosystems.
- ecosystem relationships, interactions within and between species, and interactions between abiotic and biotic components of ecosystems.

Biology 3- Ecosystem Dynamics (0.5)

- ecosystems and their interactions, impact of change, interpretation of data.
- practical ecology, sampling techniques, populations size, biodiversity composition and changes in ecosystems.
- human impact on ecosystems.
- data collection in the local environment and other Australian, regional and global environments.
- Human activities: over-exploitation, habitat destruction, monocultures, pollution, reduction of biodiversity, impact on climate change.

Science

Biology 4 - DNA and Genetics (0.5)

- heredity, cellular division and differentiation for growth, development, repair and sexual reproduction.
- biochemical and cellular systems, transmission of genetic material
- structure and function of DNA, replication, transcription of genes and protein synthesis.
- patterns of inheritance, genotypes and phenotypes, predictive models.

Biology 5 - Continuity and Homeostasis (1.0)

- evolution by natural selection, constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. genetic variation in gene pools, selection pressures and isolation effects, speciation and extinction events, predictions about future changes to populations.
- maintenance of system structure and function in the face of changes in external and internal environments, changes in surroundings
- homeostatic response systems control organisms' responses to environmental change – internal and external – for survival in a variety of environments.

Biology 6 - Infectious Diseases (0.5)

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

Biology 7 - Physiology and Neurobiology (1.0)

- human body as a complex set of interacting organ systems, biochemical reactions and physiological processes.
- physiology of human systems in detail, structure and function of the digestive system, requirements for human nutrition, the liver, endocrine system and cardiovascular and respiratory systems.
- neural development in animals, and the roles of synapse formation and neural pruning.
- structure and function of regions of the human brain, vision and hearing.
- integration of responses via reflex arcs, using experimental data.
- neuropharmacology, effects of inhibitors and stimulants at synapses
- innate and learned behaviour, animal behaviour, survival and evolution via natural selection function of the nervous system related to behaviour in different situations

Science

Biology 8 - Biotechnology (0.5)

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

Environmental Systems and Societies 1 (0.5)

- systems approach to holistically look at interactions between the various parts of ecosystems.
- systems and models, storages and flows, energy exchange in ecosystems,
- biomes and variable climatic conditions, ecology, ecosystems, succession, thermodynamics,
- equilibrium, feedback mechanisms.

Environmental Systems and Societies 2 (1.0)

- aspects of Earth systems and their dynamics, human impact
- hydrosphere, lithosphere and atmosphere, impact of human activities on these physical systems and the processes involved in storage and flow of energy and matter in these physical systems.
- impact of inequality of access to physical resources on societies, current energy usage, and the implications of energy usage on carbon emissions and climate change.
- water; oceans and freshwater, soils, atmosphere, food production, pollution, elemental cycles, climate change, population studies.

Environmental Systems and Societies 3 (0.5)

- 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.

Assessment

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

Human Biology (T/A)

Human Biology covers a wide range of ideas relating to the functioning of the human body. Students learn about themselves, relating structure to function. They learn how integrated regulation allows individuals to survive in a changing environment and maintain homeostasis. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction and the development of the foetus are studied in order to understand the sources of variation that make each of us unique individuals.

Course Description

The Human Biology course at Narrabundah College provides a firm basis for an understanding of the features and interactions of structures in the human body.

Course Pattern

Students can study a Minor or Major course in Human Biology. The Minor Human Biology course is a very useful background for those students who intend to study health-oriented courses at the tertiary level.

Human biology units taught at Narrabundah College are sequential and it is therefore important that any student intending to study human biology should start at the beginning of Year 11.

Unit Description

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

Human Biology 1 – The Essentials of Human Life (0.5)

- human embryo replication and specialisation, germ layers, specialised tissue
- tissue types, connective, epithelial, muscular and nervous

Human Biology 2 – Growth of Humans (1.0)

- stem cells, degenerative diseases, treatments.
- human body from foetus to death
- growth and development of foetus, screening of foetus, abnormalities and diseases in babies and young children
- technological advancement and health care.

Human Biology 3 – The Aging Human Body (0.5)

- diseases in older humans: Alzheimers and Parkinsons and other degenerative diseases.
- imaging method used in health care.
-

Human Biology 4 - Human Health and Environment 3a (0.5)

- impact of environmental conditions on human health, individuals and populations.
- environmental risk factors; air, water soil pollution
- climate change and human health.

Human Biology 5 – Treating the Human Body (1.0)

- research into human health and knowledge of treatment processes.
- treatment of disease by conventional medicine, alternative practices and their validity.
- methods of diagnosis of conditions, invasive and non-invasive techniques.
- medical isotopes; range and uses.
- New diagnostic techniques.
- ethical issues with health care

Science

Human Biology 6 - Human Health and Environment 3b (0.5)

- mental health issues and the relationship to the environment.
- biological aspects and effects of anorexia and bulimia.
- biological effects of depression on the human brain.

Assessment

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

Forestry (T)

The prime intent of this course is to provide students with a coherent perspective on the forestry industry and Australian resources and land characteristics. Students are enabled 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.

Course Pattern

Students can study Forestry as a Major or a Minor course. The units are sequential within a calendar year. Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Forestry 1: Forestry

- theoretical work in tree identification,
- provenance,
- rainfall,
- site preparation,
- the need for trees and a variety of political/ economic issues.

Forestry 2: Forestry and soils

- planting and setting cuttings,
- genetic improvement and clonal forestry,
- plant structures and transport systems,
- soils and nutrient requirements,
- bushfires and plant adaptations.

Forestry 3: Agroforestry

- Care of the plantation,
- agro-forestry
- farm plans and
- the range of uses of trees in an agricultural setting
- data collection.

Forestry 4: Australian Biodiversity I

- evolution of Australian plant species,
- isolation leading to unique endemic species,
- fossil evidence for the evolution of Australian plants through Geologic time living fossil plants.
- similarities and differences in plant species common across the Gondwana continents.
- climate change and Australian forests.

Science

Forestry 5: Resource Management

- range of Austrian ecosystems
- determining the best management practices for economic and ecological benefit
- Murray Darling catchment area studies
- Tasmanian and Daintree Forest area studies.

Forestry 6: Australian Biodiversity 2

- conservation of Australian species
- mitigation of threats and
- understanding positive management practices.
- Sustainable resource use to maintain viable forests in the Australian context
- case studies of different forest types and the management practices
- effect of introducing non-native species to a forest environment.

Assessment

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

Exercise Science (T/A)

This course is currently being rewritten in 2018

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

(All of these courses are currently being re-written in 2018)

- **Exercise Science (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.

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

Science

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 3

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.

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.

Basic 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

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

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

Sports Performance

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.

Science

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

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

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.

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 unit structure of the course currently under development, starting in 2019, to be advised.

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 is a rewarding course offered at the college.

This course aims to develop students' outdoor and resilience skills, interpersonal relationships, health and well-being.

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 activities which encompass:

- | | |
|-------------------------------------|--------------------|
| * Bushwalking and Navigation | * Caving |
| * Canoeing and Kayaking | * Climbing |
| * Cycling/Mountain biking | * Canyoning |
| * Surfing/Snorkeling | * Skiing |
| * Leadership Skills | |

(The new course is currently being developed)

Humanities

- **Behavioural Science**
- **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)**
- **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.

Behavioural Science

There are three courses of study available to students in the Behavioural Sciences. Students can study an Integrated Behavioural Sciences course or Psychology or Sociology.

Both Psychology and Sociology have a prescribed pattern of enrolment (see below). This sequence of study is designed to develop increasing levels of skill within these subject areas.

Teachers are available for consultation on sequences of units for students.

No duplication of content is permitted in either the Tertiary or Accredited streams.

Behavioural Science Integrated (T/A)

The Behavioural Sciences course integrates both Psychology and Sociology. This can be studied as a minor, major, major-minor or double major.

The study of Psychology explores aspects of the human brain, mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between individuals and groups as well as the roles of biological and environmental factors.

The study of Sociology focuses on the structures of society and their impact on human behaviour in a social context. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies.

The study of an integrated Behavioural Sciences course may lead to careers as political advisors, policy makers and social workers or it can give students a more complete understanding of themselves and the world around them.

Humanities

Psychology (T/A)

Psychology is the study of the human brain, mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between individuals and groups as well as the roles of biological and environmental factors. Students can study a minor or a major in Psychology. The introductory unit for Psychology explores **Individual Differences** in human cognition and behaviour. Psychology units may be studied in combination with Sociology to form a Behavioural Science Minor, Major, Major Minor or Double Major.

Psychology has a **prescribed pattern of enrolment**. Please note that

- Year 11s MUST enrol in year 11 subjects
- Year 12s continuing on to a major MUST enrol in Year 12 subjects.
- Year 12s beginning Psychology for the first time can enrol in year 11 or year 12 subjects*. They are encouraged to enrol in year 12 in sessions 2 & 3

IB students MUST enrol in IB subjects, but non IB students are permitted to enrol in IB subjects.

Students can do no more than 4.0 units in either Psychology or Sociology to a maximum of 8.0 units in the Behavioural Sciences Integrated course.

*These students will be marked against the year 12 achievement standards.

Session	Year 11	Year 12
1	Unit 1 (a) Individual Differences (0.5) <i>Foundations of Psychology</i> <i>Developmental Psychology</i> <i>Personality</i>	Unit 5 (a) Negotiated Study (0.5)- (IB)* <i>Advanced Research Methods</i> OR Unit 1 (b) Individual Differences (0.5) <i>Mental Abilities and Intelligence</i>
2	Unit 2 Into the mind (1.0) – IB* <i>Neuroscience, Memory</i> OR Unit 2 Into the Mind (1.0) <i>Emotion</i> <i>Sensation and Perception</i> <i>Consciousness</i>	Unit 3 Psychology of Wellness (1.0) – IB* <i>Mental Health</i> <i>Stress Resilience and Coping</i> OR Unit 3 Psychology of Wellness (1.0) <i>Positive Psychology</i> <i>Stress, Resilience and Coping</i>
3	Unit 4 (a) Psychology in Society (0.5)- IB* <i>Stereotypes & Prejudice</i> <i>Attitudes</i> <i>Social Influence</i> OR Unit 4 (a) Psychology in Society (0.5) <i>Human Relationships</i>	Unit 4 (b) Psychology in Society (0.5) <i>Criminal & Forensic Psychology</i> OR Unit 4 (b) Psychology in Society (0.5) <i>Organisational Psychology</i>

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

Humanities

Unit 1 (a) Individual Differences (0.5)

Foundations of Psychology, Developmental Psychology and Personality

This unit examines individual differences in human cognition and behaviour. Initially students will study the foundational approaches (e.g. psychoanalysis, behavioural, cognitive, humanistic and evolutionary) and key figures in Psychology (Freud, Pavlov, Skinner, Bandura, Rogers, Maslow) along with the scientific method that underpins the discipline. Students will then study the impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to; values, worldviews, culture, past experiences and biases; biopsychosocial factors (heredity, nutrition, caregiving, neural development, relationships, hormonal changes, cognitive functioning) and biopsychosocial factors relating to personality.

Topics may include ethics in research (e.g. animal ethics, use of deception), nature vs. nurture debate; parenting and childcare, family structure, adoption, abuse and maltreatment, resilience, risk-taking, bullying, relationships, and ageism; the historical development of concepts of self and personality, and personality measurement.

Unit 1 (b) Individual Differences (0.5)

Mental Abilities and Intelligence

This unit examines individual differences in human cognition and behaviour. Students will study the nature of intelligence (i.e. IQ), multiple intelligences and emotional intelligence, including case studies on autistic savants. The unit looks at the impact of the factors that influence how humans think, feel and act at an individual, group and societal level relating to; biopsychosocial factors, cognitive styles and specific disabilities/abilities.

Topics may include the concept and measurement of intelligence and the biases around definitions and intelligence testing.

Unit 2 Into the mind (1.0) – IB*

Neuroscience, Memory

This unit examines the biological basis of human cognition and behaviour. Students will study how humans think, feel and act at an individual, group and societal level relating to neuroscience such as, biopsychosocial factors, gender, brain damage, and epigenetics and their interaction with memory through biopsychosocial factors, aging, context-dependent and state-dependent cues.

Topics may include animal research, lobotomies, neuroplasticity, brain damage (e.g. Phineas Gage, lesion studies, split-brain, strokes), trauma, gender differences, educational contexts, and ethics of brain imaging; enhancing memory, distortions of memory, eyewitness testimony, organisation of memory, flashbulb memories, mnemonic devices, memory loss (amnesia, dementia, trauma, brain damage).

Unit 2 Into the Mind (1.0)

Emotion, Sensation and Perception, Consciousness

This unit examines the biological bases of human cognition and behaviour. Students will study how humans think, feel and act at an individual, group and societal level relating to emotion, sensation & perception such as, biopsychosocial factors, culture and gender differences, and consciousness such as, biopsychosocial factors (circadian rhythms, brain structure and functioning, predispositions, and self-awareness).

Topics may include lie detection, road rage, and responses to emotions (love, anger, grief); pain management, synaesthesia, dark adaptation, sensory deprivation, eyewitness testimony, phantom limbs, parapsychology (ESP, telepathy, clairvoyance), individual differences in abilities; altered states of consciousness (hypnosis, sleep deprivation, dreams, hallucination, meditation, mindfulness, out of body experiences), other current issues (e.g. impact of technology, integration with technology, such as artificial intelligence)

Unit 3 Psychology of Wellness (1.0) – IB*

Mental Health and Stress, Resilience and Coping

This unit examines the factors that influence physical and mental wellbeing.

Students will study how humans think, feel and act at an individual, group and societal level relating to mental health such as nature vs. nurture, culture, adjustment, labelling, perception, emotion, expectation and reactions, self-fulfilling prophecy, contagion effect, group-think, conformity, learned helplessness, and environmental factors such as overcrowding, pollution and temperature, fear, sleep, social factors and self-esteem.

Topics may include labelling, stigma, institutionalisation vs. integration, trauma, inclusion and exclusion of specific disorders from DSM (e.g. gender dysphoria, hoarding, internet gaming disorder, tobacco use disorder, pre-menstrual dysphoric disorder, paedophilic disorder), conceptions or models of specific disorders (e.g. autism spectrum disorder, ADHD), medication and treatment issues, psychopaths and sociopaths, trait vs. disorder (e.g. narcissistic personality disorder), use of technology and mental health, comorbidity, the impact of substance abuse on mental health, effectiveness of complementary treatments and programs (e.g. yoga, meditation, Ayurveda, music therapy, art therapy); positive and negative definitions of health, dealing with chronic health issues, biological vs. environmental factors, supporting people with long-term health issues, access to resources and its impacts on health, nutrition and sleep, help seeking behaviours, adhering to treatment regimens, communicating health issues effectively.

Unit 3 Psychology of Wellness (1.0)

Positive Psychology and Stress, Resilience and Coping

This unit examines the factors that influence physical and mental wellbeing. Students will study how humans think, feel and act at an individual, group and societal level relating to positive psychology such as, cultural differences, gender, expectations, education, family structure, geographical location, age, biological and environmental factors such as overcrowding, pollution and temperature, fear, sleep, social factors and self-esteem.

Humanities

Topics may include relaxation vs. mindfulness, perceptions of happiness, cultural issues (e.g. consumerism, decluttering), optimism, sleep, religion and spirituality, lifestyle, subjective vs. objective health, attractiveness, money, happiness vs. wellbeing, impact of technology on well-being, positive and negative definitions of health, dealing with chronic health issues, biological vs. environmental factors, supporting people with long-term health issues, access to resources and its impacts on health, nutrition and sleep, help seeking behaviours, adhering to treatment regimens, communicating health issues effectively.

Unit 4 (a) Psychology in Society (0.5) - IB* ***Stereotypes & Prejudice, Attitudes, Social Influence***

This unit examines the role of Psychology in society. Students will study how humans think, feel and act at an individual, group and societal level relating to stereotypes and prejudice such as consistency of stereotypes and prejudice (e.g. strength, accessibility, perceived control), personal perception, expectation, cognitive biases, social context (e.g. friends and family, culture, situational factors, technology), situational and dispositional factors, persuasion techniques, effects of power in groups, media portrayals, arousal, hostility, punishment, provocation, anonymity, diffusion of responsibility, social loafing and effort, attention, size of group, normative influence, informational influence, cultural background, unanimity, persuasion, repetition of message, coercion, reciprocity norms, low-ball techniques, feigned scarcity and foot-in-the-door phenomenon.

Topics may include measuring stereotypes and prejudice (e.g. qualitative vs. quantitative data, self-report methods, Likert scales, semantic differential scale), research ethics, design, reliability and validity of evidence, psychology of evil, media examples of social conflict (e.g. rioting, protesting, looting, stampedes), war crimes, contemporary perceptions of authority, entitlement, cults, adherence to rules and laws in society, martyrdom, motivational speakers, media violence, ethics of social experiments, peer pressure.

Unit 4 (a) Psychology in Society (0.5) ***Human Relationships***

This unit examines the role of Psychology in society. Students will study how humans think, feel and act at an individual, group and societal level relating to Human Relationships such as, perception, attachment, temperament, environment, culture, nature vs. nurture, power, similarity, proximity, commitment, loyalty.

Topics may include bullying, origins of violence, breakdown of relationships, building healthy relationships (e.g. counselling), grief and coping, support structures, dealing with change in relationships (e.g. honeymoon effect, divorce), long distance relationships, social networking, social media and relationships (e.g. online dating, online communication), arranged relationships (e.g. marriage, dating), relationships in the media (e.g. reality TV, public scrutiny), expectations, social expectations surrounding relationships (e.g. family structure), personality compatibility testing.

Humanities

Unit 4 (b) Psychology in Society (0.5)

Criminal & Forensic Psychology

This unit examines the role of Psychology in society. Students will study how humans think, feel and act at an individual, group and societal level relating to Criminal Psychology such as, nature vs. nurture, influences of family and environment, substance abuse, mental health, learning disabilities, age, competency.

Topics may include crime and mental disability, psychometrics (e.g. intelligence testing, personality assessment), learning disabilities, value of prisons and rehabilitation, stereotyping and stigma, eyewitness testimony, use of neurological evidence, criminal responsibility (e.g. age, insanity plea), psychopaths and sociopaths.

Unit 4 (b) Psychology in Society (0.5)

Organisational Psychology

This unit examines the role of Psychology in society. Students will study how humans think, feel and act at an individual, group and societal level relating to Organisational Psychology such as, perception, leadership styles, reward schemes, group members and composition, personality types, workplace culture.

Topics may include autonomy in the workplace, workplace bullying, harassment, discrimination (e.g. ageism, sexism, racism), parents in the workplace, work-life balance, the use of psychological testing in the workplace, occupational health and safety issues, mental health, aesthetics and productivity, colour Psychology (e.g. perceptions of people, brands and work spaces), marketing (e.g. branding).

*Unit 5 (a) Advanced Research Methods - (IB)**

This unit examines the quantitative and qualitative methods that are used in the discipline of Psychology. Students explore the scientific method, including experimentation, along with correlational analysis, observations, interviews and case studies.

The assumptions, applications and limitations of psychological research are also explored, including ethical issues. Statistical analysis including probability and significance testing is also addressed. A prerequisite of this unit for non-IB students is the completion of two standard units in Psychology.

Sociology (T/A)

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies.

Students can study a Minor or Major in Sociology. The introductory unit for Sociology, **Identity** explores society on the individual level: the ways people define themselves and their relationships with others.

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

Sociology has a **prescribed pattern of enrolment**. Please note that

- Year 11s MUST enrol in year 11 subjects
- Year 12s continuing on to a major MUST enrol in Year 12 subjects.

Humanities

Year 12s beginning Sociology for the first time are encouraged to enrol in year 11 subjects*.

Students can do no more than 4.0 units in either Psychology or Sociology to a maximum of 8.0 units in the Behavioural Sciences Integrated course.

* These students will be marked on the year 12 achievement standards.

Session	Year 11	Year 12
1	Unit 1 (a) Identity (0.5) <i>Australian Culture and Identity</i> <i>Australian Indigenous Identity</i> <i>Race and Ethnicity</i>	Unit 3 (a) Cultural Icons (0.5) <i>Popular culture</i> <i>Youth and Age</i>
2	Unit 2 Social Justice (1.0) <i>Economic Inequality</i> <i>Crime and Deviance</i> <i>Gender Inequality</i>	Unit 4 Power and Institutions (1.0) <i>Power and Politics</i> <i>Globalisation and Global citizenship</i> <i>Religion or Healthcare</i>
3	Unit 1 (b) Identity (0.5) <i>Family and Relationships</i> <i>Gender and sexuality</i> <i>Subcultures</i>	Unit 3 (b) Cultural Icons (0.5) <i>Information and Communication</i> <i>News and Media</i>

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

Unit 1a. Identity (0.5)

Australian Culture, Australian Indigenous Identity, and Race and Ethnicity

This unit explores society on the individual level: the ways people define themselves and their relationships with others. Part A will examine issues of national identity, cultural development and issues of identity in relation to Australia's Indigenous peoples.

Sociological concepts will include the contrast between race, ethnicity and culture, the interaction of populations and minority groups around the world, and changes to concepts of race and ethnicity throughout history.

Unit 1b. Identity (0.5)

Family and Relationships, Gender and Sexuality, and Subcultures

This unit explores society on the individual level: the ways people define themselves and their relationships with others. Part B will explore the role of family and relationships in society. Students studying this elective will learn about the changing nature of families and relationships, including in a historical and cultural context, and the impact on society.

Humanities

Through this unit, students will learn about how concepts of gender and sexuality are defined, how this has changed over time, and what issues still exist in society regarding how people are treated according to their gender and sexuality. This unit will examine how subcultures are formed, what role they play in people's lives, and how they relate to other aspects of society.

Unit 2. Social Justice (1.0)

Economic Inequality, Crime and Deviance, and Gender Inequality.

This full session unit, explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. It will include the nature of deviance and theories of criminal behaviour and concepts of economic inequality including social stratification, class, class consciousness, wealth, socio-economic status, prestige, roles, life chances, social mobility, poverty and forms of capital.

Unit 3a. Cultural Icons (0.5)

Popular culture, and Youth and age

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. It will examine sociological concepts of music, cinema, television, games, books and comics, their role in society, and how they influence thought and behaviour. Students studying this unit will learn about the way ideas of 'youth' have been constructed over time, and how the experience of youth and aging differs across time and place and affects the ways we live and think.

Unit 3b. Cultural Icons (0.5)

Information and Communication, and News and Media

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other.

It will explore information and communications technology includes online interactions, communities and subcultures; mass society; the public and private sphere and social networking. Students studying this unit will learn about the influence of news media, issues with the media's role in society and the relationship the news media has with institutions.

Unit 4. Power and Institutions (1.0)

Power and Politics, Globalisation and Global Citizenship and Religion

This unit explores the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level.

Students studying this unit will learn about theories of where power comes from, how it can be used and abused, and the role of the state, religion and business in distributing and managing power.

Students will explore globalisation and also learn the core beliefs of the major world religions, how different theories of religion apply to them, and about the impact of religion on the modern world.

Commerce Integrated (T)

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

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information to facilitate planning and decision making. Contemporary practice may include non-financial data in its accounting process. The study of accounting will enable students to improve their financial literacy through developing a specialised vocabulary that can be applied in personal, business, financial and government environments at the local, national and global levels.

Students develop their knowledge and understanding of the structure and operation of Accounting conventions, principles and applications. They examine the role of stakeholders and decision-making. Students develop insights into the impact of change on the accounting environment such as regulatory, legal, social environmental and economic influences.

Students develop the skills to generate solutions to accounting problems. They will research, synthesise and analyse information to present accurate and correctly interpreted reports. They will be able to justify their position with logical and coherent arguments. Students will assess the implications and consequences of changes as a result of on-going financial and non-financial activities. They will be aware of values and ethical positions as well as financial considerations.

Humanities

The study of Accounting enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally. Accounting courses provide continuity with many pathways into tertiary and industry studies.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit. Accounting is run in a two year cycle. Students may complete a Minor or a Major.

Unit 1a: Introduction to Accounting

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.

Unit 2: The Accounting Cycle

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)

Unit 3a: Measuring Profit and Cash Flow

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)

Unit 1b: Introduction to Accounting

Students in this unit will gain knowledge and understanding of the nature, functions and purpose of accounting. They will learn to use accounting equation to analyse business transactions. They will research and investigate factors that influence accounting (0.5)

Unit 4: Accounting Controls and Analysis

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)

Unit 3b: Measuring Profit and 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)

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

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment. Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

The study of Business enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally.

The Business course provides continuity with many pathways into tertiary and industry studies.

Unit 1a Changing Business Environment

In this unit students study business and its dynamic environment.

The nature of business (small business)

The nature of business structures, operations and models through including classification by size, industry and legal structure and the relationship between theory and practice. Concepts and principles of the internal and external environment, the business life cycle and their significance to the Australian economy are studied.

Nature and purpose of the changing dynamics of business in Australia for example the growth of e-business, disruptive technology, the sharing economy and the impact of these changes locally, nationally and globally. Issues, perspectives and viewpoints on the role of business using historical or current events as case studies. Simulate current business scenarios to apply and test business models.

Research and investigate key considerations in establishing a business and analyse the growth of significant Australian Businesses.

Unit 2 Relationship Management

In this unit students study the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity.

Marketing

Marketing structures, operations and models including the marketing planning process, the marketing mix and the product life cycle and the relationship between theory and practice. Concepts and principles of marketing including marketing objectives, market segmentation and consumer profiles and their significance.

Nature and purpose of identifying a target market to meet consumer needs through positioning and appropriate marketing mix at a local, national and global level. Issues, perspectives and viewpoints of developing marketing strategies responding to changing consumer tastes using historical or current events as case studies.

Simulate current business scenarios to apply and test marketing concepts. Research and investigate the effects marketing strategies have on consumers.

Market Research

Market research structures, operations and models including national and international market research agencies and the relationship between theory and practice. Concepts and principles of market research including the role, primary and secondary, qualitative and quantitative, sampling methodology and their significance. Nature and purpose of market research for example understanding consumer attitudes to products or services locally, nationally and globally. Issues, perspectives and viewpoints based on data from the ABS using historical or current events as case studies. Simulate current business scenarios to apply and test market research concepts, research and investigate how market research data can affect future planning.

Unit 1b Changing Business Environment

In this unit students continue to study business and its dynamic environment.

Globalisation

The impact of globalisation on structures, operations and models including reasons for expansion and methods of international expansion and the relationship between theory and practice.

Concepts and principles of globalisation and their significance, for example key drivers and trends of globalisation.

Nature and purpose of globalisation and its impact on consumers, business and governments locally, nationally and globally.

Issues, perspectives and viewpoints on the ethical issues associated with globalisation using historical or current events as case studies. Simulate current business scenarios to apply and test globalisation concepts. Research and investigate the positive and negative impact of globalisation on a global industry using current events as case studies.

Unit 4a Business Challenges

In this unit students study the importance for business to be responsive to change from the internal and external environments.

Humanities

Change Management

Management structures, operation and models and the relationship between theory and practice for example the classical, scientific, behavioural, political and contingency approaches; organisational structures.

Concepts and principles of change management including leadership styles and their significance.

Nature and purpose of management processes and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of change management using historical or current events as case studies for example resistance to change.

Simulate current business scenarios to apply and test change management concepts

Research and investigate contemporary business management.

Unit 6 Planning & Business Challenges

This unit combines Business Challenges b and Planning for current context a.

Developing people

Human resource structures, operations and models currently implemented in business and the relationship between theory and practice for example, the employment cycle.

Concepts and principles concerning the management and development of people and their significance.

Nature and purpose of employment trends and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of stakeholders using historical or current events as case studies for example work life balance, ageing population, technology and social media.

Simulate current business scenarios to apply and test human resource concepts

Research and investigate the flexibility required for the future Australian workplace for example outsourcing, obsolescence, restructuring.

Financial Planning

Finance structures, operations and models including financial markets, sources of finance and the relationship between theory and practice.

Concepts and principles of finance including the strategic role and objectives of financial management and their significance.

Nature and purpose of comparing debt and equity finance, ratio analysis and appreciating the risk on businesses locally, nationally and globally. Issues, perspectives and viewpoints of ethical and legal aspects of finance using historical or current events as case studies for example corporate collapse. Simulate current business scenarios to apply and test financial planning concepts. Research and investigate the impact of financial malpractice of companies and the implications for shareholders.

Unit 3b Planning for Current Context

In this unit students study the range of tools and strategies utilized by business to plan for success.

Humanities

Business Plan

Business plan structure, operation and models as suggested by CPA Plan your own Enterprise and the relationship between theory and practice. Concepts and principles of business planning including the Business profile, Marketing, Finance, Operations and their significance. Nature and purpose of business planning and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of business planning using historical or current events as case studies for example SWOT analysis, create individual business plan, research and investigate a unique business idea for the purpose of preparing an individual business plan.

Legal Studies (T/A)

	Year 11	Year 12
Session 1 (0.5)	Unit 3A - Law Government and Society	Unit 3B - Law Government and Society
Session 2 (1.0)	Unit 1 -Crime and justice and the legal system	Unit 4 - International relations and the law
Session 3 (0.5)	Unit 2A - Civil law and the resolution of disputes	Unit 5A - Negotiated study

Unit 3A - Law Government and Society (0.5)

The Australian Legal and Political System

Concepts and principles of the Australian legal and political system such as the separation of powers doctrine, rule of law, norms and customs, classification of laws, responsible government, constitutional monarchy, Westminster system, federal system, republic, bicameral/unicameral systems, systems of government, hierarchy and arms of government, hierarchy and purpose of the court system, executive powers, distribution of power, and sources of law.

Nature and purpose of the Australian legal and political system including the constitutional monarchy framework, Westminster system, legislative process (Commonwealth, State and Territory), delegated legislation, doctrine of responsible government, democracy, and the process for the creation and interpretation of laws.

Unit 3B - Law Government and Society (0.5)

Consumers and the Law

Concepts and principles of consumer law, for example, consumer transactions, elements of a contract, express and implied terms and conditions, exclusion clauses, warranties, reasons for unenforceability of a contract, consumer rights and responsibilities, consumer guarantees, the difference between a minor and major failure and return of goods, and resulting consumer remedies.

Institutions of consumer law, for example the Australian Competition and Consumer Commission (ACCC), the Office of Regulatory Services (ACT) (*Access Canberra*) and Fair Trading offices (NSW, Vic etc.), role of negligence and product safety legislation, legislative and industry regulators, consumer organisations and the media.

Unit 1 - Crime and justice and the legal system (1.0)

The Criminal Justice and Political System

Concepts and principles of the criminal justice and political system, for example, how and why laws are made, defined, interpreted and enforced within the criminal justice and political system, concept of the rule of law, the adversarial system, hierarchy of the court system in Australia and the characteristics of a just law or judicial decision and the relationship between justice, various types of crime, defences, mitigating and aggravating factors, principle of justice for all, discretion, presumption of innocence, double jeopardy, right to silence, right to legal representation, burden and standard of proof, a fair and equitable justice system.

Sentencing, incarceration, prisons and detention

Concepts and principles of sentencing, incarceration, prisons and detention, for example, purpose of incarceration and sentencing (retribution, revenge, punishment, rehabilitation), types of sentencing, victim and community impact statements, the privatisation of prisons, prisoners' rights, types of prisons, prison life, government, parole, never to be released, education and other rehabilitative programs.

Unit 4 - International relations and the law (1.0)

International relationships between Australia and the World

Concepts and principles of the Interrelationship between Australia and the World, for example, a historical overview, sources of law in Australia and internationally, the relationship between domestic law and international law, jurisdiction and the concept of state sovereignty in relation to the application of international legal principles, rule of law, the separation of powers doctrine, norms and customs, diplomatic and consular powers, extradition, trade agreements, international humanitarian law, globalisation and interdependence, multilateralism, borders, interests and motivations of government, warfare, genocide, responsibilities to protect citizens, and the role of foreign aid.

International crime, conflicts and terrorism

Concepts and principles of International crime, conflicts and terrorism, for example, the relationship between international criminal law, customary law and domestic law, extradition, political, social and economic unrest, causes of terrorism, religious and political ideologies, war crimes, genocide, borders, changing nature of warfare, intercountry co-operation, jurisdictional issues, extra-territorial reach, domestic and international cybercrime.

Institutions of International crime, conflicts and terrorism, for example, the creation and enforcement of international criminal law including the International Criminal Court, supranational tribunals (such as the International Criminal Court and the European Court of Human rights), Interpol, and other domestic and international and government investigative agencies.

Humanities

Unit 2A - Civil law and the resolution of disputes (0.5)

Civil wrongs

Concepts and principles of civil wrongs, for example, civil liability, tortfeasor, civil standard and burden of proof, remedies, duty of care, standard of care, vicarious liability, contributory negligence, voluntary assumption of risk, civil and criminal negligence, defamation, trespass, nuisance, and remedies.

Significance of civil wrongs in a range of contexts, for example, negligence, statutory interventions, defamation, privacy, freedom of speech, public and private nuisance, trespass to land, trespass to person, trespass to goods, false imprisonment, sport, motor vehicle accidents, workplaces, and insurance crisis (public liability crisis).

Unit 5A - Negotiated study (0.5)

Unit Description

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

This unit is a negotiated investigation of a contemporary legal studies issue. This study may be an extension of previously studied topics; a research unit, cover electives not previously studied or may be from the broader field of Legal Studies. Students engaging in the unit will address the content descriptions and assessment criteria.

Economics (T)

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 then 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 life experience. Application of class theory to everyday life helps make the course relevant and interesting.

Course Pattern

This course can be taken as a Major or Minor. The units are sequential.

International Baccalaureate

Students must study the following electives:

- *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.

Humanities

Unit Description

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

Unit 1a Economics (Elective 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)

Unit 2b Economics (Elective: 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. (0.5)

Unit 3a Economics (Elective: 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)

Unit 7 Economics (Elective: 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)

Unit 6 Economics (Elective: 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)

Unit 4b Economics (Elective: 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.

Media (T/A/V)



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

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

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

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

Unit Description

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

Animation

This unit examines the nature of and concepts related to traditional and digital forms of animation. Students will view, examine and critically analyse a range of animated texts, study animation production and processes, and produce short animated films. Students will evaluate their creative process through pre-production, production and post-production. (1.0)

Animation A

This unit examines the nature of and concepts related to traditional and digital forms of animation. Students will view, examine and critically analyse a range of animated texts, study animation production and processes, and produce a short animated film. (0.5)

Audio Production and Sound Design A

The focus of this unit is to explore all forms audio production, such as live recording, radio, studio production and soundtrack design in order to assess the effectiveness of the manipulation of sound in a real world, studio or online context. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (0.5)

Documentary

This unit explores the social, cultural and aesthetic impact of the documentary genre through a study of documentaries. Fictional forms of the documentary genre (mockumentary) may be included along with a variety of documentaries, short documentaries, mockumentaries, and selected examples of reality television. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (1.0)

Humanities

Film Genre Studies

The focus of this unit is to explore a modern method of film studies that assesses the role of the audience, the industry and the artist in creating influential genres of film production. Students will explore a wide range of cultural and historical transformations of popular genres such as science fiction, crime and action. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (1.0)

Film Making A

The focus of this unit is to examine the role of Super 8 film in film history and produce a short film using Super 8 (or if available Super 16) film stock. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (0.5)

History and Development of Film A

The focus of this unit is to engage students in a historical and cultural assessment of the development of film from its inception to the present day. They will explore the technology and forms of film production within their social and cultural significance. Students will emulate and explore specific film movements through their own productions and demonstrate their understanding of conventions and techniques of film production. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (0.5)

Interactive Media A

Interactive media is the combination of digital forms including text, images, sounds, video and animation with the addition of interactive elements. This unit aims to build on the theories and principles of interactive media and provide students with a theoretical and practical introduction to design criteria and the design process of information delivered by interactive media. The unit will cover user needs, analysis and designing for the user, selection of suitable technology, designing for computer-based media, and the use of the major software tools and their accompanying skills. The design and development of interactive media systems involves; complex system analysis and design, the application of project management principles, and the integration of diverse content through interactive media authoring. Students will study changes occurring in society as a result of the emergence of interactive media. Students will through their own productions demonstrate their understanding of conventions and techniques of Interactive Media. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (0.5)

Journalism

This unit is a generalist journalism unit. In this unit students will undertake a series of tasks to develop their awareness and understanding of journalism as a whole. It defines journalism and the changing nature of how information is presented in society, both local and international. It examines the effect on society of developments in the delivery and orientation of journalism. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. (1.0)

Humanities

Media Foundation A

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

This unit introduces technical, symbolic and narrative elements, as well as production and media issues. This also investigates the codes and conventions applicable to the study of communication theory. It is designed as a generalist unit – in which the basic codes and conventions of media communication and production are identified and developed. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production, post-production and distribution. (0.5)

Popular Culture A

The focus of this unit is to examine the concept of culture, ideology, systems of representation and the role of media in a cultural context. Students will undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production and post-production. (0.5)

Process to Production

Students are required to have completed at least one standard media unit before undertaking this unit. This unit explores the development of production from beginning to end. It focuses on developing students' skills in pre-production, production and post-production. Students are required to work independently on one production for the duration of the semester. It is considered to be a final unit in media production. Students will critically evaluate their creative process through pre-production, production and post-production. (1.0)

Public Communication A

This unit enables students to further their understanding and practical skills in Public Communication, with a focus on public relations, advertising and marketing. Students will evaluate their creative process – through pre-production, production and post-production. (0.5)

Radio A

The focus of this unit is to explore the history and social function of the radio industry and its effect upon popular culture. Students will also use a variety of different methods of production from traditional to digital. Students will evaluate their creative process through pre-production, production and post-production. (0.5)

Scriptwriting A

In this unit students 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, codes and conventions involved in the art of storytelling on screen, usually a 10 page film script. (0.5)

Television Non-Fiction A

This unit examines the nature of and concepts related to Non-Fictional forms of Television, through a study of television genres. Non-Fictional forms of television genres to study may include current affairs, news, documentary television, and, reality television. (0.5)

Video Production

This unit is designed as an introduction to the industry-standard requirements of video production from established creative techniques to organisation and ethical regulations. Students will explore a wide variety of techniques related to camera, camera movement, lighting and sound within the context of industry expectations in a real or simulated environment. Students will evaluate their creative process through pre-production, production and post-production. (1.0)



Vocational Education & Training VET

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

CUA20215 Certificate II in Creative Industries

Packaging Rules

Total number of units = 10

3 core units plus

7 elective units of which:

- 4 units must be selected from Group A
- 3 units may be from Group A or Group B or from any currently endorsed training package qualification or accredited course at Certificate II or III level.

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid vocational outcome.

Core units

BSBWOR203 Work effectively with others

CUAIND201 Develop and apply creative arts industry knowledge

CUAWHS302 Apply work health and safety practices

Elective units

Group A

BSBCUS201 Deliver a service to customers

BSBCRT101 Apply critical thinking techniques

BSBCRT301 Develop and extend critical and creative thinking skills

BSBDIV301 Work effectively with diversity

Humanities

BSBDES201 Follow a design process
BSBDES202 Evaluate the nature of design in a specific industry context
BSBWOR202 Organise and complete daily work activities
BSBWOR204 Use business technology
CPCCCA2002B* Use carpentry tools and equipment
CPCCCA2011A* Handle carpentry materials
CPCCCM2010B* Work safely at heights
CPCCCM3001C* Operate elevated work platforms
CPCCOHS1001A Work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
CPCCVE1011A Undertake a basic construction project
CUAFOH201 Undertake routine front of house duties
CUAFOH202 Usher patrons
CUALGT201 Develop basic lighting skills and knowledge
CUAMPF101 Develop skills to play or sing music
CUAMPF102 Develop ensemble skills to perform simple musical parts
CUAPRP201 Develop basic prop construction skills
CUASCE201 Develop basic scenic art skills
CUASCE203 Repair, maintain and alter scenic art
CUASET201 Develop basic skills in set construction
CUASOU201 Develop basic audio skills and knowledge
CUASOU204 Mix sound in a broadcasting environment
CUASTA201 Develop basic staging skills
CUASTA202 Assist with bump in and bump out of shows
CUAVSS201 Develop basic vision system skills
CUASCE202 Prepare and prime scenic art cloths
CUASOU202 Perform basic sound editing
CUASOU203 Assist with sound recordings
CUAACD101 Use basic drawing techniques
CUAACD201 Develop drawing skills to communicate ideas
ICTTEN202 Use hand and power tools
LMTCL2001B Use a sewing machine
LMTCL2003B Identify fibres and fabrics
LMTCL2011B Draw and interpret a basic sketch
MEM05012C Perform routine manual metal arc welding
SIRXSL002A Advise on products and services
SITTSL201 Operate an online information system
SITXCCS201 Provide visitor information
SITXCOM201 Show social and cultural sensitivity
SITXFIN201 Process financial transactions
SITXFSA101 Use hygienic practices for food safety

Humanities

Group B

BSBCMM201 Communicate in the workplace
 BSBFIA301 Maintain financial records
 BSBINN201 Contribute to workplace innovation
 BSBINM201 Process and maintain workplace information
 BSBITU201 Produce simple word processed documents
 BSBITU202 Create and use spreadsheets
 BSBLED101 Plan skills development
 BSBSUS201 Participate in environmentally sustainable work practices
 CUAAIR201 Develop techniques for presenting information on air
 CUAPOS201 Perform basic vision and sound editing
 BSBLIB303 Provide multimedia support
 CUACAM201 Assist in a basic camera shoot
 CUADIG201 Maintain interactive content
 CUARES201 Collect and organise content for broadcast or publication
 CUADIG202 Develop digital imaging skills
 HLTAID002 Provide basic emergency life support
 ICTICT203 Operate application software packages
 ICTICT204 Operate a digital media technology package
 ICTWEB201 Use social media tools for collaboration and engagement
 LMTCL1001B Produce a simple garment
 LMTML1001A Make a simple head piece
 ICPDMT296 Create and test an interactive CD-ROM/DVD

*Note the following prerequisite unit requirements:

Unit in this qualification	Prerequisite unit
CPCCCA2002B Use carpentry tools and equipment	CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
CPCCCA2011A Handle carpentry materials	CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
CPCCCM2010B Work safely at heights	CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
CPCCCM3001C Operate elevated work platforms	CPCCCM2010B Work safely at heights CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

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)**

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.

Humanities

Information Technology T/V & A/V				
Stream	Session 1 (0.5 units each) Term 1	Session 2 (1.0 units each)		Session 3 (0.5 units each) Term 4
		Term 2	Term 3	
Web Design (A/T/V)	Introduction to Website Design <i>Dreamweaver / Photoshop</i>	Computer Games Programming and Design (with Java scripting) / Dynamic Website Construction		IT Project
Animation 2D/3D (A/T/V)	Digital Media Foundations	3D Graphics Modelling and Animation <i>3D MAX /</i> Computer Games Programming and Design (with Java scripting)		Animation <i>2D Flash</i>
Programming & Robotics (A/T/V)	Introduction to Programming	Programming Fundamentals / Intermediate Programming <i>C++, Java / VB.Net</i>		Advanced Programming Robotics Micro controllers
Applications (A/T/V)	Digital Media Foundations	Relational Databases and Spreadsheets <i>Excel, Access, SQL</i>		Introduction to Networking

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.

Humanities

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.

Humanities

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

<i>Assignments</i>	<i>50%</i>	<i>Use of Tools</i>	<i>40%</i>
		<i>Demonstrated</i>	<i>40 %</i>
		<i>Documentation</i>	<i>20 %</i>
<i>Tests</i>	<i>50%</i>		

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:

<i>Use of Tools</i>	<i>40%</i>
<i>Demonstrated Skills</i>	<i>40 %</i>
<i>Documentation</i>	<i>20 %</i>

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

Vocational Education & Training (VET)

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

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

Code	Competency Title	Core/ Elective
ICTICT101	Operate a personal computer	Core
ICTICT102	Operate word-processing applications	Core
ICTICT103	Use, communicate and search securely on the internet	Core
ICTICT104	Use digital devices	Core
BSBWHS201	Contribute to health and safety of self and others	Elective
BSBSUS201	Participate in environmentally sustainable work practices	Elective
BSBCMM101	Apply basic communication skills	Elective
ICTICT106	Operate presentation packages	Elective

ICT20115 Certificate II Information, Digital Media and Technology

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.

Humanities

Certificate II Information, Digital Media and Technology Competencies

Code	Competency Title	Core/ Elective
BSBWHS201	Contribute to health and safety of self and others	Core
BSBSUS201	Participate in environmentally sustainable work practices	Core
ICTICT201	Use computer operating systems and hardware	Core
ICTICT202	Work and communicate effectively in an ICT environment	Core
ICTICT203	Operate application software packages	Core
ICTICT204	Operate a digital media technology package	Core
ICTWEB201	Use social media tools for collaboration and engagement	Core
ICTICT205	Design basic organisational documents using computing packages	Elective
ICTICT206	Install software applications	Elective
ICTICT207	Integrate commercial computing packages	Elective
ICTICT209	Interact with ICT clients	Elective
ICTICT210	Operate database applications	Elective
ICTICT211	Identify and use basic current industry specific technologies	Elective
ICTSAS201	Maintain inventories for equipment, software and documentation	Elective
ICTSAS202	Apply problem-solving techniques to routine ICT malfunctions	Elective
ICTSAS203	Connect hardware peripherals	Elective
ICTSAS204	Record client support requirements	Elective
ICTSAS206	Detect and protect from spam and destructive software	Elective
ICTSAS207	Protect and secure information assets	Elective
ICTSAS208	Maintain ICT equipment and consumables	Elective
ICTSAS209	Connect and use a home based local wireless network	Elective
ICPDMT321	Capture a digital image	Elective
CUFDIG201A	Maintain interactive content	Elective
CUFCAM201A	Assist with a basic camera shoot	Elective
CUFDIG303A	Produce and prepare photo images	Elective
CUFPOS201A	Perform basic vision and sound editing	Elective
CUFSOU204A	Perform basic sound editing	Elective

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.

Languages

Languages

- ♣ **Chinese:**
 - Beginning (T/A)
 - Continuing (T/A)
 - Advanced (T)
- ♣ **Hindi:**
 - Beginning (T)
 - Continuing (T)
 - Advanced (T)
- ♣ **Indonesian:**
 - Beginning (T/A)
 - Continuing (T)
 - Advanced (T)
- ♣ **Japanese:**
 - Beginning (T/A)
 - Continuing (T)
 - Advanced (T)
- ♣ **Korean:**
 - Beginning (T/A)
 - Continuing (T/A)
 - Advanced (T)
- ♣ **French:**
 - Beginning (T/A)
 - Continuing (T)
 - Advanced (T)
- ♣ **German:**
 - Beginning (T/A)
 - Continuing (T)
 - Advanced (T)
- ♣ **Italian:**
 - Beginning (T/A)
 - Continuing (T/A)
 - Advanced (T)
- ♣ **Spanish:**
 - Beginning (T/A)
 - Continuing (T/A)
 - Advanced (T)
- ♣ **Translating & Interpreting Skills (TIS) (T)**
- ♣ **ESL (T/A)**

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 half 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 at Advanced level in these nine languages, can also enrol in the Translating and Interpreting (TIS) 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.

Languages

Language Eligibility Enrolment Form

All students who wish to study a language other than English at college need to complete the Languages Eligibility Enrolment form. The form must be handed in to the college when choosing your classes in Term 4 or at the beginning of session 1. Placement into a Languages course will be reviewed in the first two weeks of 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. 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.

Chinese

Beginning Chinese (T/A)

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

Students should also consider the benefits of learning Chinese 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.

Continuing Chinese (T/A)

This course has been developed for students who have completed 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, native speaker or students who have extensive experience with Chinese. It aims to maintain and extend the students' Chinese language skills and at the same time, by studying Chinese and English in contrast, to promote the students' English language skills.

Languages

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.

Continuing Hindi (T)

The Continuing Hindi Course is aimed at students of a Hindi speaking background, or little living 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 or little 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.

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.

Japanese

Beginning Japanese (T/A)

This course assumes no prior or little 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.

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. Students who have attended the weekend Japanese Supplementary School should be enrolled in this course. 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 or little 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.

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.

Languages

French

Beginning French (T/A)

This course is designed for students who have had no or little 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.

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.

German

Beginning German (T/A)

This course is designed for students who have no or little 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.

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 including native speakers. The focus of the program is on developing advanced language skills through the study of the literature and civilisation of the German speaking countries.

Languages

Italian

Beginning Italian (T/A)

These courses are designed for students who have had no or little 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.

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 of 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.

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 including native speakers. 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

Translating & Interpreting Skills (TIS) (T)

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

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

Only students with background from the nine languages offered at college are eligible to enrol. Further advice should be sought from the Languages department before students enrol in this course of study.

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 (Bridging units) to their ESL (T) studies. Many students will find this course useful.

Visual & Performing Arts

Arts

- **Visual Arts (T/A/M)**
 - Visual Arts
 - Ceramics
- **Photography (Traditional and Digital) (T/A/M)**
 - Photography
 - Digital Photography
- **Design and Technology and Graphics (T/A/M)**
 - Graphic Design
 - Computer Aided Design and Drafting
 - Architecture
- **Interior Design**
- **Furniture Construction (A/V/M)**
- **Textiles and Fashion (T/A/V/M)**
- **Food for Life (A/M)**

The Arts department offers Tertiary, Accredited, Modified and Vocational 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 Visual Arts for the IB.

Visual Arts (T/A/M)

The Visual Arts 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 Visual Arts (A) and (M) courses have 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.

Unit Description

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

Art 1 Exploring 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)

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)

Visual & Performing Arts

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 Contemporary Art Practice

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 Drawing

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 Exploring Emerging Art Practice

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)

Arts Negotiated Study

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

Painting

This unit is offered for students wanting to complete a double major in Visual Arts. It requires independent work skills and a rationale for a body of work in painting. (1·0)

Art History Research and Application

Students investigate and explore art styles from different periods in art, art movements and different cultures' artworks, using the techniques and styles as a basis for creating a body of work, and analyse and critique artworks using the Interpretive Frameworks. (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.

Visual & Performing Arts

Visual Arts - Ceramics (T/A/M)

Studying Ceramics offers students the opportunity to learn fundamental techniques associated with this medium; hand building, wheel work, additive and subtractive sculptural techniques and various decorative methods. The course also enables students to create objects, decorative and functional, whilst developing ideas and styles in ceramics, always responding to culture, art movements and advances in ceramic technology.

The opportunity to study Ceramics as a Major or Minor subject is unique and available only to senior students studying in the ACT.

In a scholastic world increasingly populated with screen-based devices, Ceramics provides a rare and valuable opportunity for students to embrace a three dimensional practice in a dynamic learning environment unlike any other.

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.

Exploring 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)

Hollow Ceramic Form Sculpture

Develops students' skills in working on extending construction techniques and sculptural abilities. Also develops Raku experience and surface treatment of ceramic ware. (1.0)

Wheel Work Ceramics

Introduces students to wheelwork and extends hand building technique and working with low and high relief sculpture. (0.5)

Ceramic Decoration and Firing

Develops students' own thematic study with emphasis on surface decoration techniques. (0.5)

Ceramic Sculpture and Mixed Media

Further develops students' own thematic study. Students will apply technical skills to create a mixed media artwork within a ceramic context. (1.0)

Glass and Coil Work

The use of technical skills in the creation of ceramic coil technique and glass work (such as slumping and casting) to create three dimensional sculptures. (1.0)

Arts Negotiated Study

This unit is offered for students wanting to complete a double major in Visual Arts. It requires independent work skills and a rationale for a portfolio of work. (1.0)

Visual & Performing Arts

Assessment

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

Photography (Traditional & Digital) (T/A/M)

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.

Unit Description

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

Photography

Photography Applications A

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.

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.

Photography Applications B

Photographic Applications 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.

Contemporary Photography A

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.

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.

Contemporary Photography B

Students continue on with the fundamentals of controlling light in photography. They will expand upon their understanding of using controlled lighting for desired effects in and will study and discuss contemporary photographic practice and how it influences their own photographic practice.

Digital Photography

Digital Photography

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.

Digital Photography Practice

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.

Photography Practice

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 Communications

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. 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

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black and white techniques, use appropriate capture technology and produce exhibition quality artwork.

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.

Assessment

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

Design and Graphics (T/A/M)

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: e.g. metaphors, symbolism, characterisation, logotypes and signage. Students are presented at least two briefs that offer opportunities for creative response within various media. (1.0)

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)

Visual & Performing Arts

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 BA

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: 30-40%
Concept and Design Development: 30 -40%
Practical Work and Production: 30 - 40%.

CADD/CAM - Computer Aided Design and Manufacture (T/A/M)

CADD/CAM 1 and 3 - Industrial Design Foundation (2 x 0·5)

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 from the Autodesk suite available free to students. Autodesk AutoCAD, Inventor, & 3DSMAX are a worldwide industry leading applications. Three 3D printers are available for student use and a CNC router.

CADD/CAM 2 – CAD Industrial Design (1·0)

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.

CADD/CAM 4 and 6 Systems Design (2 x 0·5)

This unit is designed to introduce students to basic electronics engineering theory and develop their product design skills making projects using CADD/CAM and workshop tools. Students study electronic components and build circuits and do basic Arduino coding. As their skills develop, more complex electronic products are possible.

CADD/CAM 5 – Major project (1·0)

Continuing on from the Systems Design unit, this unit explores aerodynamics, hydrodynamics and product design using these principles. Students explore underwater submersible technology and/or aerodynamics and efficiency in land vehicles. They solve problems by making a functioning submersible and/or CO₂ propelled car and develop their designs independently to improve performance. They use CAD/CAM skills and engineering principles to complete these processes.

Architecture (T/A/M)

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. They will learn the fundamentals of building materials and their properties and preliminary sketching techniques.

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.

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Assessment

Task Type	Tertiary	Accredited
Written work	30 – 40%	15 – 25%
Design Development	30 – 40%	15 – 30%
Practical work	30 – 40%	50 – 70%

Interior Design (A/T/M)

Interior Design 1 and 3

Students will analyse interior design principles, develop, research and communicate appropriate solutions using computers where applicable. They will analyse features of a plan and produce and present interior designs and elements. Students will analyse historical and cultural influences on interior design and analyse the impact of advancements in technology on interior design

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)

Assessment

Task Type	Tertiary	Accredited
Written work	30 – 40%	15 – 25%
Design Development	30 – 40%	15 – 30%
Practical work	30 – 40%	50 – 70%

Furniture Construction (A/M)

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.

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1st year	Unit title	Points
Session 1	Fundamentals a	0.5
Session 2	Trade Skills	1.0
Session 3	Fundamentals b	0.5
2nd year	Unit title	
Session 4	Project Assembly a	0.5
Session 5	Joinery & Finishing	1.0
Session 6	Project Assembly b	0.5

Textiles and Fashion (T/A/M)

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. The students will have the opportunity to produce portfolios that may be presented at an interview for admission to a tertiary institution.

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)

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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)

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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%.

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 & II, 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 (A/T/M).** Students may study 6 units within one or a variety of the streams, **Classical, Jazz, Electronic and Contemporary Music.** These units may be taken at Tertiary or Accredited level (T or A)
 - **Classical Music Stream (T/A/M)**
 - **Electronic Music Stream (T/A/M)**
 - **The Jazz Stream (T/A/M)**
 - **The Contemporary Music Stream**
 - **Drama (T/A/M)**
 - **Dance (T/A/M)**
-

Music

The music courses offered at Narrabundah College are unique in Canberra. Students can choose to do a two year program in a specialised class. Students can do a full two years of studies in a stream of their choice; Classical, Electronic, Jazz or Contemporary music. They can also switch between streams or take double music to gain a wider variety, graduating college with an in-depth and specialised knowledge of the particular techniques, industry concerns and skill sets required to create and perform in a particular area of music.

Students of diverse musical backgrounds and aspirations meet to explore and pursue their musical goals, assisted by a highly qualified professional team of teachers. Our facilities include a two hundred seat music auditorium, a recording studio, a grand piano, a variety of electronic music hardware, 20 computers running Ableton Live software, teaching spaces, a variety of acoustic instruments, and practice rooms.

One of most vibrant areas of the college, the music department has produced many success stories. There have been a great number of students who have gained access to their preferred music courses within Universities throughout Australia, and there are also students who have entered into the music industry directly from the learning they have gained at Narrabundah. Students in recent years have been signed to development deals, are working for production companies, and have been connected with industry professionals through their studies here.

At Narrabundah College, we have a strong focus on live public performances, giving students real-world industry experience.

Performance opportunities

- Musical Activities at Narrabundah College Autumn & Winter Concerts
- Regular Lunchtime Concerts
- United Nations Day
- Annual performance for the Canberra Blues Society.
- Yuddah (Inter-college music festival hosted by Narrabundah).
- Final Recitals
- Public Education Day Performances in Civic.
- The Narrabundah Art Exhibition Opening Night.

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International Baccalaureate

Music is offered as a Group 6 subject. Students may study at either Higher or Standard levels over two years and should enroll in the Classical stream. 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.

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 and enrolled in music are eligible to apply for scholarships. Auditions are held each February. Please contact the Music Department for more details. 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 and Accredited Music. Students intending to study music at Tertiary level should consult the music staff before making final decisions concerning their course selection. Students enrolled in the Music H course at ANU should note it is a requirement to be enrolled in music at their home college throughout college.

Classical Music Stream (T/A/M)

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.

Units offered:

Year 1

Session 1: Early Music
Session 2: Baroque Music
Session 3: Classical Period

Year 2

Session 4: Romantic Period
Session 5: 20th and 21st Century
Session 6: Film Music

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

A performance, a composition and an aural/musicology assessment.

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Electronic Music Stream (T/A/M)

In all of the electronic music units, we look at how a variety of genres have influenced today's tracks and artists. Students can choose to work in a genre of their choice when they perform and compose songs, or be guided by the techniques of the genre studies in the session. Students give performances using a variety of electronic software and hardware such as midi launchpads and keyboards, electronic drum kits and synthesisers in combination with acoustic instruments, and may work as an individual or in a band. Students learn techniques in recording, composing and performing, and examine the original innovators and artists of these genres to guide their learning.

Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.

Units offered:

Year 1

Session 1: House

Session 2: IDM and Hip Hop 1

Session 3: Electro acoustic music

Year 2

Session 4: Techno

Session 5: Dancehall and Experimental Music

Session 6: Drum n Bass music

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

A performance, a composition and an aural/musicology assessment

The Jazz Stream (T/A/M)

This is an exciting course offering units in Blues, Swing, Cool, and Contemporary Jazz. All students learn how to improvise in a variety of Jazz styles as they develop their expertise of playing in an ensemble. Composition and understanding Jazz theory (including chord symbols) are important aspects of this course.

Course Pattern

A Minor, Major, Major/Minor or Double Major may be completed in this course.

Units offered:

Year 1

Session 1: Early Jazz

Session 2: The Blues

Session 3: Swing a

Year 2

Session 4: Swing b

Session 5: Cool & Modern Jazz

Session 6: Contemporary Jazz

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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

A performance, a composition and an aural/musicology assessment.

The Contemporary Music Stream

Contemporary Music is ideal for students who want to play in a band. Students create their own groups and choose songs from the era studied, along with songs of their own choosing. They investigate the progression of rock and pop styles of all genres from the 1950s to current music. Students make creative versions of cover songs and often perform originals too. Students are visited on a yearly basis by industry professionals who give a 2-day workshop to take original songs from the seed of an idea to a fully produced track.

Units offered:

Year 1

Session 1: Ensembles a

Session 2: Early Rock Music

Session 3: Rock Music of the 1970s

Year 2

Session 4: Rock Music of the 1980s

Session 5: Music of the 1990s and Beyond

Session 6: Ensembles b

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

A performance, a composition and an aural/musicology assessment.

Drama

Narrabundah College offers an exciting and innovative Drama (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 Drama 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.

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 Drama 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 Drama for careers in the theatre and in other related areas of public vocational work.

During the course, students may enroll in major productions 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 Drama 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).

Drama (T/A/M)

The following units represent a development of skills, the acquisition of knowledge and the experience of a practical application of skills and knowledge. **Dramatic Explorations** is a compulsory introduction to the Narrabundah College Drama program. Units are offered as either half-standard (0.5) and/or standard (1.0) units, dependent upon the Session in which they are offered.

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).

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Major:

Core study of one half standard unit (0.5) + three standard (1.0) units OR four half standard (0.5) units and one standard (1.0) unit (total of 3.5 standard units).

Major-Minor:

Core study of one half standard (0.5) unit + five standard (1.0) units OR three standard (1.0) units and four half standard (0.5) units (total of 5.5 standard units).

Double Major:

Core study of one half standard (0.5) unit + four standard (1.0) units AND five half standard (0.5) units (total of 7 standard units).

International Baccalaureate:

Narrabundah College offers Drama 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 Drama staff and the IB coordinator before enrolling in the course.

Unit Descriptions:

The following units A and T units will be differentiated through the design of appropriate assessment tasks that are weighted to the requirements of *The Arts Framework*.

Acting for Film and Television

The focus of this unit is to provide students with an understanding of acting techniques for screen and television. Whilst the coursework will require a degree of technical understanding, assessment should emphasise individual acting to chosen camera angles/shots, not the use of editing techniques or ability to use the camera.

Actor and Director

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

Australian Theatre

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

Comedy

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

Community Theatre

The focus of this unit is to investigate the ways in which theatre can be used by communities as a tool to express their concerns and seek resolution of these issues. Students studying this unit should have an opportunity to work directly with a specific community group or festival event in order to create an original theatrical work either in groups or as a whole ensemble in response to the specific needs of a particular community or event to achieve a targeted impact.

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Design for the Stage

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

Devising an Ensemble Production

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

The Director

The focus of this unit is to provide students with an opportunity to develop and experiment with directing performances. This unit is intended for experienced students to work in conjunction with performance classes.

Dramatic Explorations

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

Experimental Theatre

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

Independent Study Unit (T Unit Only)

The focus of this unit is to provide experienced and high achieving Year 12 students the opportunity to negotiate, devise and implement their own project to extend and shape their understanding of dramatic processes.

Self-Directed Production

The focus of this unit is to provide students with an opportunity to generate their own performance event. The unit allows students to explore and apply new skills as part of a cohesive self-directed production and performance team. The progression encompasses pre-production, casting and rehearsing, providing opportunities to create work specifically designed for performance in front of a live audience.

Lighting and Sound Design

The focus of this unit is to design and operate lighting and sound for performances.

Modern and Classical Tragedy

The focus of this unit is to explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.

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Performing Shakespeare

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

Realism & Expressionism

The focus of this unit is to investigate the expressionist movement as a reaction to realism, and the performance styles appropriate to each.

Recorded Voice

The focus of this unit is to investigate how the recorded voice is used to communicate character, meaning and stories. Students will explore this through studying radio, television and audio book voice overs. Performance work will focus on the development of vocal skills and IT skills necessary to record and manipulate the voice.

World Theatre

The focus of this unit is to experience dramatic performance, storytelling styles and contextual impacts of performance in a variety of cultures other than our own.

Theatre for Young People

The focus of this unit is to explore and appreciate the value of theatre designed and intended for young people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. The unit will explore the importance of establishing interaction and rapport between the young performers and their audience.

Theatre Production and Performance

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

Theatre Visionaries

The focus of this unit is an in depth study of a few significant theatre movements and practitioners from classic to modern times that have had a profound impact on the development of Western Theatre.

Voice and Movement

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

Dance

The aim of the Dance program is to provide students with a wide experience of dance in order to develop skills, knowledge and experience in the art form. All units involve a practical component, allowing students to develop skills in various dance techniques, create their own choreography and collaborate with their peers to produce interesting and original dance work.

The Dance course offers a variety of units, giving students the opportunity to discover new skills and to develop particular areas of interest, while gaining creative, technical and theoretical experience and knowledge. Students also have the opportunity to perform at the college and in events such as the Ausdance ACT Dance Festival.

Dance (T/A/M)

Dance is an art form that uses the body as an instrument of communication and creativity, demanding intellectual and physical rigour. It has its own specific language, processes and techniques that are explored through making and responding to dance.

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

In responding to dance, students learn about the roles of the choreographer, dancer, audience and dance critic. Students will develop an informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of dance.

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. The study of dance equips students with life skills while also providing preparation for many tertiary and industry courses.

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).

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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 (a)

An introduction to movement, choreography and performance. Students will explore the elements of dance (time, space, energy/dynamics). They will learn to analyse and evaluate dance works. Students will create and present a dance in small groups. (0.5)

Dance Foundation (b)

This unit develops on the material covered in Dance Foundations (a). Students will continue to explore the elements of dance (time, space, energy/dynamics). They will examine safe dance practices and anatomy relating to dance. Practical tasks will focus on safe dance practices. (0.5)

Contemporary Dance

This unit includes the study of pioneers of modern dance, postmodern dance and beyond. Students will learn contemporary dance technique and aesthetic qualities. In composition work, the focus will be on choreographic devices and processes. (1.0)

World Dance

Practical tasks will be drawn from dance forms and cultural contexts of other cultures, for example: Aboriginal and Torres Strait Islander, African, South American, Indian, Scottish Highland, Irish National, Eastern European, Mediterranean, Middle Eastern. Theoretical tasks will involve exploration and analysis of a variety of cultural dance performances (0.5)

Dance and Entertainment

Technique will focus on jazz, tap or other musical theatre dance styles. Theory work will be related to the history of musical theatre and the study of individual choreographers who have made a considerable contribution to dance in musicals and other entertainment. (1.0)

Dance and Entertainment (a)

Technique will focus on jazz, tap or other musical theatre dance styles. Theory work will be related to the history of musical theatre and the study of individual choreographers who have made a considerable contribution to dance in musicals and other entertainment. (0.5)

Dance Production

This unit includes the study of aspects of dance production including preparation for performance, costume, lighting, sound, make-up and stage management. Students will use these skills to choreograph, prepare and perform in the Ausdance Youth Dance Festival. (1.0)

Visual & Performing Arts

Dance and the Media

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)

Dance in the Community

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)

Dance in Our Time (a)

Includes an analysis of dance in contemporary society, recognising the social, historical and cultural context and influences on its development. Techniques studied may include: jazz/funk/hip-hop (JFH), disco, street dance and/or contemporary dance. (0.5)

Classical Dance (a)

Involves the study of classical and neo-classical dance. This includes the history of classical dance (ballet) within its personal, cultural and historical contexts. (0.5)

Dance in Australia

Students will look at influences that have shaped dance in Australia including companies and choreographers. The role dance plays in Aboriginal and Torres Strait Islander societies will be examined. Practical tasks may include Aboriginal and Torres Strait Islander dance and other dance styles/repertoire performed by Australian companies. (1.0)

Dance in Australia (a)

Students will look at influences that have shaped dance in Australia including companies and choreographers. Practical tasks may include dance styles/repertoire performed by Australian companies. (0.5)

Self-Directed Dance Studies (a)

This unit is offered to Year 12 students studying Dance as an A or a T course who have completed 3 standard units of Dance before undertaking this unit. Students 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)

Dance Pathways (a)

Offered to Year 12 students studying Dance as an A or a T course who have previously completed 3 standard units of Dance. It is highly recommended that students undertaking this unit participate in Work Experience style placement at a suitable dance related business or institution. The unit looks at applications of dance and the dance practitioner. Content could include compositional processes and choreographic devices appropriate for a range of purposes such as an eisteddfod, audition, school musical or show reel, dance teaching techniques and arts administration.