

CANBERRA COLLEGE

Caring for your future



UNIT GUIDE

2021



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This unit guide will give you guidance on the units that each course area offers at the college.

The Canberra College is committed to support you in your transition from secondary education to life after school.

Further information regarding the college is available on our website at www.canberrac.act.edu.au or by contacting the College on 61423288.



(Canberra College Students 2020)

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Visual Art (T/A)

A selection of units will be offered each semester, in line with student needs. PLEASE NOTE: While the content of an A and T course is the same, there are several defining factors between the two. There is a differentiation in the level of analysis in the literacy tasks, the conceptual depth in the practical tasks, as well as the relevant skill level in the practical tasks. Assessment criteria varies from T to A.

List of Units

Exploring Visual Art

This initial unit provides an introduction to the elements and principles of art, skills, terms and concepts. Drawing is a major focus although a wide variety of techniques and methods are covered. History and theory will be related to the practical work being undertaken.

Foundation Skills

Students develop techniques to plan and create artworks. They develop safe work practices and look at art movements, periods and styles and analyse and critique artworks using the Interpretive Frameworks.

Painting

This unit offers the continuing student exercises in fundamental painting techniques and colour theory, followed by thematic explorations of different paint media. Theory is linked with the relevant medium, or artists who use that medium.

Culture and Identity

This unit looks at cultural identity, symbols, stories, myths and legends. Students generate ideas for art based on their interpretations and experiences of culture and identity in a global world. Personal stories and family history are developed through the medium of the Artist's Book.

Drawing

This unit looks at Drawing as a discipline in visual art. Students may create works in a range of drawing mediums. The Drawing media can include pastel, charcoal, ink, paint and other mark

makers. It is also expected that students will use appropriate language to evaluate and critique their own work and the work of other artists.

Protest Art

This unit looks at how social issues are explored through Protest Art. Students will investigate social, environmental and political issues of personal interest and produce artworks that convey a particular cause or message. Students will also explore the work of artists who produce work with the intention of promoting counter-thinking about the fabric of society.

Illustration

This unit explores illustration, artistic expression and communication through a variety of structures such as zines, graphic novels, picture books, posters, advertising, animation and album covers. Students will have the opportunity to develop skills in a variety of mediums and techniques from drawing and painting to printmaking. Art theory will include research into illustrators and designers as inspiration for practical tasks completed in class.

Sculpture

In this unit students create sculptural artworks including installations and body adornment in a variety of media such as papier-mache, clay, plaster, mixed media and upcycled material. Accompanying theory is relevant to the techniques being utilised.

Contemporary Art Practice (Yr 12 only)

Students plan and create a body of work around the theme of contemporary art practice, exploring the emergence of contemporary art and its relationship to previous art movements, techniques and styles. Students study visual language contexts used to create contemporary forms and to express and communicate ideas.

Printmaking

This unit explores the different ways in which artists produce print runs. Students experiment with a variety of printing techniques including lino, lithography,

pochoir, collagraph and drypoint etching, and theory is relevant to the technique, and to the artists who practise the techniques.

Visual Arts Negotiated Study

This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous units (e.g. as the fourth unit in a major or as part of a major minor or double major). Students will negotiate their own learning outcomes in an area of interest and critically research and analyse a visual art related area.

Ceramics (T/A)

List of Units

Exploring Ceramics

This foundation course covers basic hand building and decoration techniques. No previous experience in working with clay is needed. The emphasis is on learning sound building techniques and developing expressive qualities in a three-dimensional format.

Ceramics, Decorating & Firing

In this unit students are introduced to more complex surface decoration techniques and have the opportunity to explore various firing techniques including saggar, salt and raku. Theory includes exploration of the history of firing techniques and their adaption to modern ceramics. Exploring Ceramics is a pre-requisite for this Unit.

Ceramics, Sculpture and Mixed Media

This unit offers further opportunities for sculptural exploration and refinement of building and decorative skills. There are opportunities to explore both the functional and expressive elements of ceramics. Theory will be related to the practical work being undertaken. Exploring Ceramics is a pre-requisite for this Unit.

Hollow Ceramic Form Sculpture

Students will apply hand building and thrown techniques to create ceramic sculpture. Students analyse and critique artworks using the Interpretive Frameworks.

Nb Teacher negotiated year 12 unit only.

Wheel Work in Ceramics

Students will develop skills in throwing techniques using the potter's wheel. There will be the opportunity to create ceramic collections that are functional or purely aesthetic. Theory will be related to the practical work created in class.

Nb Teacher negotiated year 12 unit only.

Course Patterns

- Art and Ceramics units may be combined to form a Major, Minor, Major/Minor or Double Major.
- Students may transfer from T courses to A courses.
- Year 11 Semester 1 units are either Exploring Ceramics or *Exploring Visual Art*

Dance (T/A)

PLEASE NOTE: The content of the T and A Courses is similar, but the depth of analysis and conceptual understanding in both the theory and practical work expected of students studying the T Course is greater.

List of Units

Dance Foundations

Students will be introduced to Dance with the study of elements of dance, elements of composition, style or genre, form and the application of creative stimuli. Students will present work through performance including dance technique, contemporary. Students will understand how the body works and how it moves. Anatomical awareness may include the study of skeletal and muscular systems and so on. Appropriate cultural, social and historical aspects of dance and related arts will be studied. Students with previous dance experience will develop greater technique and choreographic understanding.

Classical Dance

In this unit students will compose dance tasks through the study of classical ballet form and the modern contemporary dance form with attention given to the growth of dance in Australia. A broad overview of the development of dance is provided by studying the beginnings of classical ballet, the Romantic Period, Diaghilev and the Ballets Russes; Balanchine and the New York City Ballet pioneers, choreographers and companies in Australia.

Contemporary Dance

In this unit students will understand the elements of choreography and the techniques studied through performance of compositional tasks. They will display an understanding of the elements of choreography and the techniques studied through performance. They will research motivations and intentions of particular choreographers through the study of significant works from their repertoire and evaluate how they, as choreographers, relate to their broader artistic community.

Dance and Entertainment

Students will look at past and present contexts of musical theatre covering the cultural origins of jazz, tap, ballroom, ballet, character, Charleston or rock 'n roll. Areas of study may include the evolution of jazz dance and parallels with jazz music, the blend of European and African traditions in an American environment and the development of musical theatre in Australia. Students will also study the development of the Commercial dance genre including Jazz, Funk and Hip Hop.

World Dance

Students will compose tasks based on a style selected from technically demanding styles, demonstrating movement sequences with authentic composition using traditional steps of a particular country. Students will also look at dance forms from cultures such as Aboriginal and Torres Strait Islanders, African, Indian or dances from the Asia Pacific region. Studying dances of particular societies and their cultural ritual and or religious significance involves emphasis on ritual and religious context and the development of social and theatrical dance form.

Dance Production

In this course students will be directly involved in public performance, rehearsal processes and critical evaluation of their own and others' work through the study of theoretical principles of stage lighting and sound and their use to create mood and atmosphere to enhance a dance work.

Dance and the Media

This unit explores compositional tasks exploring dance and media through study of lighting for film and basic video and still camera techniques that can be used to

create mood and atmosphere to enhance a dance work, artwork or advertisement. Students will create their own dance films and promotional material.

Dance in the Community

Students will present choreography in a series of community performances or workshops. They will research the needs and resources of each community group and then create an appropriate project for the current need of that community.

Dance Studies — Self Directed

Dance Studies (T) only

This unit may be available to Year 12 students studying Dance Studies as a T Course who wish to complete a Major minor or a Double major in Dance. Students may negotiate to undertake a major dance 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.

Dance in Our Time

This unit explores current dance styles including street, jazz, social dance and Hip Hop, and choreographed dances in the dance styles studied. Students will perform sequences and understand terminology used as well as understand the social, historical and cultural influence of dance in contemporary society.

Dance in Australia

Compositional tasks including those inspired by Aboriginal and Torres Strait Islander Dance, Asian Dance and other cultural groups in Australia. The growing role of Asian culture, the history of ballet and dance in other parts of the world and its influence on Australian choreography and dance companies, and the role television and the media play in developing dance in Australia.

Dance Pathways

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 as a career and the dance practitioner.

Course Patterns

This course is non-sequential. These units are usually studied as semester length units (value one standard unit). Studying them as half units may also be an option.

- Minor - Students must include Dance Foundations and/or Classical Dance and/or Contemporary Dance
- Major - Students must include Dance Foundations and/or Classical Dance and/or Contemporary Dance
- Major/Minor - Students must include Dance Foundations and/or Classical Dance and/or Contemporary Dance
- Double Major - Students must include Dance Foundations and/or Classical Dance and/or Contemporary Dance

Prerequisites

It is recommended that those students wanting to do Dance (T) have some previous dance experience. All students are expected to have a strong interest in dance and a commitment to Dance.

All students are expected to have a strong interest in dance.

Year 11 Semester 1 students **should** choose *Dance Foundations*

Students who wish to complete a Double Major should select the Foundations unit and one other.

Drama (T/A)

A selection of units will be offered each semester, in line with student needs and interest. PLEASE NOTE: While the content of an A and T course is the same, there are several defining factors between the two.

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

List of Units

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. Acting workshops examine various genres and styles of performance / directorial techniques. Students may work as both an actor and a director.

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.

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.

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.

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.

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 may have an opportunity to work directly with a specific community group or festival event in order to create an original theatrical work in response to the specific needs of a particular community or event to achieve a targeted impact.

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. This is one of our production units to develop a Shakespearean play to production standard.

The emphasis of this unit is on the development of practical skills that assist students to interpret text and perform characters to heighten their appreciation of Shakespeare's plays and language

Realism and Expressionism

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

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.

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.

Lighting and Sound Design

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

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.

Theatre Production & 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.

Independent Study Unit (Yr 12 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.

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.

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.

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.

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.

Course Patterns

Year 11 Semester 1 it is recommended that students choose either *Dramatic Explorations* (T/A) NB: This is not a prerequisite unit and any other unit/s may be selected.

Students who wish to complete a Double Major should select the Explorations unit and one other.

NB: The unit timetabled on line 4 is always a Production unit and requires commitment to rehearsals and performances in addition to the regular timetabled classes.

Media (T/A)

List of Units

Media Foundation

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.

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.
Production and Sound Design

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.

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.

Film Making

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.

History and Development of Film

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.

Interactive Media

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.

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.

Motion Graphics and Special Effects

The focus of this unit is to explore and develop the fundamental concepts and techniques used in the production of motion graphics and special effects. Students will view, examine and critically analyse texts, including film, television and online works. The practical component of this unit focuses on 2D and 2.5D motion graphics production. Students will evaluate their creative process through pre-production, production and post-production.

Popular Culture

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.

Process to Production

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.

Radio

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.

Scriptwriting

This unit involves the analysis and development of a script in preparation for the production of a variety of media products.

Television Fiction

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.

Audio Production and Sound Design

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.

Year 11 Semester 1 students are recommended to choose Media Foundation.

Students who wish to complete a Double Major should select the Foundations unit and one other

Music (A/T)

Jazz and Music can be combined to form a double Major or Major/Minor. It is expected that by the end of Year 10 that students who are intending on choosing a *Music* course have instrumental experience.

The Early Western Music stream of units allows the flexibility to deliver an appropriate general overview of two significant periods of western art music history. The focus can be on specific areas of interest relating to these periods (listed below) as determined by student needs or areas of interest.

List of Units

- Early Music
- Classical Period
- Romantic Period
- 20th and 21st Century
- The Blues
- World Music
- Early rock Music
- Rock Music of the 1970's and 1980's
- Film Music

In these units students have the opportunity to develop their performance skills. The units focus on a wide variety of musical styles. Students have the opportunity to increase their theoretical knowledge at an appropriate level.

Year 11 Semester 1 students choose either *Music* (A) or *Music* (T) depending upon their package needs.

Jazz (A/T)

Jazz and Music can be combined to form a double Major or Major/Minor.

List of Units

- Early Jazz: Students gain an understanding of the influences and social climate of the Early Jazz years in America during the 1930's and 1940's
- Swing: Students study the conventions of the Swing era in America in the 1940's and learn performance and composition techniques specific to the swing era.
- Bebop: The Bebop unit is a demanding exploration into the post swing area of Bebop. Students become more acquainted with Bebop conventions
- Cool and Modern Jazz: This unit explores the cool Jazz era of the 1950's and the Free Jazz and Avante Garde movements.

In the Jazz units students will be introduced to the Jazz genre through playing in an ensemble. Improvisation will be studied as well as early styles of Jazz. The Jazz units are sequential.



A focus on specific areas of interest relating to these periods as determined by student needs or areas of interest.

Year 11 Semester 1 students choose Early Jazz which is the compulsory first unit in the Jazz course.

Music Industry (C)

This course is designed for students interested in the music industry. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of music areas. Students will be involved with producing and performing in musical settings across a range of areas. They will enhance this experience with demonstrations of relevant theoretical knowledge and listening skills.

List of Units

- Performance Skills
- Working in the Music Industry
- Ensembles and Audio Skills
- Music Culture and Sound Editing
- Music and Technology

Photography (T/A)

List of Units

Photography Practice (T/A)

In this introductory unit students learn about camera types, parts and functions, early history of photography, film and paper structure, film processing and darkroom printing. Students will gain an understanding of visual design elements and methods of print presentation. Specific teacher-directed exercises form the basis of assignment work. This unit is a compulsory unit in both Minor and Major course patterns.

Photography Communication (T/A)

Advanced camera techniques and print processing, including creative photographic manipulation, an awareness of digital technology, contrast filters and paper surfaces (fibre base and resin coated) are covered in this unit. Specific teacher directed exercises and self-directed images form a portfolio.

Art Photography (T/A)

A study of photography as an art form and exploration of artistic techniques such as cyanotypes, photomontage, mixed media, self-applied emulsions, lithographic film, infra-red, digital imaging are some areas covered in this unit. A student initiated and directed photographic study leading to a portfolio of exhibition standard work completes the unit.

Photography Negotiated Study (T/A)

This is only recommended for students completing a double major or major minor in Photography.

Digital Photographic Practice (T/A)

An introduction to digital camera and studio practices, computers and digital image manipulation, scanning and use of appropriate software are covered in this

unit. Students plan and produce digital images to set criteria, as well as producing a series of self-directed experimental images. The links between the theoretical and practical aspects of photography play an important part of the unit.

Digital Photography (T/A)

Advanced digital imaging techniques, layers, channels and masks, filters, digital photographic illustration, typography in digital context, ethical issues, and copyright are some areas covered in this unit. Students produce a series of self-directed experimental images. They will prepare a portfolio.

Photographic Applications (T/A)

This is the third unit in a digital photography major and consists of the applications of photography in society for example photojournalism, fashion, advertising, portraiture, illustration, editorial and architecture. Technical areas to be addressed in this unit are lighting, studio work, lenses and filters.

Course Patterns

Photography Practice/Digital is the compulsory first unit of this course if you intend a major in photography.

Units should be studied sequentially. Variation to this must be discussed with teaching staff.

Contemporary Photography

A study of contemporary photographic processes and practices which may include the following movements: Düsseldorf Academy and Typologies, staged Photography, deconstructed Photography and Appropriation, the New Documentary, the everyday, trivial, intimate, the social and political and the New Photographic Portraiture. The conceptual nature of contemporary photography and common themes such as: identity, time, truth and memory, place, the body and spirituality)

R Unit Photo Access (0.5 R Unit)

Students have the opportunity to use the photography facilities to enhance current photography studies or pursue their own interests in this area.

Behavioural Science (T/A)

This is an interdisciplinary course, with units from both Psychology and Sociology being able to be combined to form a major, major minor or double major in Behaviour Science. There are specific requirements of students for this, so students must seek advice from the faculty prior to enrolment.

Social & Community Work (A)

Students undertaking the course will be those considering employment or further study in the Community Services industry, or those with a personal interest in the Community Services area.

List of Units & Unit Description

All units are of one semester duration, there are no prerequisites required. It is possible to enter or exit the course at the end of each term.

In Year 11, students will select Unit 1: 'Development and Nutrition' in semester 1 and Unit 2: 'Early Childhood Health and Society' in semester 2.

Unit 1: Development & Nutrition

This unit contains two half units and focuses on:

- the physical, cognitive, social, emotional and communication development of children and plan appropriate learning activities
- the importance of creating an environment for holistic learning and development
- the key factors that need to be addressed to promote healthy eating among children, and
- the purpose of maintaining food safety while carrying out food handling activities

Unit 2: Early Childhood Health and Safety

This unit contains two half units and focuses on:

- individual children's health needs and need for rest, sleep and relaxation
- the purpose of effective hygiene practices and the requirement to minimise risk
- analyse the purpose of active supervision and explain the role of the educator and key factors
- the key requirements of effective management of allergies (anaphylaxis) and asthma

Unit 3: Interact with Children

This unit contains two half units and focuses on:

- the development of children - the physical, social, emotional and cognitive development
- role of play in learning
- child protection and the rights of the child
- organisational standards, policies and procedures
- communicate with stakeholders and follow policies, procedures and programs of various organisations

Unit 4: Relationships in Early Childhood

This unit contains two half units and focuses on:

- the qualities of effective communication and positive interactions with children
- the importance of supporting and respecting children, maintaining their dignity and rights
- the requirements of a safe and supportive environment
- investigate children's behaviour; develop, implement and evaluate strategies for support

Psychology (T/A)

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

These units are offered on a rotation, over two years of study. *Year 11 semester 1 students will choose Unit 1: 'Individual Differences' and Unit 2: 'Into the Mind' in semester 2.*

Unit 1: Individual Differences

This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

Unit 2: Into the Mind

This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

Unit 3: Psychology of Wellness

This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

Unit 4: Psychology in Society

This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

Excursions—Action Learning/Research

During the course of study, students may have the option of participating in four excursions based on action learning principles which are linked to choices in assessment:

- Taronga Park Zoo, Sydney (day trip)
- Nan Tien Temple, Wollongong (day trip)
- Psychology Skills Camp, Birrigai, ACT (overnight)
- The 'Street Retreat', Sydney (overnight), and
- Jewish Museum of Sydney (day trip).

Sociology (T/A)

Sociology is the study of how individuals and groups think, feel, and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society. Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. They analyse the nature and purpose of Sociology and develop insights into types of behaviour across a range of contexts in society. The study of Sociology provides continuity with many tertiary and industry courses.

List of Units - Units are offered on a rotation

Unit 1: Identity

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

Unit 2: Sociology of Social Justice

This unit explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

Unit 3: Cultural Icons

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

Unit 4: Power and Institutions

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. The electives in this unit provide students with opportunities to study the ‘big

picture’ of society and explore the ways in which their lives are shaped by forces outside of their control.

Year 11 students in Semester 1, choose ‘Unit 1: Identity’. In Semester 2, students choose Unit 2: ‘Sociology of Social Justice’.

Big Picture

Enrolling in a Big Picture Education Package is an important step in a style of lifelong learning and enquiry that focuses on problem solving, individualised learning programs and working in an authentic real world model. “All the components that make up the student’s learning experience — the curriculum; the learning environment; the use of time during the school day; the choice of workshops or college classes; the focus and depth of investigation through the Big Picture learning goals — is developed based on the student’s individual interests, talents, and needs”.

<http://www.bigpicture.org>

An LTI (Learning through Internship) allows students to explore their interests in real world setting such as business, community organisation or academic institution with an expert mentor to guide them. Students are linked carefully from the school to internship and a learning plan created with an Advisory Teacher who works with them as an individual to develop a project each term. Students are enrolled in a mandatory English and Mathematics class with individual support to build their literacy and numeracy skills. The Big Picture learning goals are based on developing a broad and in-depth knowledge and understanding of the area of study through looking

through multiple lenses of science, mathematics, geography, psychology, sociology and history. A sense of self and individual aspirations or personal qualities are reflected upon and improved through this process of learning. Students will be required to use real world strategies to communicate in a variety of forums and using a range of strategies including technology, writing speaking and listening. They will present work to a panel and will demonstrate how they conducted their study project at the internship. This will involve using empirical and quantitative reasoning; using mathematical and scientific thinking in the real world. The study, related to their interest is based in social reasoning; how do the perspectives of others influence your work in the real world?

Canberra College Big Picture is committed to helping students to gain direction, reach their academic potential, personalise their learning to address any gaps and build on areas of strength, connect them with the world beyond school and to ultimately ensure that the post school destination is one that suits them.

Big Picture is in partnership with Universities around Australia to enable University entrance through our Graduation Portfolio.

CCCaress

Canberra College Cares (CCCaress) is recognised internationally as a best practice model for supporting teenage pregnant and parenting students with their educational, health, social and emotional needs. Canberra College in partnership with ACT Department of Education & Training, ACT Health and significant government and non-government community agencies, provides an education and support program for pregnant and parenting students in the ACT and surrounding districts.

CCCaress offers Individual Learning Packages leading to ACT Year 12 Certification; vocational training; personal health and wellbeing support; advocacy and support services; goal-oriented learning packages, on-line learning and employability skills. Specific program activities provided on site include the following:

- On site MACH nurse visits two times weekly
- On site monthly antenatal nurse
- On site adjunct care child-minding model

- On-line curriculum through an e-learning platform

CCCares also offers Vocational training certification as part of year 12 Certification. These are delivered by external RTO's.

These are available in:

- Business Admin
- Hair
- Senior First Aid
- Hospitality
- Community Services
- RSA/ RSG/ White Card/ Barista
- Take home learning packages
- Advocacy and support programs

- Transport assistance 5 days using 3 buses which drive out and back daily to all of ACT and adjoining NSW
- Road Ready
- Cooking facilities + lunch and morning tea program
- Emergency food and clothing relief



Commerce, Languages and Social Sciences (CLASS)

Accounting (T/A)

Year 11 Semester 1 students choose Unit 1: Introduction to Accounting. In second semester, students choose Unit 4: Accounting Controls & Analysis.

Accounting courses provide a continuity with many pathways into tertiary and industry studies.

List of Units

Unit 1: Introduction to Accounting

An overview of Accounting includes: the nature of accounting, financial statements in accounting, business structures, accounting principles, accounting equations, and their relationship between theory and practice.

Concepts and principles of basic accounting, including: the nature and functions of accounting, the difference between bookkeeping and accounting, careers in accounting, accounting assumptions and principles and their significance.

Nature and purpose of basic accounting including financial statements, for example Statement of Financial Position, Statement of Profit & Loss, and Statement of Cash Flow, and introduction to financial statement analysis, for example, working capital, current ratio, debt ratio, quick asset ratio, return on owner's equity and the impact of change locally, nationally and globally.

Issues, perspectives and viewpoints on basic accounting, including users of accounting information, accounting regulators and business structures in a range of social and historical contexts. Research and investigate factors that influence accounting including stakeholders of financial information.

Unit 2: The Accounting Cycle

An overview of the Accounting Cycle structure and operation including source documents, journals, ledgers of service and trading entities, trial balance, goods and services tax (GST), introduction to accounting software and their relationship between theory and practice.

Concepts and principles of the accounting cycle, including: the accounting equation, double-entry accounting, accounting cycle, accounting software and their significance.

Nature and purpose of the accounting cycle including: the accounting cycle, ie. original documents, journals, ledgers, trial balance, financial reports and decision making and the impact of change locally, nationally and globally.

Issues, perspectives and viewpoints on the accounting cycle, including GST, Business Activity Statement (BAS), accounting computer software, trading entities.

Unit 3: Measuring Profit

An overview of Measuring Profit and Cash Flow

Structures and operation including accrual accounting, adjusting entries, preparation of fully classified financial statements, sources of finance, cash flow and their relationship between theory and practice.

Concepts and principles of measuring profit and cash flow, including cash accounting, accrual accounting, adjusting entries, for example, prepaid and accrued expenses, unearned revenue, depreciation, GST clearing, classification of cash flow, including operating activities, investing activities, and financing activities and their significance.

Nature and purpose of measuring profit and cash flow including profitability and liquidity and the impact of change locally, nationally and globally.

Issues, perspectives and viewpoints on measuring profit and cash flow, including sources of finance, comparison between cash and accrual accounting in a range of historical contexts.

Research and investigate factors that influence measuring profit and cash flows, for example the effect of adjusting entries, the effect of cash holdings/flows, or the sources of finance.

Unit 4: Accounting Controls & Analysis

Students may study two electives (1.0) or one (0.5) from the four offered: controls for cash and credit, controls for inventory and non-current assets, financial statement analysis or breakeven analysis.

Accounting Controls and Analysis covers the structures and operation to maintain best practice.

Concepts and principles of Accounting Controls and Analysis.

Nature and purpose of measuring Accounting Controls and Analysis, for example, profitability and liquidity and the impact of change locally, nationally and globally.

Issues, perspectives and viewpoints on Accounting Controls and Analysis, for example, the impact of bad and doubtful debts, differences in depreciation methods and decision making for various stakeholders.

Accounting is available as a Minor or a Major and some units may be combined with some units from Economics

or Business to form a Commerce Major, Major-Minor or Double Major.

Business Services (A/V)

BSB10115- Certificate I in Business and

BSB20115- Certificate II in Business

Certificates Awarded: Certificate I in Business Administration and Certificate II in Business Administration

Business Services is designed to provide students with the opportunity to develop specific skills associated with information management and processing. The focus is for personal use and for employment in the business world

List of Units:

Year 11 students will choose 'Implementing best procedures in Business' for Semester 1. In Semester 2, the students will choose the unit, 'Business Environment and Services'.

Navigating the Business Environment (1)

Students learn to produce business standard word-processed documents and presentations, provide customer service and the procedures and responsibilities relating to workplace sustainability, health and safety. They develop oral and written communication skills for the workplace, practicing and creating strategies for a wide variety of interactions in a business environment. They develop self-management skills and knowledge of processes that will assist them in a successful transition to work.

Business Services Pathways (2)

Students learn to engage with others in a business environment, contribute to workplace innovation, manage conflict and develop effective workplace relationships. Students also learn how to use business technology and develop oral and written skills to communicate information with others.

Implementing Best Practice in Business (3)

Students learn a range of technological skills to design and produce documents and desktop published articles. They develop keyboarding skills to support the creation of these.

Business Environment and Services (4)

Students learn to create simple databases for storage and retrieval of information. They also learn to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service. Students develop skills in the organisation of workplace information and their own work schedules. They learn to monitor and obtain feedback on their work performance.

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.

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.

List of Units

Changing Business Environment

This unit examines

- The nature of business structures, operations and models
- Concepts and principles of the internal and external environment
- Nature and purpose of the changing dynamics of business in Australia
- The impact of globalisation on structures, operations and models
- Concepts and principles of globalisation and their significance
- Nature and purpose of globalisation and its impact on consumers, business and governments
- Issues, perspectives and viewpoints on the ethical issues associated with globalisation

Relationship Management

This unit examines

- Market research structures, operations and models
- Concepts and principles of market research
- Nature and purpose of market research

- Marketing structures, operations and models
- Concepts and principles of marketing
- Nature and purpose of identifying a target market to meet consumer needs
- Issues, perspectives and viewpoints of developing marketing strategies responding to changing consumer tastes

Planning for Current Context

This unit examines

- Finance structures, operations and models
- Concepts and principles of finance
- Nature and purpose of comparing debt and equity finance, ratio analysis and appreciating the risk on businesses
- Issues, perspectives and viewpoints of ethical and legal aspects of finance
- Issues, perspectives and viewpoints of ethical and legal aspects of finance
- Concepts and principles of business planning
- Nature and purpose of business planning and the impact of this
- Issues, perspectives and viewpoints of business planning
- Creating individual business plan

Business Challenges

This unit examines

- Human resource structures, operations and models currently implemented in business and the relationship between theory and practice
- Human resource structures, operations and models currently implemented in business and the relationship between theory and practice
- Nature and purpose of employment trends and the impact of this locally, nationally and globally.
- Management structures, operation and models and the relationship between theory and practice
- Management structures, operation and models and the relationship between theory and practice
- Nature and purpose of management processes and the impact of this locally, nationally and globally.
- Issues, perspectives and viewpoints of change management

Year 11 Semester 1 students choose Changing Business Environment, and in semester 2, Relationship Management.

Economics (T/A)

The study of Economics enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally. It is a study of the actions of individuals and societies, particularly as they relate to choices about satisfying needs and wants, and the utilisation of scarce resources. It uses theories and models to attempt to explain these behaviours.

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

List of Units

Unit 1: Economics

In this unit, students will study economic concepts, models and relationships. This unit examines the choices which all individuals, firms, institutions, markets and governments attempt to address as they confront the problem of satisfying their unlimited wants with limited resources. Students develop the ability to apply economic theory to current real-world events. The particular electives studied within this unit are: Economic Principles and the Price Mechanism.

Unit 2: Economics

In this unit, students will continue the study of economic theories and concepts as applied to the free market. This unit exams macroeconomic and microeconomic theories as business and governments attempt to address economic issues of cost, benefits and intervention. The particular electives studied within this unit are: Macroeconomic Theories & Macroeconomic Issues

Unit 3: Economics

In this unit students will further examine the role of economic decisions and policies on conflicting issues. This unit examines government intervention in a free market at a national and international level. The particular electives studied within this unit are: Globalisation Economics and Trade Economics.

Unit 4: Economics

In this unit students will study the implications and pace of economic programs. This unit examines the impact of globalization, population, trade and development of nations. The particular electives studied within this unit

are: Development Economics and Population Economics.

Year 11 Semester 1 students choose Unit 1: Economics and in semester 2, they will choose Unit 3: Economics.



Global Studies (T/A)

Global Studies is the study of political, economic, social and cultural relationships of the world. The course content encourages global perspective and provides students with the background to study other cultures in relation to their own, including concepts of identity and belonging. This interdisciplinary course explores global issues, global communities, global challenges and change.

The Global Studies course teaches students to think critically about key global issues and to develop an understanding of international politics, global economic forces, intercultural relationships, international cooperation, and global citizenship.

List of Units

Big Ideas and You

This unit will give students an understanding of what people know, think and believe. It will make students aware that there is more than one way to think about the world in which we live—how they can participate in and contribute to global communities.

Australia: Our Democracy, Your Choice

This unit will enable students to acquire knowledge and understanding of Australia's democratic political landscape, the history that contributed to its formation and to become reflective, informed and active citizens. This unit is delivered in partnership with the Museum of Australian Democracy (MOAD)

Australia in the World

This unit aims to provide students with a basic knowledge of what it means to be an Australian citizen, living in and participating in, an increasingly globalised world. Students will also consider our history, national identity and diverse culture and how this shapes our interactions with the rest of the world and influences future relationships.

Forces of Cultural Change within Asia

This unit aims to equip students with the knowledge and skills to explore and analyse contemporary issues in Asia through the prism of historical events that helped shape the social, economic and political structures in society.

Cultural Identity in Asia

This unit aims to expand research and analytical skills by conducting in depth investigation and evaluation of current issues in Asia. The focus is on countries with a particular relevance to Australia.

International Relations

The interrelations between nations and global bodies. This unit maps out the bodies, organisations and agencies of power and influence across the world. Students will explore the major motives for action and inaction, and the major causes of division and alliance.

Peace and Conflict Studies

This unit explores different kinds of conflict throughout the world. Students will examine the history and nature of conflict, causes of conflict today and the challenges of peaceful resolution.

Global Challenges

This unit consolidates knowledge and skill gained in the initial units of the course by putting theory into practice. This is a 'hands on' approach where students will explore possible solutions to existing community issues and communicate their ideas to others. Extra-curricular activities such as community activism are integral components of the course.

In Year 11, students will choose the unit, 'Big Ideas and You' in semester 1 followed by 'Australia In the World' in semester 2.

Legal Studies (T/A)

Legal Studies explores the law, and its institutions and processes, in a social, economic and political context, where students will explore the implications and consequences of decisions made by individuals, organisations and governments. Students will communicate their insights in a range of modes and mediums.

List of Units

Unit 1: Crime Justice & the Legal System

In this unit, students study the complexity and limitations of the criminal justice system in achieving justice. Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.

Unit 2: Civil Law & Resolution of Disputes

In this unit, students study the rights and responsibilities that exists between individuals, groups and organisations and the resolution of civil disputes through courts and other mechanisms. Through the use of a range of contemporary examples, students investigate civil law, processes and institutions, and develop an appreciation of the role of civil law in society.

Unit 3: Law, Government & Society

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

Unit 4: International Relations & the Law

In this unit, students study the significance of Australia's international legal and political responsibilities from different political, economic and social perspectives. Through the use of a range of contemporary examples, students investigate how the law attempts to balance the rights of individual states with their responsibilities in the wider global community

Students will also look at fundamental human rights and liberties in Australian and international society.

A particular focus of the unit is the tension between the protection of society and the rights and liberties of the individual. Particular areas of interest are individual rights and freedoms, discrimination and lawful deprivation of freedom.

Suggested Implementation Patterns

In Year 11 semester 1, students will choose *Unit 1: Crime, Justice & the Legal System* and in Semester 2, Unit 2: Civil Law & Resolution of Disputes will be offered.

Futures Faculty: Learning Support Classes

Learning Support classes are run as part of the Futures Faculty.

Core Units

There are four core BSSS courses that students complete during the two years of college which may be offered at Accredited or Modified levels:

Contemporary English

These units develop students' literacy ability and focus on reading, writing, speaking and listening skills. Students explore how language and texts influence their personal identity and perceptions by creating and exploring imaginative, interpretative, analytical and practical texts. They reflect on themselves as members of society and as world citizens.

Contemporary Mathematics

These units develop numeracy skills students will require in employment post-college and to manage their personal finances. The course provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

The Life Leisure and Learning

These personal development units provide opportunities for students to gain skills including communication, team-work, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology skills. Learning experiences presented in the course encourage personal growth and involvement and provide opportunities for students to develop personal attributes and achieve success through positive planning and action.

Pathways to Work and Learning

These units cover work education to develop life skills and career planning. This includes developing skills in; understanding self, identifying opportunities, demonstrating career enhancing decision making, goal setting and actioning plans. Futures also runs a Work Experience program twice a year and ASBAs are also possible.

Elective Choices

Students are also able to choose from a wide range of electives and complete two elective lines each semester in learning support classes. Electives offer students a choice from a range of specific areas of interest e.g. Media, PE, History, Art, Agriculture, Drama, History, Cooking. Students have the opportunity to make their elective selections during the first two days of the new year. And at the end of Semester 1 for Semester 2.

Other Classes

A student may also choose to take a mainstream class which is then undertaken in lieu of one of the Learning Support classes. This is determined according to each individual student's needs and in negotiation with the student.

BSSS Requirements

Students in Learning Support classes follow the same guidelines for achieving a Senior Secondary Certificate as all other college students. They are required to fulfil all BSSS requirements to be awarded this certificate.

Outdoor and Environmental Education (A/T/M and R)

Outdoor & Environmental Studies provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing.

Canberra College will provide two learning programs within each unit:

- Shoalhaven Journey, and
- SCUBA diving

Unit 1: Discover Outdoor Environments

Students explore the environment and its features. Students learn about the role of the environment in promoting mental health and physical well-being. The Shoalhaven context will be Snorkelling and Team Building with vehicle-based camping, SCUBA context is PADI Open Water and Advanced Open Water.

Unit 2: Planning and Management

Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. The Shoalhaven context will be Packrafting and First Aid with remote-based camping, SCUBA context will be extended trip and PADI Rescue diver.

Unit 3: Responsibility of Self and Others

Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. The Shoalhaven context will be Survival Skills and Climbing with vehicle-based camping, SCUBA context will be Divemaster Internship or Master SCUBA diver Challenge.

Unit 4: Sustainable Outdoor Recreation

Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. The Shoalhaven context will be Caving and Canyoning with vehicle-based and remote camping, SCUBA context will be an Ecotourism destination.

Exercise Science (T/A/M)

Exercise Science examines theories of the biological, physiological, biomechanical and psychological, the interrelationship and influences on performance and participation in physical activity.

Unit 1: Anatomy and Physiology of the Human Body

Students will examine and explore the structure and function of musculoskeletal and cardiorespiratory systems and analyse how the systems adapt and adjust to the demands of physical activity.

Unit 2: Preparation for Training and Performance

Students investigate the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance.

Unit 3: The Body in Motion

Students will explore the biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production

Unit 4: Factors Affecting Performance

Students will examine the physiological, psychological and behavioural theories that influence athletic performance.

Sports Development (T/A/M)

Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self-awareness and understanding of their prowess in an individual sport.



Unit 1: Personal Development in a Sport

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

Unit 2: Building an Elite Athlete

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



Unit 3: Athletes in Society

Students will explore issues in sport, drugs, community expectations of athletes.

Unit 4: Performance Analysis

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

Health and Wellbeing (A/T/M)

Health Studies are the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing.

Unit 1: Individual Human Health

Students will identify and understand influences on individual health and examine the indicators and determinants of their health

Unit 2: Health in Australia

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia.

Unit 3: Health of Populations

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities.

Unit 4: Global Health and Human Development

Students will examine the role of international organisations including the UN and WHO in combating inequality. Health Science Package

Combining Health and Wellbeing with Human Biology and Pre-med (Science Faculty) will create a package of complementary subjects for students interested in the Health Care and Allied Health Industry. High level courses such as Medicine will require Chemistry and Maths Methods but can include any of the health care courses

Physical Education Studies (A/M)

Physical Education Studies is the 2-year cycle of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

Unit 1: Sports Skill Acquisition

(2021) Students explore the acquisition and development of sports skills and apply processes and theories associated with skill acquisition and refinement.

Unit 2: Leisure & Recreation

(2021) This unit develops student's understanding of physical activity, recreation and sport from a participatory perspective.

Unit 3: Building and Improving Teams

(2020) Students explore and develop skills associated with the enhancement of teams.

Unit 4: Sport, Activity, Culture and Society

(2020) Students explore a range of sports and physical activities that contribute to individual, societal and cultural identity.

* Note that we also have Girls Only PE classes that complete additional activities like Yoga / Pilates, strength and cardio.

Sport (R)

Inter-collegiate sport is conducted as one-day carnivals and on Thursday afternoons. These sports are conducted as Registered Units. Students may participate in a range of sports including Cricket, Basketball, Oztag and Netball.

Other one-day carnivals - throughout the year students can sign up at the PE staffroom or on the Sporting

Classroom online page for the various one-day carnivals on offer including:

- Beach Volleyball
- Mixed Hockey
- Girls and Boys Softball
- Boys and girls Tennis singles
- AFL (Boys and Girls)
- Soccer (Boys and Girls)
- Rugby League 9s (Boys and Girls), and
- Rugby Union 7s (Boys) etc.

Humanities

English Courses (T/A)

Both T and A courses, under the BSSS English Framework, are offered at the college. Each course aims to develop critical thinking, problem solving, literacy and communications skills of all students. Individual course and unit counselling is a key factor in selecting a course from within the suite of English Courses that suits a student's individual interests and ambitions.

Students must complete at least a minor course i.e. two semesters, from one of the following courses to achieve the ACT Senior Secondary Certificate:

- English (T)
- Literature (T)
- Essential English (A)
- Contemporary English (A)
- ESL (T/A)
- ESL Bridging (A)

Course Patterns in English Courses T

English (T) is available as a Minor and Major

Literature (T) is available as a Minor and Major

English/Literature (T) is available as a course of study. This combines units from both English (T) and Literature (T). A minor in this course consists of a combination of 2 units, from English and Literature. A major in this course consists of a combination of at least 3.5 units, which must include at least Unit 4, from either English or Literature.

Students wishing to study more units under the BSSS English Framework can do so by studying units from both the English and Literature course.

An English/Literature major minor consists of a combination of at least 5.5 units, which must include at least a Unit 4 from either English or Literature.

An English/Literature double major consists of a combination of at least 7 units, which must include at least a Unit 4 from English and Literature.

English (T)

This course is recommended for students interested in the analysis of language use and communication across many genres. Various types of texts will be studied. These include everyday texts such as newspapers and magazine articles as well as novels, drama, poetry, short stories, and films.

List of Unit – English (T)

Unit 1: Communication of Meaning

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 will 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.

Unit 2: Representations Through Texts

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 will consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses.

Unit 3: Comparative Texts

In Unit 3, students explore representations of themes, ideas and concepts through a comparison of texts. They will analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes.

Unit 4: Perspectives

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.

Literature (T)

This course is recommended for students who are already passionate about reading and have a strong interest in the study of Literature i.e. the study of poetry, plays and novels.

List of Units – Literature (T)

Unit 1: Ways of Reading and Creating

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 responses. 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.

Unit 2: Intertextuality

Unit 2 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 structures of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 3: Power of Literature

Unit 3 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.

Unit 4: Literary Interpretations

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.

Essential English (A)

Course Pattern

Essential English (A) is available as a Minor or Major

The units in Essential English are sequential beginning with *Unit 1*.

List of Units — Essential English (A)

Unit 1: Comprehending and Responding

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. They will read, view and listen to texts to connect, interpret, and visualise ideas. They will learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. An emphasis will be placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students will apply their understanding of language by creating texts for different purposes in real or imagined contexts.

Unit 2: Making Connections

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students will make inferences about the purposes and intended audiences of texts. Students will 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. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills will be developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects.

Unit 3: Understanding Perspectives

This unit focuses on exploring different points of view presented in a range of texts and contexts. Students will analyse attitudes, text structures and language features to understand a text's meaning and purpose. They will consider how perspectives and values are represented in texts to influence specific audiences. Students will learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and

context. Students will also learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4: Local and Global

This unit focuses on community, local or global issues and ideas presented in a variety of texts and on developing students' reasoned responses to them. Students will develop independent points of view and analyse how ideas, attitudes and values are represented. An emphasis will be placed on articulating and constructing clear, logical and sustained arguments and demonstrating an understanding of purpose, audience and context.

English as a Second Language (T/A)

There are T and A courses, as well as registered units, offered to students who come from a non-English speaking background and who want to improve their English language skills.

ESL is a subject for students whose English is below the level of the average English speaker. This is a subject for students who need to learn more English. This subject is accepted by universities instead of English. This subject prepares students for studies at TAFE/CIT, University and for work.

Students can do extra ESL by choosing ESL(A) as well as ESL(T).

Students who do not want to go to University should choose ESL(A). Students who want to study at CIT should also do ESL(A). Students can study ESL(A) on two lines to complete a double major.

Students are interviewed and tested when they enrol at Canberra College. If their English language skills are inadequate for English studies, these students will be placed in ESL. Students may be placed in ESL depending on their proficiency in writing, listening, speaking and understanding English, and skills in English Literature.

Course Patterns

- A major in ESL is made up of 3.5 standard units of ESL or 2.5 standard units of ESL and 1 standard unit of English.
- A minor in ESL is made up of 2 standard units of ESL.

- A double major in ESL(A) is made up of 7 standard units in ESL(A).

List of Units – ESL (T/A)

Unit 1: Language and Culture

Unit 1 focuses on investigating how language and culture are interrelated. A variety of oral, written and multimodal texts are used to understand text structures and language features. Students explore the purpose and audience of texts. The students create texts for different purposes and across all language modes and develop skills for research and further academic study.

Unit 2: Perspectives in Texts

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts. Language skills for effective communication are consolidated. The use of text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended texts. Attitudes and values within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Unit 3: Communication

Unit 3 focuses on analysing how language choices are used to achieve different purposes. Language skills are developed so that they can be used to describe, inform, express a point of view and persuade. The ways in which language choices shape meaning and influence audiences are explored. The representation of idea within different cultures is analysed. Effective and independent research skills are consolidated throughout the unit.

Unit 4: Issues and Attitudes

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes. Independent and collaborative investigation and analysis are undertaken. Extended texts are created, adapted and refined. Effective research strategies are used to present ideas and information.

History (T/A)

Ancient History (T/A) is available as a Minor and Major.

Modern History(T/A) is available as a Minor and Major

Pre-Modern History(T/A) is available as a Minor and Major.

History (T/A) is also available as a course of study. This combines units from both Ancient History (T/A).

Pre-Modern History(T/A) and Modern History (T/A). This is available as a minor. A major, major minor and double major is available if a unit 4 from any of these courses is completed.

Ancient/Modern History (T/A) is also available as a course of study. This combines units from both Ancient History (T/A) and Modern History (T/A). This is available as a minor. A major, major minor and double major is available if a unit 4 from any these courses is completed.

This course combines units from the following courses:

- Ancient History T
- Modern History T

An **Ancient/Modern History minor** consists of a combination of 2-3 units from the above courses.

An **Ancient/Modern History major** consists of a combination of at least 3.5 to 4 units, which must include at least Unit 4 (0.5 or 1.0) from either Ancient History or Modern History.

An **Ancient/Modern History major minor** consists of a combination of at least 5.5 to 6 units, which must include at least Unit 4 (0.5 or 1.0) from either Ancient History or Modern History.

An **Ancient/Modern History double major** consists of a combination of at least 7, 7.5 or 8 units from Ancient History and Modern History.

Where students study 1 - 3 units in each of Ancient History, Pre-Modern or Modern History minors will be awarded.

Ancient History (T/A)

In Ancient History, students study the key institutions, structures and features of ancient societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the ancient world. The Ancient History curriculum consists of four units. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

The four units include:

Unit 1 — Investigating the Ancient World

Students will explore a chosen topic such as; the development of Ancient Rome, Hannibal and the Punic Wars, Rameses 11 and the battle of Kadesh, the fall of Rome, Roman Games, Cao Cao or Alexander the Great. This unit introduces the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

Unit 2 — Ancient Societies

Students will have the opportunity to examine topics such as Ancient Mycenae, Sparta, the Trojan Wars, Old Kingdom Egypt, Minoan culture or Qin & Han China. This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

Unit 3 — People, Power and Authority

By investigating topics such as the fall of the Roman republic, Persia or late Han and three Kingdoms students will understand how power was used in the Ancient World. This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

Unit 4 — Reconstructing the Ancient World

Exploring the Peloponnesian Wars, Pompeii, the 18th Dynasty in Egypt or the Athenian Agora and Acropolis students will understand the challenges of interpreting and evaluating evidence. This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Pre-Modern History (T/A)

In Pre-Modern History, students study the key institutions, structures and features of societies and develop a broader and deeper comprehension of the origins, impact and legacy of ideas, beliefs and values of the pre modern world. The Pre-Modern History curriculum consists of four units. For each unit there are a range of topic electives that focus on a particular event, society, historical period, site, text or issue. Each unit includes a focus on key concepts that define the discipline of history, such as cause and effect, significance, and contestability.

Unit 1 — Trouble and Transformation

This unit will examine selected phenomena such as the Fall of Rome, Rapa Nui, the fall of the Mayans or the Saxon invasion of Britain. The unit provides an introduction to the pre-modern world. It looks at the factors that transformed societies in this period. It also explores the problematic and contestable nature of the evidence, both written and archaeological, that has survived. In addition, students will investigate the contested nature of interpretations and representations of this evidence. This unit focuses on issues relevant to the investigation of the pre-modern world.

Unit 2 — Golden Ages

By examining periods such as Elizabethan England, Heian Japan, Tang China or the Aztec Empire etc., students will investigate the idea of Golden Ages. This unit examines the role of individuals and personalities in historical causation and compares this to social structural theories. Students will undertake two case studies in which they explore the role of a great person within the 'golden age' in which they lived.

Unit 3— Conflict and Collaboration

Exploring the Silk Road, the Mongol Empire, the Incan Empire, or Northern Australia, students will understand how societies interacted in the pre-modern period and the impact that they had on one another. Students will investigate archaeological sources and develop techniques for interpreting and understanding historical artefacts and sites. This unit explores the complexities of contact between groups of people and the adaptations, confrontations, benefits, relationships, or violence that might result.

Unit 4 — Power and Obedience

Examining Heresy in Europe or Islam, the Court of Love in the High Middle Ages, Feudalism in Japan or Confucianism, student will investigate the nature and exercise of power and authority in pre-modern societies, with reference to formative ideologies. Students will employ theoretical frameworks for analysis of historical phenomena. These theories may include: Gender Theory, Marxism, Modernism/Positivism, Post-modernism, Post-colonialism, Subaltern Studies, Orientalism, etc.

Modern History T/A

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

Unit 1 — Understanding the Modern World

Students will examine historical topics such as; the American Revolution, the French Revolution, the Industrial Revolution or Imperialism. This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

Unit 2 — Movements for Change in the 20th century

Classes will choose areas of study from topics such as US Civil Rights, Women’s Rights or Right-wing Dictatorships etc. This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

Unit 3 — Modern Nations in the 20th century

The class will choose a western and non-western major nation to investigate. This unit examines the ‘nation’ as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

Unit 4 — The Modern World since 1945

Students will have the opportunity to examine phenomena such as the Cold War, Globalisation, Conflict in the Middle East or Australia’s engagement with Asia. This unit focuses on the distinctive features of the modern world that emerged in the period 1945–2010. It aims to build students’ understanding of the contemporary world — that is, why we are here at this point in time.

Philosophy (T/A)

Philosophy T/A is available as a major or a minor.

Philosophy is the study of humanity’s most enduring and influential ideas. Students develop an understanding of how these ideas influence human action, thought, existence and knowledge.

Students develop their knowledge and understanding of philosophical ideas, arguments and methodologies to interrogate what different people think, what they value, what they consider to be true, and how they engage with others and the world around them. They analyse the purpose of philosophical investigation and develop insights into problem-solving and decision-making in a range of contexts in society and culture.

Using philosophical inquiry, students develop analytical and critical thinking skills and learn to question and

challenge assumptions. They develop skills to communicate persuasively by presenting logical, reasoned and coherent arguments. The study of philosophy is relevant to young people as they continue to be life-long learners and reflective, creative and informed citizens in both the world of study and work. The study of philosophy is relevant to a variety of disciplines and vocational pathways.

Course Patterns

- *Philosophy T/A* is available as a minor or a major
- 3.5 units are required for a Major

Metaphysics

In this unit, students will study the nature of existence and notions of reality. They will explore the relationship between being and meaning. Students will develop insight into what may constitute truth.

Ethics

In this unit students will study the nature of ethics. They will explore ethical questions and reflect on what

constitutes a just society and “the good life”. Students will develop a framework for understanding ethical positions.

Epistemology

In this unit, students will study the nature of knowledge and the basis of knowledge claims. They will explore how we can know and the justification of knowledge. Students will develop skills to evaluate knowledge claims.

Philosophy of Language

In this unit, students will study the nature of language and meaning. They will explore how meaning is constructed and investigate the relationship between language, thought, and meaning. Students will develop understanding of how language works in the construction of reality.

Negotiated Study

In this unit, students will study an area of special interest to be decided upon by a class, group(s), or an individual student in consultation with the teacher.

Languages

English (R)

English language is also available as a registered unit for overseas students for whom English is a general interest.

Chinese (T/A)

Beginning Chinese

The course is designed for students with no previous study of Chinese. It involves a study of both written and spoken Chinese with an emphasis on conversational ability. Culture and history will also be studied. The practical orientation of this course would be particularly useful for those interested in pursuing a career in hospitality, tourism or trade.

Continuing Chinese

This course is designed for students with at least two years' previous study of Chinese. The four language skills of speaking, listening, reading and writing are practised with special emphasis placed on communication. The practical content of the course makes it particularly suitable for those interested in the fields of hospitality, tourism or trade.

Advanced Chinese (T only)

This course is designed for the Literate native Chinese speaker. In this unit students will develop their communication skills in Chinese and English, through the study of Eastern and Western literature and Australian life and society. Translation and interpreting skills will also be emphasised.

Students will select the unit 'The Changing World' in semester 1, and in semester 2, 'Diverse Perspectives'.

French (T/A)

Students will select the unit The Individual Experience in semester 1, and in semester 2, Society and Community.

Beginning French

This course caters for students who wish to start French at college and for students with less than two years' study in the language at high school. It aims to develop speaking, listening, reading and writing skills in French for the purpose of communication, travel, further study and enjoyment. Students will also gain knowledge and

appreciation of cultural aspects and lifestyles of France and the French-speaking world.

Continuing French

This is a course for students who have studied French for at least two years at high school (or an equivalent). It incorporates core language work and literacy and cultural studies. The aim is to develop the four language skills of listening, speaking, reading and writing acquired in high school, with an emphasis on using spoken French for everyday communication.

Advanced French (only T)

This course is designed for native speakers of French or students who have spent a minimum of 12 months in a francophone country. It incorporates advanced language work, literary research and analysis and a sustained use of French in speaking as well as writing. This course is for self-motivated, self-directed students.

Students will select the unit 'The Changing World' in semester 1, and in semester 2, 'Diverse Perspectives'.

German (T/A)

Beginning German

This course caters for students who wish to start German at college and for students with less than two years of study in the language at high school. It aims to develop speaking, listening, reading and writing skills in German for the purpose of communication, travel, further study and enjoyment. Students will also gain knowledge and appreciation of the lifestyles and culture of Germany and the German-speaking world.

Continuing German

This course is designed for students who have completed at least two years of German at high school (or an equivalent). It incorporates core language work, literacy and cultural studies. The aim is to develop the four language skills of listening, speaking, reading and writing acquired in high school, with an emphasis on using spoken German for everyday communication. Students are given further insights into the life, achievements and influence of the German people through cultural and literary studies.

Students will select the unit 'The Changing World' in semester 1, and in semester 2, 'Diverse Perspectives'.

Indonesian (T/A)

By undertaking the study of Indonesian, students will enhance their capacity to communicate and interact effectively within and across languages and cultures. Through acquiring language learning strategies, which can be applied to further studies, students will also expand their post school options. As well, students will be able to meet the growing need of business and industry for language skills and intercultural understanding. Indonesian can be studied at the Beginning, Continuing and Advanced levels.

Beginning Indonesian

This course caters for students who wish to start Indonesian at college and for students with less than two years of study in the language at high school. It aims to develop speaking, listening, reading and writing skills in Indonesian for the purpose of communication, travel, further study and enjoyment. Students will also gain knowledge and an appreciation of the cultural aspects and lifestyles of Indonesia

Continuing Indonesian

This is a course for students who have studied Indonesian for at least two years at high school. It incorporates core language work and literacy and cultural studies. The aim is to develop the four language skills of listening, speaking, reading and writing acquired in high school, with an emphasis on using spoken Indonesian for everyday communication.

Advanced Indonesian (T only)

This course is designed for native speakers of Indonesian or students who have spent a minimum of 12 months in Indonesia where the language is spoken. It incorporates advanced language work, literary research and analysis and a sustained use of Indonesian in speaking as well as writing. This course is for self-motivated, self-directed students.

Students will select the unit 'The Changing World' in semester 1, and in semester 2, 'Diverse Perspectives'.

Italian (T/A)

Beginning Italian

This course caters for students who wish to start Italian at college, and for students with less than two years of study in the language at high school. It aims to develop

speaking, listening, reading and writing skills in Italian for the purpose of communication, travel, further study and enjoyment. Students will also gain a knowledge and appreciation of cultural aspects and lifestyles of Italy.

Continuing Italian

This is a course for students who have studied Italian for at least two years at high school. It incorporates core language work and literacy and cultural studies. The aim is to develop the four language skills of listening, speaking, reading and writing acquired in high school, with an emphasis on using spoken Italian for everyday communication.

Advanced Italian (T only)

This course is designed for native speakers of Italian or students who have spent a minimum of 12 months in a country where the language is spoken. It incorporates advanced language work, literary research and analysis and a sustained use of Italian in speaking as well as writing. This course is for self-motivated, self-directed students.

This course is designed for native speakers of Italian or students who have spent a minimum of 12 months in a country where the language is spoken. It incorporates advanced language work, literary research and analysis and a sustained use of Italian in speaking as well as writing. This course is for self-motivated, self-directed students.

Students will select the unit 'The Individual' in semester 1, and in semester 2, 'Society and Community'

Japanese (T/A)

Beginning Japanese

This is a course in conversational and written Japanese for students with no previous study of the language. It aims to develop speaking and listening skills in Japanese required for basic conversation, travel, further study and enjoyment. The course aims to develop writing and reading skills by teaching the hiragana and katakana scripts and some kanji. Students will also gain an insight into aspects of Japanese culture and lifestyles.

Continuing Japanese

This is a course for students who have studied the language to Year 10 or an equivalent. It incorporates

core language work and literary and cultural studies at a more sophisticated level. The aim is to develop the four language skills of listening, speaking, reading and writing, with an emphasis on using spoken Japanese for everyday communication.

Advanced Japanese (only T)

This course is designed for native speakers of Japanese or students who have spent a minimum of 12 months in a country where the language is spoken. It incorporates advanced language work, literary research and analysis and a sustained use of Japanese in speaking as well as writing. This course is for self-motivated, self-directed students.

Students will select the unit The Individual in semester 1, and in semester 2, Society and Community.

Translating & Interpreting (T)

Students learn to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Students who come from a non-English speaking background will normally be enrolled in EAP/ESL (EALD) (English as Additional Language and Dialect) course at the College.

Non-English background students will normally be enrolled in an advanced language course at the College, or when their languages are not offered for study they will have the opportunity to use it extensively with their family or within the community.

This course is intended to complement and supplement the EAP and Languages courses currently offered at the College.

List of Units:

Housing and Environment

In this unit, students will then learn about accommodation and housing through renting, buying and selling. They will link the topic with sustainable living lifestyle that attempts to reduce an individual's or society's use of the Earth's natural resources and personal resources.

In the latter half of the unit, students will learn skills to translate and interpret texts that focus on effects on the community regarding recycling and reusable materials and investigate how pollution is generated on a global and local level along with measures to prevent them. They will look into the topic in the light of globalisation, consumerism and sustainability.

Australian Society & Australian Government

In this unit, students will learn about indigenous Australians past and present and the British influence in the society. They will discuss about the history of racial discrimination and the White Australian Policy to further their understanding of the Aboriginal history. Students will translate and interpret texts that refer to

the changes it has brought to the Australian society as a result of migration. They will also discuss the integration of refugees into the society. In the latter half of the unit, students will focus on democracy in Australia and explore the meaning of citizenship. By doing so, students will reflect on the national identity and discuss the significance of being an Australian. Constitutional monarchy along with the debate on republicanism will also be referred to.

In semester 1, students will select the unit 'Housing and Environment' for this course. This will then be followed with the unit, Australian Society & Australian Government in semester 2.

Mathematics

Specialist Mathematics (T)

Students taking *Specialist Mathematics* should have an extremely high level of achievement in Year 10 Mathematics at Level 1 or Extended. To Undertake Specialist Mathematics, you **must** also undertake Specialist Methods Mathematics. Specialist Mathematics can be taken as a Major minor or double major once combined with Specialist Methods.

List of Units

Unit 1: Specialist Mathematics

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2: Specialist Mathematics

- Trigonometry
- Matrices
- Real and complex numbers

Unit 3: Specialist Mathematics

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

Unit 4: Specialist Mathematics

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference.

Specialist Methods Mathematics (T)

Students taking *Specialist Methods Mathematics* should have an extremely high level of achievement in Year 10 Mathematics at level one or Extended. This can be taken as a minor or Major. It must be undertaken if you are doing Specialist Maths. You should have very good algebra skills to undertake this course. You **cannot** do Mathematical Methods and Specialist Methods at the same time.

Unit 1: Specialist Methods Mathematics

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2: Specialist Methods Mathematics

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

Unit 3: Specialist Methods Mathematics

- The logarithmic function
- Further differentiation and applications
- Integrals

Unit 4: Specialist Methods Mathematics

- Simple linear regression
- Discrete random variables
- Continuous random variables and the normal distribution
- Interval estimates for proportions

Mathematical Methods (T)

Mathematical Methods (MM) is available as a minor or major as an individual course. It can form other course patterns with Mathematical Applications. It is expected that students will have demonstrated a high level of aptitude and achievement at high school Mathematics. Students in particular should be good at algebra. You cannot do Mathematical Methods and Specialist Methods at the same time.

List of Units

Unit 1: Mathematical Methods

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2: Mathematical Methods

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus

Unit 3: Mathematical Methods

- Further differentiation and applications
- Integrals
- Discrete random variables

Unit 4: Mathematical Methods

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

Mathematical Applications (T)

The course Mathematical Applications (MA) is available as a minor or major as an individual course. It can form other course patterns with Mathematical Methods. It is expected that students will have demonstrated an interest in mathematics at high school and achieved a moderate to high level of success.

List of Units

Unit 1: Mathematical Applications

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2: Mathematical Applications

- Univariate data analysis and the statistical investigation process

- Applications of trigonometry
- Linear equations and their graphs

Unit 3: Mathematical Applications

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

Unit 4: Mathematical Applications

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

Essential Mathematics (A)

This course is intended for students who wish to study mathematics in a more practical way. It is suitable preparation for entry to the workforce and for many apprenticeships. This course is available as a minor or major.

List of Units

Unit 1: Essential Mathematics

- Calculations, percentages and rates
- Measurement
- Basic algebra
- Graphs

Unit 2: Essential Mathematics

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Unit 3: Essential Mathematics

- Measurement
- Scales, plans and models
- Graphs
- Data collection

Unit 4: Essential Mathematics

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Registered Units ®

An R Unit is a learning experience designed to develop capabilities (knowledge, skills, behaviours) for College students.

R Units are offered in units of differing lengths, carrying appropriate values. These point values are based on hours completed. R Units will contribute towards the issue of a Senior Secondary Certificate and will also appear on that certificate.

We recommend that all students work towards R units in Work Exploration in particular, although participating in college Sport is an excellent way to meet people and feel part of the college community. In addition, many universities are now looking for prospective students who demonstrate more than academic achievement.

Having a wide range of R units on your certificate is a really great start.

Units and courses vary from year to year and season to season, depending on demand and the special interests and abilities of staff. Information regarding Registered Units (R) is made available to students via CCCConnect notices and the TV Screens.

- Sport and Recreation
- Work Exploration
- Community Services (must be organised through the college)
- College-based (CCCConnect)

STEM Unit(s)

Interdisciplinary Inquiry (T)

Advances in technology, coupled with political, economic, and social shifts both nationally and globally have transformed the nature of work and learning. This course promotes interdisciplinary approaches to learning by transferring capabilities such as research processes, information management, critical thinking, creativity, teambuilding, leadership, and collaborative decision making across multiple areas including (but not limited to) science and IT.

Creativity and Innovation Inquiry

Students study the elements of creativity and innovation and apply this learning within their own inquiry

Critical Thinking Inquiry

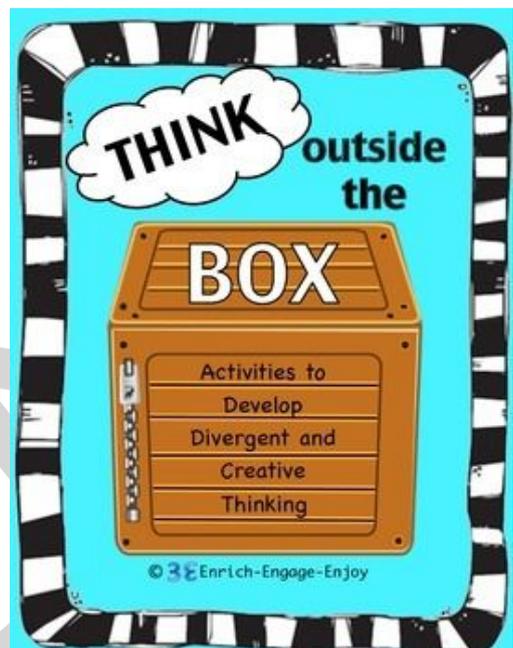
In this unit students study theories and processes of critical thinking conducting an inquiry, solving problems systematically, where evidence is tested.

Collaboration Process Inquiry:

Students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback and recognising talents etc

Communication Inquiry

Students develop methods of communication to improve their own work while conducting and reporting on an inquiry. They learn about the theory and practice of communication.



Physics, Chemistry and Biology are Australian Curriculum courses.

Biology (T/A)

List of Units

All Australian Curriculum topics are included in the units below.

Biodiversity and Connectedness

In this beginning unit students will investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems and investigate patterns in relationships between organisms. Students will be introduced to simple statistical analysis, learn to cite and write reference lists and learn the essentials of scientific method. The development of critical thinking skills begins here.

Cells and Organisms

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism. Students continue the development of critical thinking, statistics and scientific methodology.

Heredity and Continuity of Life

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations.

They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations. The development of investigative skills and their application continues with emphasis on critical thinking and thesis essay writing.

The Internal Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study how the invasion of an organism's internal environment by pathogens challenges the effective functioning of cells, tissues and body systems, and triggers a series of responses or events in the short- and long-term in order to maintain system function. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained. Students complete an open-ended investigation and full scientific report.

Chemistry (T)

List of Units

The course in Chemistry covers the Australian Curriculum.

Chemical Fundamentals: Structure, Properties and Reactions

In this unit students use materials they encounter in their lives as a context for investigating the relationship between structure and properties of atoms and molecules. The concept of a mole as a means of quantifying matter in chemical reactions is introduced. Students relate matter and energy in chemical reactions, as they consider the breaking and reforming of bonds as new substances are produced.

Molecules: Interactions and Reactions

In this unit, students explore the characteristic properties of water, gases, aqueous solutions, acids and bases. They learn how rates of reaction can be measured and altered to meet particular needs and use

models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students investigate the behaviour of gases with respect to volume, pressure and temperature.

Equilibrium, Acids and Redox

In this unit, students investigate reversible reactions and factors affecting the dynamic equilibrium in particular acid-base equilibria. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Structure Synthesis and Design

In this unit, students focus on the principles and applications of chemical synthesis, particularly in organic chemistry. This involves considering where and how functional groups can be incorporated into already existing carbon compounds in order to generate new substances with properties that enable them to be used in a range of contexts. Students select and use data from instrumental analysis to determine the identity and structure of a range of organic materials.

Physics (T)

List of Units

The course in Physics covers the Australian Curriculum. It is recommended that students taking this course to also select a tertiary Maths (Maths methods or higher) and be achieving good grades in Maths.

Linear Motion and Waves

As well as providing an introduction to core practical investigation skills, this unit covers the foundation concepts of motion and waves. Students will analyse motion, momentum, energy and collisions using models and practical experience. Wave motion and properties with special reference to light is examined at depth.

Thermal, Nuclear and Electrical

Students investigate properties of heat, temperature and energy transfer. Nuclear energy is studied at depth with emphasis on radiation, fission and fusion highlighted. In the studies of electricity circuits and the physical principles that govern them investigation uses practical activities. Energy and conservation of energy is the uniting theme in this topic.

Gravity and Electromagnetism

Gravitational, electrical and magnetic fields and their applications are the focus of this unit. Vector analysis and motion in fields are studied at depth.

Revolutions in Modern Physics

This unit investigates relativity, the quantum light model and its applications and the standard model for the building blocks of matter.

Human Biology (T/A)

Human Biology is a course designed by ACT schools and is excellent preparation for careers in health-related areas such as medicine, nursing, dentistry, physiotherapy, occupational therapy and the like. It is specifically designed to complement Biology and both subjects can be studied at the same time.

List of Units

The Essentials of Human Life

Students learn about the stem cells from which tissue form in the embryo and which are the foundation for the growing therapeutic treatment of a number of degenerative diseases. Relationships between the tissue types are explored in order to develop an understanding of the intricate interconnectivity that produces the specialised organs of the human body, such as the heart and the liver, with a specialised function.

The Aging Human Body

Students learn about human reproduction and the complexity of growth and development of the human body through childhood, adolescence and adulthood. They will also focus on a range of illnesses that relate to age and tissue types so that they gain a deep understanding of how disease relates to tissue function in the body. Students will be exposed to a wide variety of cases studies to deepen their understanding of diseases through-out the life cycle.

Human Health and the Environment

This unit investigates the impact of environmental conditions upon the health of humans both at the individual and population level. The environmental causes of disease will be considered, based on the nature of the risk: biological, chemical, physical and social. Mental illness will be investigated as well as its causes, symptoms and treatment. Major mental health

issues that affect teenagers will be considered in order to give the content real world relevance for the students.

Treating the Human Body

In this unit, students study the exponential growth of research and knowledge about the functioning of the human body that informs the Western mode of treating illness, and also consider alternative ways of treating illness in Australia. Student learning will be further enhanced through interaction with professional practitioners, wherever practical.

Negotiated Unit

Students may negotiate to undertake a major investigation or project in a specific area of interest in human biology. The unit may include study outside of the college (e.g. at universities, CSIRO etc.). It may include a working relationship with a professional scientist in the chosen field or may take another form of investigation.

Pre-Med (R)

Preparing for Medical and related Careers

Pre-Med is designed to extend student's knowledge in human biology as well as helping prepare students for careers in the health professions such as Nursing, Medicine, Veterinary Science, Dentistry, Physiotherapy, Paramedics, medical research and others. It is a perfect accompaniment to Human Biology and Biology courses. The program is less academic than Biology and Human Biology and aims to provide students with skills and information to make informed decisions regarding post-college study options in medical and health science fields. It also aims to help them in their applications for University, CIT and employment, including UMAT and, in close association with the WEX and Careers team, can provide interview preparation where appropriate. Student participation in Pre-Med sessions cultivates skills for the 21st century workplace and may involve students in any of the following activities:

- Q&A sessions with visiting health professionals
- Visits to working healthcare environments such as nursing homes, Red Cross blood bank and hospitals
- Problem-based learning activities on new and topical developments in human health

- Discussing and critically evaluating medical and health science information and news stories including ethical and legal considerations
- Opportunities to gain experience aspects of specific professions (tailored to individual needs)
- First aid training with certification on completion, and
- Work experience.

Interdisciplinary Science (T/A)

Students explore key concepts and models through active enquiry into phenomena and through contexts that exemplify the role of Science in society. They learn how an understanding of Science is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society.

Students that undertake Interdisciplinary Science have a general interest in science as a subject and are looking to have a broad package without necessarily specialising in a particular field of science. Students can study this course as a minor.

Science in Context

Students will learn that scientific breakthrough is developed and applied within a context. Students analyse contextual factors contributing to past discoveries and research such as culture, geography, economics, and other factors. These contextual factors will be applied in investigation of development and application of contemporary science. They learn how progress in science can be made through unexpected outcomes or applications of a field of research and improvements in technology.

Science Innovations

Students will study existing, future or theoretical research and how it can be applied to address an existing or emerging problem. Students will investigate and evaluate current or emerging scientific research to determine the feasibility of solutions and their ethical implications. Innovative science may be explored through investigation of one or more scientific issues, topics or case studies. Students will undertake a major investigation or project in a specific area of interest in Interdisciplinary science. The unit may include study outside of the college (e.g. at universities, CSIRO etc.). It may include a working relationship with a professional scientist in the chosen field or may take

another form of investigation. The Science Mentors ACT program will also be incorporated into this unit.

Technology

Automotive Technology (A)

List of Units

Automotive Fundamentals

The unit introduces students to the application of basic safety and emergency procedures to maintain a safe workplace. They also identify environmental regulations and learn how to avoid potential hazards.

Students will carry out workshop practice activities, including general fitting, housekeeping, and component cleaning, documenting and reporting and learn how to use and maintain measuring equipment.

They will identify and explain the function of a modern internal combustion engine and its major components. They will also remove and tag the engine system components. Included topics will be the operating principles of the 2 and 4 stroke petrol (Spark Ignition-SI) engine and the 4 stroke (Compression ignition-CI) diesel engine.

Class time will be divided between the workshop and the classroom.

Automotive Electrical Systems

This unit introduces students to basic electrical principles. Students will remove and tag automotive electrical system components, inspect, service, maintain or remove and replace batteries and work on projects relating to automotive electrical systems.

Class time will be divided between the workshop and the classroom.

Automotive Engine Systems

Students must undertake the safety aspects of “Automotive Fundamentals” before enrolling in this unit. This unit introduces students to the use and maintenance of measuring equipment. It also covers the operation and theory of multi cylinder engines.

Students will work on projects relating to automotive engine systems and will cover the removal and tagging of engine system components, the operation and

reconditioning of multi cylinder engines, and work on other projects relating to automotive engine systems.

Class time will be divided between the workshop and the classroom

Automotive Vehicle Systems

The prerequisite for this unit is *Automotive Fundamentals*. This unit introduces students to the application of engineering mechanics and materials, and to practical projects.

Students will work on projects relating to automotive vehicle systems and in particular the removal and tagging of transmission, suspension and brake system components.

Class time will be divided between the workshop and the classroom.

Design Environments (T/A)

List of units

Architectural Design

Examines architecture and design theory. Students learn that architects investigate new technologies and materials, and environmental sustainability. Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication. Students learn the contextual elements that contribute to designed environments including ethics.

Landscape Architecture

This unit examines architecture and design theory. Students learn that architects investigate new technologies and materials to create buildings or structures and ensure that what is designed is environmentally sustainable and addresses the user(s) needs. Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication.

Interior Design

Interior designers shape perceptions and responses to physical space (including commercial, residential, public and temporary) through form, light, colour, texture, and sound. Good interior design enables spaces to be more efficiently, comfortably, aesthetically fulfilling, evoke an emotional response and are functional for its user(s). Students learn the principles of design, the elements they need to consider in their design solution and communication skills in presenting ideas through using appropriate terms and technology.

Design & Graphics (T/A)

List of units

Design Applications

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

Design for Client Brief

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

Visual Communication

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

Negotiated Study

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.

Design & Emerging Technologies (T/A)

List of units

Design Processes

This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

Product Design

Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user centred product while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, the development of technical knowledge and understanding design opportunities that are brought about by technological change.

Design for Manufacturing

Design for manufacture explores the way in which design solutions are produced using existing and emerging technologies. The focus of this unit is on production processes, prototyping, manufacturing, economy of scale, material properties and emerging technologies. This unit offers students the opportunity to design, make and evaluate design solutions using a range of materials, technologies and production processes.

Innovation and Design

Authentic innovation in design can be achieved by combining process thinking with new ideas and existing and emerging technology. This unit offers students the opportunity to explore an area of futuristic design concepts within the focus areas of systems, product or environment design. Students will use their understanding of design process technical knowledge and social, ethical and environmental responsibilities to create, test and evaluate this design solution.

Furniture Making (A)

Through designing and making their projects students acquire the skills to use equipment, machinery and information technologies. They gain knowledge and experience of materials, systems and production processes and how to work independently and collaboratively.

List of Units

Furniture and Timber: Fundamentals

Students study the importance of Workplace Health and Safety (WHS) in an industry environment, correctly using and identifying basic hand tools and equipment, understanding the importance of accurate measurements and using measuring tools correctly. They correctly use and identify basic hand tools and machinery in the construction of a simple project.

Furniture and Timber: Trade Skills

Students develop skills in written and verbal communication while working in a team environment. They correctly use and identify basic power tools and machinery. Students use computing technology to access, input and store information in the furniture making industry. In this unit, students will construct a project.

Furniture and Timber: Joinery and Finishing

Students develop an awareness and understanding of environmental issues and impact of the furniture making industry. They explore how different timbers are joined and finished through the construction of a project.

Furniture and Timber: Project Assembly

Students identify and use various joints and hardware in the construction of a timber furnishing product.

Hospitality (C)

(Industry Based Course)

List of units

Hospitality Industry Fundamentals

This unit is an industry-based unit for students to learn skills necessary to work in the Hospitality Industry. It focuses on basic workplace hygiene and work, health and safety principles. It involves learning practical preparation and cooking skills, developing techniques required in industry for food preparation and presentation work. This includes organisational practices and time management procedures.

Service Procedures

This unit continues to extend students' Hospitality Industry knowledge including the operation of professional food and beverage outlets as well as clubs and other service venues within our community. It extends students to accept their responsibilities while working in industry.

Café Culture

Students participate in the operation of a Café, which includes the operation of a commercial espresso machine and the preparation and service of cafe style food and beverages. There is a strong emphasis on working in teams and building on customer service skills. Café operates most weeks and students work on a roster basis to gain a broad range of skills and knowledge.



Café Operations

This unit builds on the knowledge gained in the first three semesters. Students will be preparing and serving food and beverages to customers through the operation of a restaurant. Students are also encouraged to participate in evening functions and a Family and Friends evening dinner. On the theoretical side students update their food and beverage knowledge, customer service procedures and processing of financial transactions.

Food for Life (A)

List of units

Nutrition for Life

This unit investigates current health issues, food selection models, nutrition and resource management, within the context of meal preparation and service.

Food and Culture in Australia

This unit investigates the history and development of the Australian cuisine, looking at Bush foods and the impact of immigration on the Australian Diet. Advances in technology, Australian icons and the benefits of living in a multicultural society will also be addressed.

Food First

This unit investigates the selection, application and effect of various cookery techniques on food particularly for festive occasions. Factors such as methods of processing and marketing of foods, resources available and what constitutes a discriminating consumer are considered.

Independent Living

This unit investigates the skills and knowledge useful for independent living including time management, budgeting and the rights and responsibilities of consumers. The usual sequence would commence with the first unit of study being Nutrition for Life.

Information Technology (A/T/V)

The study of Information Technology allows students to explore the capabilities of computers as problem solving tools and equips them with the ability to make rational decisions about the use of information technology as well as to use a diverse set of technological tools and resources used for

entertainment, communication, publishing and problem solving.

Course streams and units may be blended in ANY configuration to suit the students interests and they are able to graduate with either a Minor, Major, Major-Minor or Double Major in Information Technology.

Students have the opportunity to gain competencies towards the VET (Vocational Education & Training) Certification, Cert II Information, Digital Media and that could complement future studies at CIT. This includes the option of undertaking Structured Workplace Learning (SWL) or engagement in an Australian School Based Apprenticeship (ASBA).

PLEASE NOTE:

A new framework has been implemented from 2020 for IT, and the course now consists of a combination of units from the following courses:

- Data Science ATV 2020-2025
- Networking & Security ATV 2020-2025
- Robotics & Mechatronics ATMV 2020-2025
- Digital Technologies ATMV 2020-2025.

Information Technology – Programming, Robotics and Electronics Stream (A/T/V)

Students undertaking the Programming Stream can choose to learn computer programming to a very advanced level as a specialisation, and/or learn programming not quite to the same depth, but apply those skills to interesting and entertaining situations, such as robotics and computer games. The focus is on understanding programming syntax, debugging problems, building useful applications that lead to the design and implementation of a significant project.

Units

Digital Assets - Programming Fundamentals A/T/V (Y11/ Y12)

Students will learn the basics of procedural programming using C++ and the focus will be on the acquisition and development of practical skills related to that language and applying the acquired skills in the design of effective computer programs. Many modern languages have drawn their control structures and

other features from C++ and this syntactical similarity will help students as they progress to programming in more modern languages.

Students should develop their ability to communicate information about algorithms and design using the appropriate terminology and conventions. Therefore, assessment tasks will place importance on such documentation.

Digital Applications - Intermediate Programming A/T/V (Y11/ Y12)

The main focus of this unit will be on learning Object Oriented programming, design and development in the C# Visual Studio programming environment. Students will work through class exercises to learn language syntax, program design and OO programming concepts in Java. This will be coupled with self-paced learning materials and teacher demonstrations. Students will learn the fundamentals of creating and using their own Classes, creating GUI's and user interfaces in SWING, and basic file I/O operations.

Digital Solutions - Advanced Programming A/T/V (Y12)

The emphasis in this unit will be on advanced programming techniques and concepts and is considered a high-level subject. Assessment tasks will incorporate higher order thinking and problem-solving skills that will prepare students for university level study.

Students will learn about and implement in the C# Visual Studio programming environment complex data structures like stacks, queues, trees and graphs. They will also study a number of searching and sorting algorithms, their implementation and appropriate use. Where possible, opportunities will be provided for students to gain firsthand experience in providing programming solutions in a variety of real-life situations.

Networking and Cyber Security – Constructing and Securing Dynamic Websites A/T/V (Y11/Y12)

Students will be building and publishing dynamic websites, involving setting up a server-side database and writing PHP scripts that control logins and database updates. Students will learn HTML, CSS and JavaScript, before moving onto learning PHP, setting up and using a MySQL database. This is an intermediate level unit

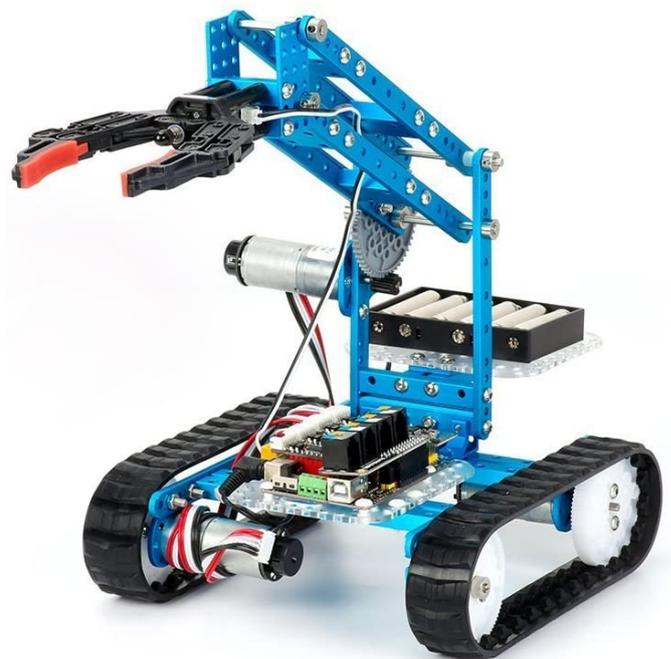
and students choosing to enrol should be familiar with Web technology.

Designing and Securing Enterprise Networks – Testing and Securing Web Apps A/T/V (Y11/Y12)

This unit is a continuation of the Networking and Cyber Security unit and students will build, test and secure web apps against a number of common exploits and security vulnerabilities.

Building and Programming Circuits - A/T/V (Y11/ Y12)

This unit will develop the students' knowledge, skills and understanding of robotics and embedded systems. Students will develop skills in basic electronics, prototyping, designing, constructing and programming robots to carry out simple and complex functions. Students will experiment with the hardware aspects of microcontrollers and develop interfaces that allow them to interact with the real world. They will study the fundamentals of microcontrollers and their interactions with physical systems including I/O devices, programming and communications. They will also explore the open source hardware and software movement. There is a significant practical project work in this unit where students will be working in groups to gain essential team-working skills.



Robotics and Mechatronic Systems A/T/V (Y11/ Y12)

Systems Analysis and Design unit is intended to deepen the students' knowledge, skills and understanding of mechatronics and embedded systems. Students will

learn the basics of the operation of the Raspberry Pi single board computer; Python programming, develop basic electronic circuits, prototyping, designing, and constructing devices to carry out measuring and data logging operations. Students will benefit with having their own Raspberry Pi device.

Digital and Analog Interactions A/T/V (Y11/Y12)

This unit is intended to deepen the students' knowledge, skills and understanding of the operation and applications of a range of semiconductor devices in analogue circuits as well as theory and application of digital electronics through a range of individual components and their uses in computer systems and analogue interfaces. Students will apply this to a mechatronics application, becoming familiar with its systems, sensors and other aspects of control.

Information Technology – Multimedia Design and Development Stream (A/T/V)

Units

Digital Assets - Graphics and 2D Animation A/T/V (Y11/Y12)

The emphasis will be on digital 2D graphics and animation including: vector and raster graphics, image creation, capture, enhancement, and transformation techniques using various software programs.

Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate information and ideas about digital imaging and sound manipulation, select and effectively use a range of digital graphical file formats to industry standards and protocols and create effective interactive animations controlled by the application of a scripting language such as ActionScript.

Digital Applications - Audio and Video Editing A/T/V (Y11/Y12)

The emphasis will be on the transformation and presentation of items using sound, graphics and video. Students will examine a variety of software and peripheral devices to transform graphics, sound and

create video sequences to be used in larger productions in a variety of contexts.

Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate information and ideas about digital imaging, video and sound manipulation.

Digital Solutions - 3D Modelling, Animation and Texturing A/T/V (Y11/Y12)

The emphasis in this unit will be on the development and presentation of animated 3D sequences. Students will use a variety of software and peripheral devices to produce graphics and animations for industry-relevant contexts. Emphasis will also be given to the acquisition and development of practical skills related to the production of 3D animations, and then transferring and building on the acquired skills in designing solutions to problems. Students will be presented with creative problems that will give them the opportunity to select and apply the appropriate design methodology.

Digital Assets - Website Design A/T/V (Y11/Y12)

Students will learn HTML, cascading style sheets (CSS) to apply uniform formatting and layout and write original JavaScript code to add interactive elements to web sites that they will construct and publish. They will then learn to advanced features of a web authoring application such as Dreamweaver to construct and publish a website that applies W3C accessibility standards and web authoring standards and industry protocols. Students will also learn the fundamentals of digital graphics for websites using Photoshop.

Digital Solutions - Computer Games Programming and Design A/T/V (Y11/Y12)

Students will learn to design and build complete working games using XNA, MonoGame, Unity or GameMaker, platform dependent on instructor choice. They will study computer games in relation to their history, genres, social and ethical issues, technologies and terminologies used, characteristics, careers and future trends. Students will be required to implement industry-recognised practices for planning and development of computer games, creating a functional computer game (including the creation of assets and programming code, and considering targeted computer architecture), and create industry standard

documentation (including built in help facilities, user documentation, program code documentation, debugging and evaluation techniques).

Data Representation and Analysis – Using Spreadsheets and Databases A/T/(11/ Y12)

The emphasis will be on the acquisition and development of practical skills related to relational databases and spreadsheets through a problem-solving approach. Students will collect and examine numerical data from a variety of contexts and determine how to best represent that data on a spreadsheet or a relational database, digitally manipulate data, visualise it and identifying patterns, trends, and to use data to develop narratives and arguments. A thematic approach may be employed in which students study the complex requirements and issues surrounding the representation, manipulation, collection, encoding, compression, transmission and visualisation of data.

Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate information about spreadsheets and relational databases using appropriate terminology.

Information Technology – Final Unit - All Streams (A/T/V)

Structured Project and/or Negotiated Study A/T/V (Y12)

This unit is one of the highlights of studying Information Technology. The purpose of this extended project available to students in Yr. 12 (eligible to undertake after passing 3 IT units) is to allow the student to explore the breadth of an IT related area of interest to them. Thus, you will be encouraged to make it a goal of your project to further explore a discipline and develop a product that is inside your sphere of knowledge, interest or area of expertise. This exploratory process will serve several important functions:

- It introduces you to research and independent learning outside your usual comfort zone. This breadth of exposure will prove useful in your further education at tertiary level.
- It allows you to independently learn/explore areas not covered by existing courses offered at school but of strong interest to you.

- It's exploratory and fun! You won't get too many chances like this to explore research in other subjects.
- Course projects are very open ended as one would expect. Here are some things to consider when defining your project:
- The project needs to result in a concrete outcome that will offer an interesting product and insight. Ultimately, the primary goal is that you learn something.
- You must have an adequate background to complete the project. For example, do not propose a project that involves kernel or server hacking if you have limited programming experience.
- The project needs to be feasible. For example, the amount of effort must be reasonable given the time available and you must have access to the resources needed to execute the project.
- The scope of the project you choose should be something that you can complete in 6-11 weeks, from conception to presentation & delivery. Leave some time for unforeseen & unexpected obstacles.

Students will present and demonstrate their projects to IT Faculty staff and fellow students.

Examples of projects undertaken by past students:

- Programming the Microsoft Kinect skeleton sensor to control an Arduino based robot over Bluetooth
- developing a graphical Chess game in Java complete with a basic AI
- a plethora of computer games have been developed, from improvements on classic games to original multiplayer games
- Android phone apps
- Static and animated graphic posters
- A multipurpose robot with 3D printed components & controlled by a Arduino microcontroller
- A dynamic website using a MySQL database and PHP scripting that allows users to register, upload, chat in a forum and share recipes with other users.

Metal Engineering (A)

List of Units

Introduction to Metal Industry

Introduces students to the principles of WH&S in the work environment. Students will carry out routine Oxy/Acetylene welding and look at the selection of

machines and tools to carry out mechanical cutting and perform engineering measurements. This unit also looks at communication in the workplace.

Metal Trade Skills

Students will look at selecting the appropriate machines, materials and fabrication techniques to complete basic operations, plan routine tasks and perform routine manual arc welding as well as work with others in a manufacturing environment.

Metal Skills and Processes

Students will set up and perform simple welding exercises using GMA welding for ferrous materials, understand the need for and operate within a quality control system and understand the importance of applying quality procedures to their own work.

(Teacher centred unit)

Working Within the Metal Industry

Students will apply quality systems to perform welding techniques. Students will work within specifications relevant to the tasks and perform problem solving exercises on the specification.

(Student initiative is essential)

Textiles and Fashion (T/A/M)

Some units will require students to purchase fabrics and/or patterns to make their chosen design, there are some materials available in the classroom for students to use if required for garment construction.

PLEASE NOTE: While the content of an A and T course is the same, there are several defining factors between the two. There is a differentiation in the level of analysis in the literacy tasks, the technical skill and skill level in the practical tasks as well as assessment weightings.

There are enough units within the Textiles and Fashion Course that Students are able to study a major minor or double major. All units are subject to availability.

List of Units

Design Applications

Students learn about safe textiles work practices, in addition to understanding the basics of Fashion Design, with the application of the Elements and Principles of

Design. Students learn how to follow a design brief and to create a design folio. They learn various construction techniques when making a garment or furnishing project. Students also explore various techniques of textile colouration and print making, in addition to caring for textiles items.

Fashion Industry

Clothing is an integral part of our lives. In this unit students learn about the production process in the Fashion Industry, where they take part in a simulated clothing production run and learn about the various jobs and tasks in the fashion industry. Students also learn about ethics and responsibilities for the fashion industry and learn how the Australian Fashion Industry works.

The Production Run garments are sponsored by Canberra College, Bendigo Bank and Spotlight and are donated to the CCCares Program on completion. Students do not need to contribute financially towards the production run garments.



Working with Textiles

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

Recycle and Reuse

In this unit students will learn to deconstruct and reconstruct used clothing using OHS practices and quality assurance standards. They will explore the impact of textile products on the individual, society and the environment, as well as analysing the lifecycle of a product from concept to disposal. Students will look at the ethics of consumption of textiles products and fashion marketing and learn to define the difference between reusable, recyclable and disposable products. Students will follow design briefs to construct 'new' textile products using recycled materials.

Tourism Studies (T/A/V)

List of Units

Tourism and Event Management (includes 1 core unit of competence)

This unit will introduce students to the Tourism Industry. Students will cover the following topics:

- Source and use information on the tourism and travel industry
- Provide advice on Australian destinations
- Sell to the retail customer
- Advise on products and services
- Provide visitor information

Working in Tourism (Includes 1 core unit of competence)

Students develop skills and destination knowledge relevant to major tourist locations in Australia and overseas, geographic features, local customs and culture and special attractions within an area.

Technical and office skills including working with colleagues and customers, the use of the telephone and producing simple word-processed documents are also covered.

Global Tourism (Includes 2 core units of competence)

Students will develop skills in providing and presenting information about the geographic, social and cultural features of selected international countries. They will also develop knowledge of OH&S and security procedures, as well as knowledge of working in a culturally diverse environment and how to handle customer complaints.

Tourism and Events Promotion

Students will develop skills in sourcing and presenting promotional stands for displays. Other topics include sourcing and presenting information, how to access and interpret product information and to use online information systems.





Outdoor Ed students attending Scuba excursion at Montague Island 2019



The College Jazz band 2019

