



the  
Canberra College



# Unit Guide

*Canberra College provides a co-educational,  
comprehensive and inclusive curriculum  
for a wide range of students.*

*This unit guide book will assist you to choose the best  
package of courses that will support your transition  
beyond secondary education.*

*Further information on college is available  
on our website at [www.canberrac.act.edu.au](http://www.canberrac.act.edu.au)  
or by contacting the College on 6205 5777.*



***www.canberrac.act.edu.au***

**Weston Campus    Woden Campus**

Fremantle Drive, Weston, 2611    Launceston Street, Phillip, 2606

telephone: 6205 6787    telephone: 6205 5777

*info@canberrac.act.edu.au*





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# Arts

## Visual Art (T/A)

*A selection of units will be offered each semester, in line with student needs*

### List of Units

#### *Exploring Visual Arts*

This initial unit provides an introduction to basic visual art knowledge, 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.

#### *Painting*

This unit offers the continuing student exercises in fundamental painting techniques, 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. Using Visual Art principles and practices, students create with an awareness of positive and negative stereotypes and how they are used in constructing cultural stories. 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 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. Using varying mediums students create art works surrounding the ethical issues this art form raises such as Art versus Propaganda. There is a strong relationship between the Arts and the Media using found images and copyright issues.

#### *Graphic/Art Design*

This unit looks at the various approaches to functional and non-functional design employed by artists and craftsmen. Students create works that reflect their understanding of the concept and delivery of good design.

#### *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.

#### *Printmaking*

This unit explores the different ways in which artists produce print runs. Students experiment with a variety of printing techniques including lino lithograph and etching, and theory is relevant to the technique, and to the artists who practise that technique.

#### *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)

### *Exploring Ceramics*

This foundation course covers basic hand building and decorating 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 wheel throwing and have the opportunity to explore various firing techniques like saggar, salt and raku. Theory includes exploration of the history of firing techniques and their adaption to modern ceramics.

## *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.

## *Ceramics Negotiated Study*

This is a project-based unit. Students can apply and extend learned skills through major self directed projects. 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 ceramics major).

The theoretical component of the courses is related to the practical work.

## **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 Studies (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, ballet and/or contemporary. Students will understand how the body works and how it moves. Anatomical awareness may include the study of basic skeletal and muscular systems and so on. Appropriate cultural, social and historical aspects of dance and related arts will be studied.

### *Dance – History*

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, and exponents of modern dance from Isadora Duncan to the new experimentalists.

### *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 – Theatrical Styles*

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.

### *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.

## 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 OR Dance History
Major	Students must include Dance — Foundation AND / OR Dance History
Major/Minor	Students must include Dance — Foundation AND / OR Dance History
Double Major	Students must include Dance — Foundation AND / OR Dance History

## Prerequisites

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

It is recommended that those students wanting to do **Dance Studies (T)** have some previous dance experience.

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

Year 11 Semester 1 students choose either *Dance Foundations* or *Dance History*

## Drama (T/A)

### 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 of performance including music and sound in theatre. 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.

### *Devised Theatre*

The focus of this unit is to provide students with opportunities and strategies to create and present original theatrical work/s for an intended target audience. This unit may serve as a production unit. Student work in this unit is usually performed at festivals in Canberra and the Adelaide Fringe Festival.

### *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. The unit covers the indigenous contribution to Australian dramatic history and encourages students to interpret the works of Australian playwrights

### *Design for the Stage*

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

### *The Director*

The focus of this unit is to provide students with an opportunity to develop and experiment with directing performances. This unit is intended for experienced students to work in conjunction with performance classes. Theory includes study of significant directors and other theatre practitioners.

### *Dramatic Explorations*

The focus of this unit is to provide students with an understanding of the fundamental elements of drama. Students learn the fundamental skills needed to produce performance, in a range of styles, with improvisation and exploration of a variety of genres. Emphasis is placed on the ability to work in groups, and the building of trust and confidence in one's abilities.

### *Taking it to the Stage*

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.

### *Masked Performance*

The focus of this unit is to develop an understanding of the modern, historical and cultural practices of performances using mask. This unit focuses on the skills of the actor but more significantly on the use of mask and movement as devised for creating character.

### *Performing Shakespeare*

The focus of this unit is to develop and apply an understanding of Shakespeare's plays, through a variety of performance contexts and interpretations. While this will inevitably require an understanding of the language, the explicit focus of this unit is performance skills and contextualisation.

### *Realism versus 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*

The focus of this unit is to provide students with an opportunity to experiment with a variety of innovative performance styles, and develop a practical and theoretical understanding of their methods and goals.

### *The Golden Ages of Classic Theatre*

This unit provides the opportunity for in depth study of a number of pre twentieth century theatrical traditions significant to the development of Western Theatre. Styles explored may include, but are not limited to, Greek and Roman Theatre, Spanish, Medieval Theatre, Elizabethan and Jacobean theatre, Restoration Theatre and Melodrama.

### *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

### *Dramaturgy In Action*

The focus of this unit is on the actor's ability to explore and utilize the concept of "different dramaturgies" in approaching the development and presentation of theatre regardless of style or genre. This includes consideration of the personal, cultural and belief systems that underpin different ideologies for the actors, directors and audiences.

### *Political Theatre*

The focus of this unit is to provide students with an understanding of the way in which theatre has been used as a powerful political tool throughout history in order to create their own theatrical statements that challenge current power structures and cultural values.

### *Sound and Light Design*

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

### *Theatre Flashpoints*

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 and Performance*

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

### *Independent Study Unit (T Unit only)*

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

### *Theatre for Young People*

The focus of this unit is to explore and appreciate the value of theatre designed and intended for young

people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. The unit will explore the importance of establishing interaction and rapport between the young performers and their audience.

### *Theatre around the World*

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 voice and movement techniques and opportunities to utilise these in a variety of practical contexts.

### *Ensemble Production*

The purpose of this unit is to investigate the manner in which ensemble production takes place – the specific techniques and styles required to create a successful performance in this manner.

### *Community Theatre*

The focus of this unit is the investigation of the way in which theatre can be used by communities as a tool to express their concerns and seek resolution of these issues.

### **Course Patterns**

One Drama, one Media or one Theory of Knowledge standard unit may be included in an English T Major or Major/Minor; or one unit from two of these courses in a Double Major.

Year 11 Semester 1 students choose either *Dramatic Explorations (T)* or *Dramatic Explorations (A)* depending on their package needs.

## **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.

### *Animation*

This unit examines the nature of and concepts related to traditional and computer assisted animation. Students will view, examine and criticise a range of animated films, study animation production and processes and produce short animated films.

### *Media Project & Scriptwriting*

To enrol in this unit students must have successfully completed 3 standard units of media and demonstrated well developed self management skills. This unit identifies the processes required to develop and write a script and apply the skills and conventions embedded in visual storytelling, enabling students to produce and direct their own work.

### *Television*

Television units look at how television shapes our view of the world, how television programs are produced and programmed including techniques involved with scripting, shooting, editing and special effects. For example Soaps, Series, Sitcoms and Television Drama form the basis of this unit where students put into practice the making of a television show. Other TV units focus on using the current affair and infotainment genres. Students become part of a television crew experiencing pre-production, production and post-production of 'live to air' broadcast. Opportunities presented include writing, directing, producing, acting, camera, vision mixing, sound technician and lighting.

### *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.

### *Popular Culture*

This unit examines popular culture, looking at a variety of media to determine what is interesting or unique about our culture and others. Students identify the way in which cultural meaning is expressed by examining such things as gender, stereotypes, codes and conventions, political and cultural events. Students film and produce pieces that show they understand these codes and conventions, for example, they may produce an Anti-Advertisement.

### *History & Development of Film*

This unit provides students with the opportunity to investigate the historical development of film as an entertainment and art form while examining the role of influential people and technological developments. Students will gain an understanding of historical developments and changes in selected movements, and recognise the social constructions of gender in film. This knowledge will be used to further develop their film making practice.

### *Process to Production*

This unit focuses on advanced production techniques, with a focus on end-to-end design. In this unit students apply their understanding of media concepts through the production of a significant media project in their chosen medium, ranging from graphics, video and sound to the Web and interactive media. They may produce an original idea or adapt an existing work in the medium of their choice.

### *Film Making*

This unit provides students the opportunity to explore, in depth the skills and knowledge of cinematography and the visual language of film. Students plan, script, shoot, edit and screen a short film and reflect on their film making.

### *Scriptwriting*

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

## Film Genres & Cultures

This unit provides students with the opportunity to explore the concept of genre, narrative technique, codes and conventions. This unit investigates films in their cultural context and the unique qualities and conventions in style and content from a particular culture. Students apply aspects of film theory and genre to the process of film production.

**Year 11 Semester 1 students are recommended to choose Introductory Media.**

## Music (A)

### List of Units

Music A — Intro to Music, then the units that are listed below in Music (T).

These units are not sequential and students will have the opportunity to work at an individual level.

## Music Industry (C)

### List of Units

- Breaking into the music Industry
- Earning Your Way in the Music Industry
- Headlining the Gig
- Recording on Both Sides of the Glass

## Music (A/T)

### List of Units

- Classical Music
- Romantic Music
- Music of the 20th and 21st Centuries
- Jazz Perspectives
- Blues Music
- Swing & Bebop Music
- World Music
- Rock & Pop

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.

It is expected that by the end of Year 10 that students who are intending on choosing a *Music* course have instrumental experience.

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

## Jazz (T)

### List of Units

- Early Jazz
- The Swing Years
- Bebop
- Cool and Beyond
- Latin Music

In these 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 (T) units are sequential.

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.

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

## Special Music Programs (School of Music)

### Preparatory Jazz Studies (T)

This course is conducted at the School of Music, and caters for students who wish to pursue tertiary studies in jazz. Entry is by audition, and enquiries should be directed to the Canberra Institute of the Arts.

## Photography (T/A)

### List of Units

#### Foundation Photography (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.

#### Photographic Applications (T/A)

This unit covers colour photography, using the subtractive and additive colour method in relation to

the production of prints from colour negative film. Hand-colouring techniques, fibre base paper, camera lenses and filters are also taught in this unit. Original and creative methods of print presentation are encouraged.

### *Art Photography (T/A)*

A study of contemporary photographers and exploration of artistic techniques such as collage, 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.

### *Continuing Photography (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.

### *Introductory Digital Photography (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.

### *Continuing 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.

### *R Unit Photo Access (Half Unit)*

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

### *Digital Photographic Applications A/T*

Introductory Digital Photography is highly recommended. This is an advanced digital unit for

students seeking a photography major. The unit covers colour theory, digital workflow and output amongst other topics.

### *Photography Negotiated Study A/T*

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

### **Course Patterns**

Foundation Photography 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.

## Behavioural Sciences

### **Psychology (T/A)**

The following is the list of units. These are offered on a rotation.

#### *Infancy to Adulthood*

This unit investigates the interrelationship between the genetic and environmental basis of behaviour and looks at the theories that explain the development of human behaviour over a lifespan. This is the recommended beginning unit for all Psychology students.

#### *Sensation & Perception*

This unit allows students to investigate ideas, issues and theories related to human memory, intelligence, sensation and perception.

#### *Personality*

This unit investigates the development of personality and theories of personality. A study is also made of some of the major behavioural disorders and their treatment.

#### *Learning and Memory*

This unit allows students to study learning styles, conditioning, memory processes and behaviour modification.

### Abnormal Psychology

In this unit students examine and analyse the nature of a variety of behavioural disorders and the issues that surround them, as well as their treatment methods.

### Mental Abilities

This unit examines and evaluates the nature of intelligence, including emotional intelligence, by studying normality, the measurement of intelligence and problem solving styles.

### Attitudes and Prejudice

This unit explores the formation of attitudes and prejudices as well as the theories of attitude change including the prevention of racism and discrimination.

### Excursions—Action Learning/Research

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

These excursions are:

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

Year 11 Semester 1 students choose *Infancy to Adulthood*.

## Sociology (T/A)

Units are offered on a rotation

### List of Units

#### Sociology and Power

This unit looks at introductory social concepts. Topics include:

- The main sociological perspectives
- Identity Formation
- Socialisation
- Research Investigation project
- Class Differences and Life chances
- Power
- Poverty
- Interest Groups and Political Power

### Sociology of Religion

Students investigate the major belief systems. Focus topics include:

- Established religions and religious practices
- Alternative movements – sects and cults
- Fundamentalist groups
- Women in Religion
- Patterns of religions in Australia
- The decline of religion vs new religions

### Sociology of Media, Youth and Culture

This unit is based around current technologies, media and its influence in modern day society. Topics include:

- The role of Media and internet in gender construction
- Theories of the pervasive influence of media
- Role of media in sport, religion, and education
- Risk-taking and sub-cultures in the media
- Sexuality, Dating and Relationships as portrayed in the media

### Sociology of Roles and Relationships

- Marriage and family structures
- Gender Identity and Sexualisation
- Relationship between sex, gender and power
- Sociology of Deviance and Crime
- Sociological theories of deviance
- Social determinants of deviance
- Juvenile Delinquency
- White collar crimes, fraud
- Distribution and Patterns of Crime in Australia
- Media case studies (eg – gangs, hooliganism)

### Sociology of Health and Medicine

- The social factors in understanding ADHD, Chronic Fatigue, Stress Disorders
- Sickness as a social construct
- Mental Health
- Alternative Medicine
- Aboriginal Health
- Women's Health / Men's health
- Access to Health Care
- Sociological understandings of global crises (eg. Pandemics)

Year 11 Term 1 students choose *Sociology and Power*.

# Commerce & Legal Studies

## Accounting (T/A)

### List of Units

#### *The Accounting Purpose and Process*

This unit looks at:

- Financial Markets in Australia their functions and the role of regulators – ASIC and APRA
- Nature and functions of accounting
- Users of accounting information and their needs
- Careers in accounting
- Types of business entities who use accounting information
- Types of accounting reports produced for internal and external users

#### *Measuring Profit and Cash Flow*

This unit looks at:

- Accrual accounting
- Balance day adjustments
- Provision for depreciation and doubtful debts
- Preparation of fully classified financial statements
- Integrated computerised accounting exercises to produce all required financial reports

#### *Recording Information and Procedures*

This unit looks at:

- The overview of the accounting process, ie original documents → journals → ledgers → financial reports
- Features of double-entry accounting, involving the accounting equation.
- The accounting process or cycle, reporting requirements of the GST and preparation of the BAS.
- Preparing financial statements (Balance Sheet and Income Statement) from the Trial Balance.

#### *Accounting Controls*

This unit looks at:

- Controls for Cash Transactions
- Bank Reconciliation Statements
- Cash Budgeting
- Sources of finance
- Controls for Credit Transactions

- Controls for Inventories
- Controls for Fixed Assets

Accounting (T) is available as a Minor, Major and some units may be combined with some units from Economics or Business to form a Commerce Major, Major-Minor or Double Major.

Year 11 Semester 1 students choose *The Accounting Purpose and Practice*, later unit choices can be *Recording Information and Procedures*, *Measuring Profit and Cash Flow* and *Accounting Controls*

## Business (T/A)

### List of Units

#### *Small Business and Globalisation*

This unit gives students:

- an introduction to the accounting, legal and economic background to business.
- then analyses the external factors that impact on Australian businesses

Theories on Government policy, the Business Cycle, overseas trade, cultural difference and international conflict are considered in relation to potential business opportunities and threats.

#### *Economics and Industrial Relations*

This unit evaluates the changing nature and key influences of employment relations and explains the employment cycle in the business environment. Students will then analyse the ethical and legal responses to change in the workforce. This is followed by analysis and evaluation of Australia's current economic outlook. The fiscal and monetary policies and its influence on the economic activities and business decisions are examined.

#### *Marketing & Business Management*

This unit examines the process of marketing from the conception of an idea to the sale of the final product. Students will investigate the various strategies that can be developed by profit and non-profit organisations to promote products, services or causes. We then look at the different theories associated with business management and change management.

### *Financial Management & the Business Plan*

This unit has an emphasis in contemporary issues associated with financial management. After a discussion of the importance of financial management, business planning and regulation are introduced and students complete a Business Plan based on their own ideas.

Year 11 Semester 1 students choose Small Business and Globalisation later units are, *Marketing & Business Management, Economics and Industrial Relations* and *Financial Management & the Business Plan*.

## **Business Administration (A/V)**

### **List of Units**

#### *Working in Business Administration 1*

This unit should enable students to:

- Develop keyboard skills
- Participate in WHS processes
- Work effectively in a business environment
- Produce simple word processed documents
- Participate in environmentally sustainable work practices
- Communicate in the workplace
- Work effectively with others
- Deliver a service to customers
- Create electronic presentations

#### *Working in Business Administration 2*

This unit should enable students to:

- Process and maintain workplace information
- Organise and complete daily work activities
- Use business technology
- Handle mail
- Communicate electronically
- Create and use spread sheets
- Process financial transactions & extract interim reports
- Develop speed and accuracy in keyboard skills

#### *Working in Business Administration 3*

This unit should enable students to:

- Produce desktop published documents
- Create and use databases
- Write simple documents
- Work effectively with diversity
- Organise workplace information

- Design and produce business documents
- Design and develop text documents
- Develop speed and accuracy in keyboard skills
- Apply knowledge of OHS legislation

#### *Working in Business Administration 4*

This unit should enable students to:

- Organise personal work priorities and development
- Produce desktop published documents
- Develop keyboarding speed and accuracy
- Design and produce business documents
- Produce spread sheets

## **Economics (T)**

### **List of Units**

#### *Introduction to Economics*

This introductory unit has a broad overview of basic economic principles and concepts. It explores concepts such as supply and demand, scarcity and the role of individuals, firms and government in the economy.

#### *Development and Trade Economics*

This unit examines the key features and models of economic development, evaluating differing strategies, e.g. trade versus aid. It looks at the factors of economic development such as natural, human, physical, technological and institutional factors. This unit will develop an understanding of International trade.

#### *Macro Economics- Theories and Issues*

This unit explains various economic models looking at the influence of government, financial and foreign sectors. It looks at the business cycle, inflation, unemployment and their interrelationships.

#### *Theory of the Firm and Market Failure*

This unit examines the role of producers in the Australian Economy and the market structures involved. It looks at the concepts of diminishing return, cost/revenue theory and production function. The unit also focuses on the role of government and the need for government intervention.

Year 11 Semester 1 students choose *Introduction to Economics*. Later units are, *Macro Economics-Theories and Issues, Development and Trade Economics* and *Theory of the Firm and Market Failure*.

## Commerce (T/A)

This is an interdisciplinary course. A minimum of a minor in each of Accounting, Business or Economics can be combined to form a commerce major, major minor or double major. There are specific requirements of students seeking to undertake Commerce as a course and it is a requirement that prospective students seek advice from the faculty prior to enrolment.

## Legal Studies (T/A)

### List of Units

#### *Legal Systems & Australian Law*

This unit introduces students to Australia's legal institutions and processes. It considers the role and importance of the law in their lives and their roles in law-making processes. Students analyse the interrelationship between law, justice and society and the changing nature of law. Many fundamental legal concepts are introduced in this unit and these are developed in later Legal Studies units.

#### *Crime & Justice*

This unit explores law enforcement processes in Australia. Students analyse legislation, cases, media reports and opinions to review arguments for changing the law. Students examine the definition and classification of crime; elements of crime; defences; the trial; the jury; punishment; victims of crime; and criminal law reform issues, and the criminal justice system.

#### *Human Rights & Family Law*

In the Family Law section of the unit, students will focus on the range of relationships defined under the law—marriage, de-facto relationships, same sex relationships as examples. Issues such as surrogacy, reproductive technologies, adaption and other family related matters may arise as topics.

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.

#### *Consumer Law and Torts*

This unit is designed as a detailed study of consumer law and covers areas such as the elements of contracts, problems that arise in contracts and relevant other legislation. In the Torts section of the unit, students may study topic areas such as negligence, trespass, nuisance, defamation and employer's liabilities. The types of remedies available to people under these areas of the Law is a focus of the unit.

### Course Patterns

- The units are not sequential. However, students are advised to study the Australian Legal Systems— an overview, before taking other units.
- Flexible entry and exit points are provided.
- Students who intend to continue the study of Law or related courses at a tertiary institution are strongly recommended to complete a Major in this course.
- Students may begin study in a T unit but, may continue in an A level to complete the Legal Studies A course.

### Suggested Implementation Patterns

These suggestions apply for both T and A Courses:

In Year 11 it is recommended that the following sequence of units is applied, Sem 1: *Legal Systems & Australian Law* and Sem 2: *Crime & Justice*

In Year 12 it is recommended that students choose from the following units. Sem 3: *Human Rights & Family Law* and Sem 4: *Consumer Law and Torts*

# Community Services

## Social and Community Work (A/V)

### List of Units

#### *Understanding Community Services*

Consists of two term units:

- Prepare for Work in Community Services
- Working with Others in the Community

#### *Children's Play Work*

Consists of one semester unit:

- Introduction to Children's Play

#### *Disability and Aged Care Work*

Consists of two term units:

- Disability Work
- Aged Care Work

#### *Issues in Youth Work*

Consists of two term units:

- Working With Young People
- Alcohol and Drug Issues.

Please note that students may enrol in Social and Community Work without any prior knowledge or experience and may complete the units as part of a Year 12 Certificate without doing the vocational placements.

# English

## English (T)

### Course Patterns

One Drama, one Media or one Theory of Knowledge standard unit may be included in a T Major or Major/Minor or one unit from two of these units in a Double Major.

English (T) is available as a Minor, Major, Major/Minor, Double Major.

In Semester 1, Year 11 students choose one of the introductory units below:

Students who choose Responding to Literature 1 have essay writing skills which need development.

Students who choose Responding to Literature 2 should have proficient or advanced skills in essay writing.

#### *Responding to Literature 1*

*This unit is suitable for students who need further practice to improve their essay writing and literary analysis skills.*

Various forms of literature will be studied: novel, drama, poetry, short stories, and films as well as everyday texts such as newspapers and magazine articles.

#### *Responding to Literature 2*

This unit is recommended for students who are already competent in essay writing and literary analysis skills.

Various forms of literature will be studied, including novels, drama, poetry, short stories and film.

*In semester 2, all units may be combined Year 11 and 12 classes.*

### Year 12 and Semester 2 – List of Units

#### *Aboriginal Literature*

Students will study Aboriginal writing and other Aboriginal and Torres Strait Islander narrative forms will be undertaken. Traditional, modern and contemporary writing and recitation, narrative painting forms, music, drama, dance, film and other expressions will be included.

#### *And The Beat Goes On...*

Students will experience and examine a wide selection of traditional and contemporary song lyrics; the ways in which songwriters use language and style to clarify and communicate ideas and experiences, and the use of music and lyrics in fiction.

#### *Australian Literature*

Students will explore a variety of literary genres, which reflect aspects of Australian culture in the past and the present. The contribution of Aboriginal and Torres



Strait Islanders as well as different ethnic groups to Australian literature will be a focus of the unit, as will other issues concerning contemporary and future society.

### *Book to Film*

Students will study at least three works of fiction that have been later adapted for the screen. Students will explore the role of the audience in shaping each form of text and the ways in which both forms differ in their structure and mode of expression.

### *Children's Literature*

Students will develop an enjoyment of the genre and an appreciation of its uses. Students are also expected to produce their own writing for children, which should reflect their understanding of the genre, including its commercial and pedagogical values. Critical analysis and a theoretical understanding of the ways in which text and graphics are constructed are integral to this unit.

### *Comedy and Satire*

Students will study the major forms and techniques of comic and satiric literature, both written and visual. Students will be offered opportunities to write and/or produce their own comic/satiric work.

### *Crime Fiction*

Students will examine the development of this genre through a range of crime fiction literature including novels, short stories and visual texts. Students will be offered the opportunity to write their own piece of crime fiction.

### *English Language*

Students will explore the origins, development and structure of the English language. Students will also study how language is used in a variety of contexts, as well as develop an understanding of and respect for those from diverse linguistic backgrounds.

### *Futurescape*

Students will explore important issues relevant to contemporary society through texts which depict diverse visions of the future.

*Students may undertake only one of Speculative Fiction or Futurescape.*

### *Speculative Fiction*

Students will explore a variety of genres within speculative fiction including science fiction, horror, fantasy, detective and spy fiction.

*Students may undertake only one of Speculative Fiction or Futurescape.*

### *Images of Sport*

Students will explore attitudes that make sport a significant part of contemporary society. Students will develop an understanding of the language of sport and how it is used to report and reflect on sport. Issues related to sport such as racism, ethics, the nature of power, drugs, identity and professionalism will be investigated.

### *Issues*

Students will explore and respond to contemporary issues as they are presented in various media. They will analyse how authors present views and shape audience response. Students will formulate, articulate and support their own opinions on issues presented in the unit.

### *Journeys and Quests*

Students will develop an understanding of the notion of a journey whether as a personal challenge or a physical journey. Students will have opportunities to explore the epic hero and conduct research into journey and quest writing.

### *Literature from Other Lands*

Students will be introduced to literature from other cultures. They will explore a range of universal issues through the literature of international writers.

### *Literature of War and Peace*

Students will examine a variety of materials relevant to the issues of war and peace, with the aim of developing students' understanding of the historical and social contexts which shape people's attitudes, reactions and experiences in warfare.

### *Lives and Times*

Students will explore a wide range of non-fiction material as a reflection of the lives and opinions of individuals and the historical contexts in which they were set.

## North American Literature

Students will study a variety of literature and films which reflect aspects of the culture of the USA and Canada, including the indigenous and African American writings of the past and the present. Students will also examine the social and historical contexts in which their chosen works for study were written.

### Novels

Students will read three or four novels, covering a range of authors and styles. They will focus on novel structure, the elements of the novel, and the issues dealt with in the novels chosen.

### Plays

Students will focus on plays as literature. They will appraise at least three plays from different cultures and eras. Students may engage in small group readings, improvisations and adaptations in response to the plays studied.

### Poetry

Students will read and respond to a wide selection of poetry, as well as choosing a more specialised study of poets and/or a literary period. Students will gain an understanding of how poets use language to clarify and communicate ideas and experiences.

### Romantics, Rogues and Reformers

Students will develop an understanding of the social and political changes reflected in 19th century literature. This will include the impact of Romanticism, the Gothic Revival and the Victorian period. A wide range of poetry will be read and at least one novel, one play and one poet will be studied in depth.

### Shakespeare: Poet and Playwright

Students will appraise a selection of poetry and at least two plays. Students will also examine the historical framework and the moral and theatrical conventions of Shakespeare's time.

*This unit may also be included in a Drama course.*

### Shorter Literary Forms

Students will study a range of short fiction, non-fiction, drama, poetry, the essay, and short films. Students will also develop their interest and experience through writing in some of these forms.

## Social Commentators

Students will explore a wide range of fiction, non-fiction and film texts, which focus on social themes or issues. Students will respond to these and develop a perspective on the social and historical context of the writings, as well as on their own social contexts.

### Women in Literature

Students will appraise a variety of materials by and/or about women. Students will analyse the images of women, and they will be encouraged to draw their own conclusions about women's roles, and to respond critically to the chosen texts.

## Writing Units

### Advanced Writing

Students will develop critical, experimental and imaginative abilities in handling a range of media and language forms. Drafting and redrafting techniques will be used to create a complete and balanced manuscript. Students taking this unit are expected to have successfully completed Writers' Workshop.

### Writers' Workshop

Students will have an opportunity to imaginatively explore ideas and subjects from a wide range of starting points and in a variety of styles. In their writing, students will be encouraged to recognise the value of their own experiences and to develop their awareness of the steps in the writing process.

### World Literature

Various forms of literature will be studied over the 4 semesters including novels, drama, poetry, short stories and film. In these units students will have extensive opportunities for critical and creative responses to their reading.

### Language and Literature

Students will develop skills in textual analysis. They will also learn that language is adapted to suit place, social context and time.

## 0.5 Standard Units

### Information Literacy and ICT Skills

This unit, taught by teacher-librarians, offers students an opportunity to develop their research and

information literacy skills, enhancing their capacities as independent learners and users of information technology. On completion, students also will be awarded a Year 11/12 ICT Competencies Certificate. Flexible delivery allows students to complete this unit in their own time.

## English (A)

### Course Patterns

English (A) is available as a Minor, Major, Major/Minor or Double Major. One Drama or one Media unit can be included in a Major or Major/Minor; one Drama and one Media unit can be included in a Double Major.

English (A) is available as a Minor, Major, Major/Minor, Double Major

### List of Units

In Semester 1, Year 11 English A students enrol in the following units:

#### *Fantasy- Year 11a*

Students study and respond to a range of fantasy texts including novels, short stories and films. Students will identify and examine the common themes and issues within these texts and explore the popularity of this genre.

#### *Images of Sport—Year 11b*

Students analyse texts that are sport related in theme and plot. Students will explore the role of the media in sport and examine the significance of sport to Australians.

In Semester 2, all units will combined Year 11 and Year 12 classes.

### Year 12 and Semester 2 units:

#### *Real Life Stories-Yr 12*

Students will become acquainted with a range of interesting people, the times in which they lived, and the cultures which shaped their lives. Students will read and/or view a selection of written and visual texts.

#### *Crime Stories*

Students will study the elements of suspense in detective and mystery fiction from Sherlock Holmes to the present.

#### *Images of Australia*

Students will examine aspects of Australian culture and society, past and present, through the images presented in literature, the arts and media.

#### *Film Study*

Students will analyse the technical and dramatic elements of successful films and examine the techniques of a variety of directors.

#### *Heroes*

Students will explore Ideas about the hero and the hero's journey using texts such as biblical, mythological, historical and 'everyday' stories.

#### *Popular Culture for Children*

Students will read and analyse a range of texts for children. They will be encouraged to work with younger children and produce material, written and non-written, for a variety of audiences. A useful unit for students studying Child Care.

#### *The Journey*

Students will explore the theme of the journey in both fiction and non-fiction texts. Ideas such as courage, personal growth, and the adaptive resilience of the human spirit will be explored through such mediums as mythology, computer games, and current films.

#### *Contemporary Issues-Yr 12*

Students will develop an understanding of broad contemporary issues through reading, viewing, listening and responding to a variety of texts that deal with issues within our society and community.

#### *Advertising*

Students will examine a variety of advertising media and explore the purpose of advertising. Students will analyse the techniques used by advertisers. There will be opportunities to create their own advertisements.

#### *Images of War*

Students will critically examine a range of texts depicting the experience of war. Students will also explore varying interpretations and images of war as presented by print media, film and television.

### *Science Fiction*

Students will explore some common themes and issues raised by Science Fiction writers using a range of short stories, a novel, films and documentaries to develop their understandings of the genre.

### *Popular Music*

Students will critically analyse a variety of popular songs recorded over the last fifty years. Students will explore the wider social, political and cultural issues that relate to trends in popular music.

### *Write your way*

Students will analyse the writing process by exploring a variety of texts including short stories and newspaper/magazine articles and develop an understanding of the techniques used in these. Students will practise a range of writing styles including descriptions, diaries, letters as well as producing a sustained piece of writing.

### *Children's Literature*

Students will explore why particular books and television programs appeal to children. Students will investigate the role children's texts have in conveying, maintaining or breaking down social stereotypes and values.

### *P-Plate English*

Students will study a variety of texts that focus on driving and owning a vehicle. Students will explore the issues and expectations of being a responsible driver and the legal aspects of buying, owning and driving a car.

### *Suspense*

Students will analyse a range of suspense texts including novels, short stories and films. Students will explore the elements of suspense and the techniques used to create thrillers, spy fiction, horror etc. Students will create a 'suspenseful' piece of writing.

### *Film and Television*

Students will critically view and analyse a range of popular films and television programs. Students will explore the techniques used in these media and respond both analytically and creatively to issues.

### *Print and Multimedia texts*

Students will analyse the features of print, electronic and multi-media texts. Students will develop and refine their reading, comprehension and writing skills by examining existing texts and producing their own.

### *Understanding Gender Issues*

Students will read, view, listen to and analyse a variety of texts dealing with gender stereotypes and roles in our society. Students will investigate gender images and role models in the media and critically respond to these.

## **Theory of Knowledge (T)**

### **List of Units**

#### *Introduction, Reason, Emotion & the Self*

This unit offers a general introduction to philosophical concepts and an overview of the course, focusing broadly on the question: What is Happiness?

#### *Language, Meaning & Ethics*

This unit explores the basis of moral judgements- reason, emotion, conscience, tradition, religion, in the context of specific dilemmas: such as euthanasia or genetic engineering. The role of language in shaping meaning and thought is also explored.

#### *Ways of Knowing*

This unit explores a range of disciplines such as science, history, literature, and politics and their contribution to our understanding of our world.

#### *Aesthetics and Truth*

This unit explores our perceptions of body image, fashion, art and the environment, all in the context of the concept of 'beauty'. It also explores a range of theories about truth eg rationalism, empiricism.

### **Course Patterns**

- Students are advised to take units in sequence but you can join the course at any time
- All units are required for a Major
- One Drama, one Media or one Theory of Knowledge standard unit may be included in an English T Major or Major/Minor; or one unit from two of these units in a Double Major

- Theory of Knowledge (T) is available as a Major Year 11 Semester 1 students choose Introduction, Reason, Emotion and the Self.

## English as a Second Language (ESL)(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 class for students whose English is below the level of the average English speaker. This is a class for students who need to learn more English. This class is accepted by universities instead of English (T). This class prepares students for studies at TAFE/CIT and University.

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 for Academic Purposes (EAP) and not English (T). There are three levels of EAP. Students will be placed in one of these levels depending on their proficiency in writing, listening, speaking and understanding English.

### Course Patterns

- A major in EAP is made up of 3.5 standard units of EAP or 2.5 standard units of ESL and 1 standard unit of English.
- A minor in EAP is made up of 2 standard units of EAP.
- ESL (A) is available to students and will be taught concurrently with EAP(T).

Year 11 ESL classes explore and practise introductory research skills, writing paragraphs and expository essays. In Semester 2 of Year 11 students study survey presentations, explore literary and formal texts and are introduced to Australian idioms.

The ESL course in Year 12 covers research and presentation skills for in-class debates. Students will also extend their essay writing skills and study argumentative essay writing.

In Semester 2 of Year 12 students will deepen their understanding of English-language literature and film. They will discuss a diverse range of issues pertinent to the literature and culture arising from these texts.

## Course Description – ESL for Academic Purposes (EAP)

### *EAP 1 and 2*

Students will study research skills such as note taking and paragraph writing. They will learn to write essays and reports on a range of subjects.

### *EAP 3 and 4*

Students in this level will review research skills such as note taking, using the library and referencing. They will study different types of essays. Students examine arguments in essays and in debates

### *EAP 5 and 6*

Students in EAP5 and EAP6 will study Australian and World Literature. They will be introduced to literary analysis in English.

# Fashion Design & Textiles

## Fashion Design and Textiles (T/A)

All Courses Subject to Availability.

### List of Units

#### *Design for Fashion and Interiors*

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 Design and Production*

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 and Spotlight and are donated to the CCCares Program on completion.

### *Marketing your own Designer Label*

In this unit, students learn about the marketing aspects of the design industry, exploring such things as price, promotion, place, product and people in the industry. Students will explore how labelling attracts media attention and how well-developed marketing can access niche markets and other market sectors. They will develop a company image, including labels, business cards and letterheads. They will also look at product lifecycle trends – trickle theory – fads, classics, haute couture, prêt-à-porter and fashion forecasting. Students will examine the marketing lifecycle and the best ways to deliver both a label and its message to the public, whilst maintaining intellectual property rights and operating within the ACCC guidelines.

### *Working with Fabrics*

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

### *Costume and Set design*

Movies and theatre are an important part of many cultures and eras. Actors have been wearing costumes and performing in front of sets for hundreds of years. Students explore design inspirations and research costume designs based on movies, plays or performers. Students learn different construction methods to create costumes which are quick to produce, effective with embellishing or colouration, but not necessarily hard wearing.

### *Recycle and Re-use*

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.

### *Textiles and Society*

In this unit students are learning about the historical development of the fashion and textile industry. They will explore clothing in other cultures and look at different trends and cycles of fashion in recent decades. They will learn about the influences on current trends and the socio-psychological aspects of clothing. There is also opportunities for students to learn about some of the many career pathways in textiles such as conservators and curators.

### *Fashion Extension*

This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous standard units (1.0).

It is an opportunity for students to research and explore a textiles area of their choosing.

All assessment is negotiated and timetabled to discuss and evaluate their progress throughout the semester.

Students will negotiate their area of study in week one. At the end of week two they will submit a detailed proposal and unit outline covering: learning outcomes, assessment tasks (one from each task type) including weightings, deadlines and an expected timeline.

# Geography

## Geography (T/A)

### List of Units

#### *Australia and Asia*

This unit studies the diversity of the people, societies, environments and cultures of Asia; the links between Asian nations and Australia; Australia's economic, social and political relationships with Asia.

#### *Catchment Management*

This unit studies the nature of catchments local, regional and national catchment case studies – location, boundaries, human use and activity; catchment management changing attitudes to show alternatives for land and water quality management.

#### *Coastal Environments*

This unit studies the coast as a location, types of coasts, their extent; coastal processes - sand beach/sand dune system; rock platform/hinge beach/cliff system; or mud or sand flat/mangrove/marsh system; coasts as a resource and issues affecting coastal environments.

#### *Development & Geopolitics*

This unit studies the patterns of development on a global level; definition of economic development; external and internal forces influencing development; rates of development; the impact and issues of development; political tension and conflict.

#### *Earth in Action*

This unit introduces physical geography, geomorphology, tectonic processes and continental drift; the breakdown of the Earth's surface; soil and vegetation; atmospheric studies; reading and interpretation of topographic maps, aerial photographs and synoptic charts.

#### *Environmental Hazards*

Over the course of this unit students will select and study a range of environmental hazards from each of the following categories of hazards: geological, geomorphic, atmospheric, ecological (or some combination of these). At least one of the hazards

chosen from these categories should be one to which human actions have contributed.

#### *Food for the World*

This unit studies the characteristics of agriculture; early farming practices; economic, social, political and physical factors influencing agricultural production; the significance of agricultural production; and the contributions of agriculture to world trade.

#### *Geography Beyond 2050*

This unit studies levels of economic development throughout the world, comparing trends of Development and Growth; the impact of changing political systems on the economies, services, environmental management and technology of some regions of the world e.g. Central and Eastern Europe; effective regulations and laws; world population; global trends in food and agriculture and factors which are undermining production; what will cities be like in the 22nd century?

#### *The Greening of Tourism and Perspectives*

This unit studies the definitions and determinates of the tourist/leisure industry; the geographical nature of tourism; the environmental, social, cultural, and economic impact of tourism and development.

#### *Marine Geography*

This unit studies the nature of marine environment; the resource potential of marine environments; management of marine environments.

#### *Resource Based Industries*

This unit studies the overview and characteristics of resource types and the issues relating to resource based industries. It will also include a case study of at least two different resource based industries to illustrate their unique characteristics e.g. a mining operation and a forestry operation.

#### *Urban Dynamics*

This unit studies the growth and decline of cities; the history and growth of urban settlements; urban planning and management of cities; city issues; factors affecting the distribution of settlements; features and structure of cities in the developed and developing world; aboriginal land rights and the Australian urban landscape; and sustainable cities.

### *Urban Places*

This unit studies the process of urbanisation; urban functions; urban morphology; comparisons with other urban places outside Australia, especially in Third World countries; factors which influence function and morphology, including the role of the planner.

### *Water in the World*

This unit studies the water in the atmosphere, biosphere, lithosphere, and the human impact on the hydrosphere.

### *World Cities*

This unit studies urbanisation and urban growth; the growth and role of large cities; economic activity in cities; major case study (select a suitable city to investigate in detail).

## History

### History (T/A)

#### Units of Study

The following units are currently offered:

#### Prehistory

##### *The Emergence of Humans*

This course covers the fascinating areas of archaeology, anthropology and current scientific methods in studies of early hominid species (the Hobbitt and A. Sediba for example). Students explore subjects as diverse as the migration of early humans out of Africa, the value of thought and speech as an impetus to human development and DNA theories and their impact on evolutionary theory.

##### *Emergence of Human Culture*

This course follows on from the 'Emergence of Humans'. Students will study the fossil evidence for the origins and cultures of ancient Homo sapiens. Student will develop skills in the identification and application of archaeological sources and methods to demonstrate knowledge of the origins and growth of human societies.

They will examine Foraging societies, Australian archaeology, the Americas, Neolithic Europe and 'Weird Science'.

### *Myth and Magic*

This unit explores the role that myth, magic and religion play in the evolutionary and social development of human societies. It uses both anthropological and historical perspectives on the development of myth and ritual to explore the impact that this has on social behaviour, literature, art, music and history. It also explores the impact of myth and ritual on technology.

### *Ancient Mesopotamia*

This course studies the significant cultures, of Ancient Egypt and the regions known as 'the Cradle of Civilization'. Change and continuity are central themes to this course. Students consider the physical evidence from ancient Sumer, Egypt, Palestine and Greece of the Heroic Age. They will be expected to explore the differences between ancient literary and archaeological evidence. For instance, the archaeological evidence for the Trojan war will be evaluated against the historicity of Homer's legend.

#### Ancient/Classical

##### *The Roman Revolution : Pompey to Augustus*

This unit studies the pivotal moment in Roman history, the transition from Republic to Empire. It looks at the political and social pressures that had emerged at the end of the republic, leading to the dynamic struggle for power between Pompey and Caesar that ends in the creation of the Empire under the new ruler Augustus. Students also study the culture of the period, giving them insight into an important period in the development of Western culture.

##### *The Roman Empire*

This unit allows students to examine the rise and fall of the Roman empire. It examines the development of the social and political structures and the problems of Imperial rule. While it concentrates on the impact of individuals as diverse as Augustus and Constantine, this unit also develops an understanding of art and architecture as sources of historical understanding.

##### *Greece to the Persian Wars*

Greece is viewed as the cradle of civilization and this unit explores the development of Greek culture, politics and social structure. Beginning with the earliest of the important Greek states, Minoan Crete



and Mycenae, this unit traces the development of Greek society to the Persian Wars. It covers both historically significant individuals such as Solon and Themistocles and the development of the art, literature and religious beliefs that helped shape both the contemporary society and the modern western world.

### *Athens to Alexander*

The golden age of Ancient Greece was the fifth century, coinciding with the flowering of Athenian democracy. Students are given the opportunity to look at the factors that made the democratic state an ancient superpower, and also those that caused its decline. The course goes on to look at the rise of Macedonia and the rule of Alexander, the first world shaking empire. It also focuses on written and archaeological evidence and the ways they can provide insight into the life of the past.

## **Medieval/European**

### *The Dark Ages*

This unit covers the period between 300 and 1100, the collapse of the Roman empire and its consequences in the West. It particularly focuses on post Roman Britain and Anglo-Saxon settlement, Viking and raids and the rise of Charlemagne. It also looks at the eastern Roman Empire and at the rise and fall of the Byzantium. It explores notable individuals such as Alfred the Great and William of Normandy, Theodora of Byzantium and Lady Godiva. The importance of religion, the rising influence of both Roman Catholic Church and Islam and the impact that this had on the development of medieval Europe.

### *Death, Discovery and Renaissance*

This course allows students an insight into the world of the Renaissance. The new and wondrous changes that came about during this era along with the grim devastation caused by the plague and the spread of disease which occurred as a result of the growth in exploration and trade. The role of the artist is essential to the era and students consider the impact of artists such as Michelangelo, Botticelli, and Leonardo de Vinci. They will critically evaluate the impact of European discovery on the peoples of the New World and assess the importance of the influence of the Renaissance on the modern world.

### *Blood, Lust and Persecution*

The content focuses on the rise of the Tudors and expansion of Europe, 1400—1600, considering the significant role of individuals, in the Politics of the period. This course covers a period of great turmoil and change, with intrigue, power struggles and a determination to win at any cost, a feature of the monarchs of Tudor England. Henry VIII as a Renaissance ruler is studied along with the factors that shaped Elizabeth I's personality and her decision to present as the Political Virgin Queen. The growth of literature, arts and music is also a focus with the likes of Marlowe, Shakespeare and Raleigh.

### *Britain in the Victorian Age*

This course covers an exciting and turbulent period in British History (1837-1901), one that allows students to understand the society that produced such figures as Sherlock Holmes, Jack the Ripper, The Bronte Sisters and Florence Nightingale. They will also examine the impact of the Industrial Revolution, the development of Democracy and of course, the British Empire and its growth. Key aspects of Victorian society, such as crime and punishment, work, leisure and entertainment, and literature and art will challenge students to look at more than just the facts.

## **Modern History**

### *Revolutions in the Modern World*

Political revolutions have changed the modern world and here students have the opportunity to explore the causes, process and impact of revolutions on societies. They will focus on two revolutions from a range of periods and in a variety of social contexts. Students will examine the English revolutions of the seventeenth century, the French and industrial revolutions of the eighteenth century, and the twentieth century upheavals of the Russian, Chinese and Cuban revolutions.

### *Liberators and Revolutionaries*

This unit focuses on the decline of empires during the twentieth century. Students will examine the modern era and focus on India and China as the two key case studies. Concepts such as imperialism, nationalism, liberation and revolution are studied as they are essential to an understanding of 20th century national liberation and anti-colonial independence movements.

## *Dictatorships in the Modern World*

This unit will cover the nature of Totalitarianism/ Authoritarianism and will compare at least two of the following examples of Dictatorships: Mussolini and Fascist Italy, Lenin/Stalin and the Soviet Union, Hitler and Nazi Germany, Franco and Spain and other Dictators in the Modern era such as Idi Amin, Gaddafi, Saddam Hussein, Augusto Pinochet, Juan Peron, Kim Il Sung, Slobodan Milosevic, Robert Mugabe. The topics for study will be guided by teacher expertise and student interest.

## *The Cold War*

Students will consider the ideological and political roots of the Cold War. This may include study of the following: the relationship between the USSR and the West prior to World War II, the emergence of new superpowers, Soviet Security vs. Soviet Expansion into Eastern Europe, the Truman Doctrine and the Marshall Plan, and the Korean War. Other concepts include the “Thaw”, the impact of Khrushchev and peaceful coexistence, the impact of the Kennedy administration, the Berlin Wall, the Bay of Pigs and the Cuban Missile Crisis.

## **Asian History**

### *The Modern Middle East*

This course provides an overview of the Middle Eastern region during the modern period, starting with the fall of the Ottoman Empire and into the twenty first century. It will assess the influence and impact of numerous ideologies including nationalism, imperialism, modernisation, secularism, Zionism, Pan-Arabism and Islamic fundamentalism. It explores these concepts through a particular focus on Turkey, Egypt, the Arab-Israeli Conflict, Iran and Iraq.

### *Dragon Lords and Sacred Warriors*

(Medieval China and Japan)

This course focuses on medieval China and Japan. Students will explore concepts relevant to the countries such as the Emperor and his Mandate to Rule in China and the development of the warrior caste in Japan. They will investigate the characteristics that distinguish the belief systems, the significance and influence of these belief systems in China and Japan. They will investigate the influence of trade, the spice route and invasion as well as the

insular nature of these societies. Finally students will evaluate the importance and influence of medieval China and Japan on the modern world.

### *The Killing Fields: Conflict in Indochina*

In the period after World War II eight million Indochinese people died in conflict. In Cambodia, over 1/8 of the population died under Khmer Rouge despotism. How can we explain this disastrous loss of life? In this unit students will have the opportunity to study the conflicts which wracked Indochina, Vietnam, Cambodia and Laos, in the context of Decolonisation, the American War and the Khmer Rouge regime. Concepts of colonial rule, human rights, genocide and the conflict between communism and capitalism will be examined in the Asian context.

### *Modern Japan—From Tokugawa to Today*

This unit studies Japan’s modernisation by looking at Japan during the last stages of its feudal era through to modern day. Students will evaluate the impact of the modernisation of Japan on the wider modern world. The unit begins with a study of the end of feudal Japan, its traditional culture and Shintoism. The second area of focus is Meiji Japan, the early Revolution and the consequent changing Japanese identity. Finally, Japan in the twentieth century provides the focus for the third key area including Japan’s relationship with China, the impact of the First and Second World War and the reconstruction period.

## **Australia and the United States of America**

### *Australian Migrations*

The course covers the themes and debates associated with the waves of migration and settlement in Australia. Students reflect upon the impact of exploration and discovery from the first Indigenous boat people to the Macassans and the European ‘explorers’. This leads to consideration of the impact of migration on ownership of country, dispossession and the conflict this caused between the world’s oldest culture old and the new arrivals. What type of Australia was created by these early journeys to this continent?

### *Lairs, Louts, Lasses and Larrikins*

(Australian Popular Culture c.1900—1945)

Who was the top sport star of the thirties? What were the Razor Gang Wars? And what was the Century

Air Race? This unit allows students to develop a critical understanding of the way popular culture contributes to the construction of national identity and heritage. This unit looks at the everyday, the average person and their interests. Students will be able to choose from a wide range of topics, such as crime, entertainment, movies and the developing media, art and innovation, to explore how an Australian identity has developed.

### *The United States: The New Nation*

Students will consider the development of the American nation up to the end of the 19th century. They will study of key areas such as: Slavers and the American Civil War. The “Age of Invention” and the rise of the “robber barons” is also explored leading to an investigation of an “expansionist” America. The relationship with Latin America from the 1850s allows students to trace the development and consequences of this relationship for both the Americas today.

### *America Ascendant: The USA from 1900*

In this unit students will study and evaluate the impact of American national development in the 20th century and her ascendancy as an international superpower. Topics studied range from: Woodrow Wilson Vs. Isolationism, the Roaring Twenties and the social and cultural developments of this decade such as Jazz and Prohibition. The Great Depression, the New Deal, America’s Foreign Policy and involvement in World War II are also explored.

## Hospitality & Food Studies

### Hospitality (A/V) (Industry Based Course)

#### List of units

#### *Hospitality Foundation - Prerequisite unit*

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 cooking skills and techniques required for

industry in food preparation and presentation work. This includes organisational practices and time management procedures.

#### *Hospitality Operations*

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 the industry, and includes working with colleagues and customers as well as working in a socially diverse environment.

#### *Coffee Service*

Students participate in the operation of a commercial coffee facility, which includes the operation of a commercial espresso machine and the preparation and service of cafe style food. There is a strong emphasis on working in teams, and building on customer service skills.

#### *Introduction to Food Service*

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 operational of a restaurant. Students are also encouraged to participate in evening functions and a family and friends evening dinner. On the theoretical side students will update their food and beverage knowledge.

**Hospitality Foundation is a prerequisite unit and should be completed before any other units are chosen**

### Food Science and Management (T)

#### List of units

#### *Food and Management*

This unit includes:

- Understanding management processes, and identifying available resources, for the effective management of a business.
- Communicating information about the specific processes of management as they apply to an individual’s personal or business situation.

- Analysing the inter-relationship between human resource management and the economics of developing and managing a small business enterprise.
- Understanding the macro business environment and recognising the role, and changing nature of technology.

### *Food Chemistry and technology*

This unit includes:

- Understanding the physical and chemical properties of nutrients in foods.
- Recognising the chemical makeup of macro and micro nutrients in food, and how they interact in the human body.
- Investigating the physical and chemical properties of food constituents.
- Experimental procedures which look at physical and chemical changes which occur during food preparation.
- Analysing information in relation to the on-going changes to foods through technological developments.
- Developing an appropriate marketing plan and effective strategies for the production and assessment of a new food product.

### *Nutritional Science*

This unit includes:

- Identifying specific macro and micro nutrients and the principles of healthy eating.
- Examining groups with special needs. e.g. indigenous people in Australia.
- Assessing environmental issues which relate to nutrition.
- Analysing food issues and controversies from a scientific perspective.
- Looking into the relationship between food and nutrient intake to diet related health issues. e.g. Obesity and Osteoporosis.

### *Food Security and World Resources*

This unit includes:

- Recognising factors involved in accessing safe food and clean water, in the fight against starvation, poverty and disease.
- Studying the impact of globalisation in terms of economic development and environmental challenges in relation to global food production.

- Identifying factors which impact on food production and distribution.
- Developing an understanding of the ethical responsibility of government and non-government agencies in improving global poverty, decreasing debt, and in achieving the Millennium Goals as proposed by the United Nations.

## **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 a Nutrition for Life.*

# Information Technology

## Information Technology – Programming Stream (T/V)

### List of units

Semester one units in the IT Programming Stream consists of the half units ITP Systems Analysis and Design and ITP System Implementation.

### *ITP Systems Analysis and Design*

Provides students the opportunity to study the logical modelling of system processes, data flow diagrams and conceptual schema used in the design of databases. The emphasis is on developing solutions to problems, implementing and documenting them.

### *System Implementation*

Provides students with the opportunity to implement solutions, design and build and modify relational databases, including querying and reporting from the database.

Semester two units in the IT Programming Stream consists of the half units ITP Program Design and Concepts 1 and ITP Program Design and Concepts 2

### *ITP Program Design and Concepts*

Provides students with the opportunity to study problem solving procedures. Students learn about algorithm definition and representation and the use of Boolean expressions in programming. The emphasis is on developing solutions to problems, by designing and implementing programs and documenting the process.

The third semester of study consists of ITP Advanced Program Design 2 and Robotics. Topics covered in this semester include:

- Designing and coding programs using one and two dimensional arrays
- Using debugging techniques
- Applying problem analysis techniques to modular programs, including functions and procedures
- The history of the robotics field
- The components of robots and how they are applied in different environments
- The elements in robot construction

- The design and programming of a robot to carry out simple and complex functions

The fourth semester of study consists of one of the following units. The choice depends upon the teacher and students preference.

### *ITP Computer Games*

Consists of the nature of computer games, including their history, genres, social and ethical implications and current and future trends. Students design, implement, test and produce simple documentation for an original game using a CASE tool or a visual programming environment.

### *ITP Advanced Program Design and Concepts*

Explores higher level programming skills including sorting, file handling and multi-dimensional arrays. Advanced Program Design and Concepts 2 has as a prerequisite Advanced Program Design and Concepts 1.

### *ITP Advanced Program Design and Concepts 1 and ITP Advanced Program Design and Concepts 2*

### *ITP Object Oriented Programming 1 and 2*

Explores the differences between Object Oriented Programming design and other systems design methods, create software, classes and hierarchies using an Object Oriented Programming language.

Experience by end of Year 10 — No previous study required

Year 11 Semester 1 — ITP Systems Analysis design and Implementation

Later Units — ITP Program Design and Concepts, ITP Computer Games, or ITP Advanced Program Design and Concepts, or ITP Object Orientated Programming

## Information Technology – Networking Stream (T/V) CISCO Certified Network Associate (CCNA)

### List of Units

### *ITN Networking Wireless Technology*

Enables students to identify hardware, software and media components in local and wide area networks, including the study of wireless technology in networks.

### *ITN Networking Small to Medium Business*

Enables students to identify the functions of the TCP/IP transport layer protocol, configure routers, verify IP addresses, filter IP traffic and study services and responsibilities with a focus on small to medium business.

### *ITN Routing and Switching in an Enterprise*

Enables students to configure access lists, understand network segmentation using routers and switches, describe ethernet operations and routing protocols.

### *ITN Design and Support Computer Networking*

Enables students to differentiate between WAN services, LAN and WAN design, Network design application and impact of network design.

Experience by end of Year 10 — No previous study required

Year 11 Semester 1 — ITN Networking Wireless Technology and IT Applications or IT Programming

Later Units — ITN Networking Small to Medium Business, ITN Routing and Switching in an Enterprise, ITN Design and Support Computer Networking

## **Information Technology - Multimedia Stream (T/V)**

### **List of Units**

The first semester units in the Multimedia Stream consist of the half units ITM Digital Editing, Sound and Video Editing and ITM 2D Animation.

### *ITM Digital Editing*

Provides students with the ability to appreciate the differences between different image formats, manipulation and image crafting techniques as well as to understand the digital video and digital video audio file types and incorporate them into applications.

### *ITM 2D Animation*

Provides students with the ability to create short animated sequences and effects as well as create animated characters in scenes and presentations.

The second semester unit in the Multimedia Stream consists of ITM Website Design and ITM Advanced Web Design.

### *ITM Website Design*

Provides students with the ability to use HTML scripting to create a simple website, inline frames and interactive forms and use JavaScript to add interactive elements to web sites. Students will plan and design a web site.

### *ITM Advanced Website Design*

Builds on the skills from Introduction to Website Design.

NB: It is expected that Multi Media be attempted by year 12 students, however year 11 students will not be excluded if they wish to do these units as part of a package with photography.

IT Multimedia and IT Applications year 11 units can be combined to form a major in IT.

Experience by end of Year 10 — No previous study required

Year 11 Semester 1 — ITM Digital Editing and 2D Animation

Year 11 Semester 2 — ITM Website Design

Year 12 Semester 1 — ITM Dynamic Websites and 2D Animation

Year 12 Semester 2 — ITM Dynamic Web and Multimedia Integration

## **Information Technology - Applications Stream (T/V)**

### **List of Units**

First Semester units in the IT Applications Stream consist of the half units ITA Concepts and ITA Spreadsheets.

### *ITA Concepts*

This is an introductory unit to the different streams in IT. These are Computer Applications, Networks, Programming and Multi Media. It also includes current Australian Occupational Health and Safety procedures.

### *ITA Spreadsheets*

Provides students with the skills to create and modify spreadsheets that incorporate data and calculations. It also looks at reporting techniques including

formatting features and charting.

Semester two units in the IT Applications Stream consists of the half units ITA Relational Databases and ITA Communicating with Presentations

### *ITA Relational Databases*

Looks at the purpose and features of database packages and their operation. This will include using and creating databases and interrogating them using queries and reports.

### *ITA Communicating with Presentations*

Uses a wide variety of electronic desktop presentation features to produce on-screen presentations, publications or reports, or a solution to a given problem. It will also look at communication skills.

The IT Applications and IT Multimedia year 11 units streams can be combined to form a major in IT.

Experience by end of Year 10 — No previous study required

Year 11 Semester 1 — IT Applications

Later Units — Students who complete the IT Applications units in Year 11 may choose to study the year 11 units in Networking, Multimedia, or Programming.

## International Baccalaureate

### Prerequisites

- Good time management
- Commitment to learning

### *What do I need to do?*

- Study 6 subject from 5 of the hexagon groups
  - 3 subjects as Minors (Standard Level—SL)
  - 3 subjects as Majors (Higher Level—HL)

#### **Complete the core**

- Theory of knowledge
- Extended Essay
- Creativity Action and Service



### Course Advice

#### *Group 1*

Literature - the course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the course is not limited to the study of cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (SL and HL)

**Language and Literature**— the course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. (HL& SL)

#### *Group 2*

French, Italian, Japanese and German (ab initio = SL, continuing may be SL or HL)

Information on these subject is available under the heading of “Languages” ***It is possible to do 2 foreign languages as part of the IB package. It is advisable that the student has familiarity with at least one of the two languages.***

### Group 3

**History:** IB students must choose “Dictatorship” unit for 2013 as the first semester course.

**Psychology**, information under Behavioural Sciences. IB students must enrol in “Infancy to Adulthood “ for the first semester. Participation in excursions is essential for all IB students.

**Economics**, information is in the section under Accounting and Legal Studies (SL & HL)

**Environmental Sciences and Societies**, information for this course is found in Sciences under the heading “How Ecosystems Work and Human Impact”. Environmental Sciences and Societies\* - is an interdisciplinary subject. The students may study this as part of Sciences (group 4) or as part of Individuals and Society (group 3) but not both! Available as an SL unit only and can be completed in one year. Students are able to choose this in year 11 or year 12 .

Students who are not overly scientific in their interest are well advised to choose this course as one of their SL choices.

It is possible to choose 2 of the subjects in Group 3 subjects as part of the IB package.

### Group 4

**Physics, Chemistry, Biology and Environmental Sciences and Societies\*** (ESS)

Information on all these subject is in the section on Science. All the sciences bar ESS\* are available as SL and HL. For Environmental Sciences and Societies please read comment in Group 3. It is possible to choose 2 of these sciences as part of the IB package. The IBO does not favour the specialisation in all three of the sciences: Physics, Chemistry, Biology. However, special dispensation may be sought on a case by case basis. Please refer the individual to the IB Coordinator for further advice.

### Group 5

**Mathematics** SL - must take Maths Methods but may also take Specialist Maths Core, Mathematical

Studies - also an SL option allows students to study Maths Methods in year 11 and Maths Applications in year 12. Students wishing to take Mathematics HL - must study Specialist Maths Core and Options. These students have to take 2 lines of maths and will need close monitoring and advice from the maths faculty. Information on individual units is in the section under Mathematics.

### Group 6

**Visual Arts and Theatre Arts** (Drama), information on units is in the section under Arts.

Students are not obliged to undertake a subject from this group if they have chosen a second subject from any one of these groups: Group 2 Languages, Group 3 Individuals and Societies, Group 4 Sciences.

To make a full package students must have 6 subjects either : - one from every group or take a second subject from any one of these groups: Group 2 Languages, Group 3 Individuals and Societies, Group 4 Sciences.

***There are two avenues for students, Diploma or Certificate Courses.***

***The full diploma requires that students complete the CORE in addition to the 6 chosen subjects. The CORE is***

- Theory of Knowledge
- Extended essay
- Creativity Action and Service

***Certificate Courses are stand alone subjects and may be undertaken at Standard or Higher Level in one or many of the listed subjects.***

Some negotiated subjects which are not on the list may be considered where the College provides overall supervision and exam administration; however, an external tutor is employed by the family. Students should be referred to the IB Coordinator.

The external assessment is usually completed in November of the second year of the Diploma course.

Some subjects may be completed in November of Year 11 such as Environmental Sciences and Societies (ESS).

Italian and German at ab initio level are considered as Northern hemisphere languages, and thus are examined in May of Year 12.



The students are able to resit exams after a 6 month interval should the results not be to their satisfaction. However, an exam which was completed in November of year 11 may only be redone in November of year 12.

Retaking of exams carries extra administrative costs for the student.

More information may be obtained at the International Baccalaureate website: [www.ibo.org](http://www.ibo.org)

## Languages

### English (R)

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

### Chinese (T)

#### *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.

Intermediate Chinese (T) is available as a Major only.

#### *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*

This course is designed for the native Chinese speaker. In this unit you will develop your 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.

### French (T)

#### *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.

#### *Intermediate French*

This is a course for students who have studied some French but have not studied it continuously throughout high school. It incorporates core language work and literary 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.

#### *Continuing French*

This is a course for students who have studied French 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 French for everyday communication.

#### *Advanced French*

This course is designed for native speakers of French or students who have spent a minimum of 12 months in a francophone country where the language is spoken. 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.

### German (T)

#### *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.

### *Intermediate German*

This is a course for students who have studied some German but have not studied it continuously throughout 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 German for everyday communication.

### *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.

## Italian (T)

### *Beginning Italian*

Italian is a European language which is becoming more popular to study. They can also participate in the cultural pursuits of Italian literature, film, Italian popular music (and song) and the delights of Italian Cuisine.

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.

Beginning, Intermediate, Continuing and Advanced courses will be offered this year, in order to cater for the various levels of Italian expertise students bring with them to college.

### *Intermediate Italian*

This is a course for students who have studied some Italian but have not studied it continuously throughout 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.

### *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*

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.

## Japanese (T)

### *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.

### *Intermediate Japanese*

This is a course for students who have studied some Japanese but have not studied it continuously throughout 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, with an emphasis on using spoken Japanese for everyday communication.

### *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*

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.

## Mathematics

### Specialist Mathematics (T)

#### List of Units

#### *SM: Numbers, Patterns & Relations – Core*

The unit is similar to the first unit in Mathematical Methods. However, a significant amount of algebra review has been included to ensure adequate preparation for later units. The unit covers the development of matrix operations for problem solving. Students also study sequences and series with applications leading to annuities, development of mathematical models using linear functions and provides an opportunity for students to investigate a wide range of functions and relations.

#### *SM 2: Trigonometry & Derivatives – Core*

The unit provides further development of functions including polynomials and trigonometry. Students study limits leading to differentiation of polynomials with applications such as graphing.

#### *SM: Integrals & Special Functions – Core*

Students revise earlier concepts on anti-differentiation and then move on to study areas enclosed by functions and volumes of solids of

revolution. The unit then covers the study of calculus including exponential, logarithmic and trigonometric functions. The final topic covers inverse trigonometric functions.

#### *SM: Probability & Statistics – Core*

Students study probability which formalises the intuitive work done in previous years. They are introduced to the mathematics of statistical analysis which builds clear links with probability theory. The unit then provides students with the opportunity to extend their knowledge to probability distributions.

#### *SM: Number Theory & Further Matrices – Option*

This unit emphasizes rigorous logical arguments by providing opportunities for students to refine their abstract reasoning and enhance their skills in justifying and supporting their conclusions and solutions. In the second part of the unit students study Euclidean Geometry and develop algebraic strategies with matrices.

#### *SM: Coordinate Geometry, Conics and Vectors – Option*

Students extend their knowledge of and their techniques for graphing functions, and apply coordinate geometry and number theory to the study of conic sections. In vectors, students learn how vector operations simplify the analysis of problems in dynamics and geometry.

#### *SM: Complex Numbers and Further Trigonometry – Option*

In this unit students extend their knowledge of trigonometric relationships and solve trigonometric equations. In the second part of the unit, complex numbers and their basic operations with applications to algebraic and geometric problems are defined.

#### *SM: Further Calculus and Dynamics – Option*

Students extend their knowledge of calculus by studying inverse circular functions and the analytical techniques of integration. In the second part of the unit they study force, Newton's laws of motion with applications leading to simple harmonic motion.

## Mathematical Methods (T)

### List of Units

#### *MM: Numbers, Patterns, Relations & Functions*

This unit is very similar to the first unit in Mathematical Applications, however, a significant amount of algebra revision is included. Students study sequences and series with applications leading to annuities. The unit also involves the development of matrix operations to solve problems. The second half of the unit covers further development of mathematical models using linear functions and provides an opportunity for students to investigate a wide range of functions and relations. This unit is available as two half units MM: Numbers & Patterns and MM: Relations & Functions.

#### *MM: Introductory & Differential Calculus*

The unit involves further development of functions including polynomials and trigonometry. Students also study limits leading to differentiation of polynomials with applications including graphing.

#### *MM: Integral Calculus & Special Functions*

This unit is further study of calculus extending differentiation to trigonometric, exponential and logarithmic functions and completes the formal study of calculus in the Mathematical Methods course with the topic integration. Students revise earlier concepts on anti differentiation and then move to study areas enclosed by functions and volumes of solids of revolution with further applications.

#### *MM: Probability, Statistics & Applications*

Students are introduced to the mathematics of statistical analysis and build clear links with probability theory which underlies social and commercial decision making. It provides students with the opportunity to extend their knowledge to probability distributions and further matrices. It is also available as two half units MM: Probability & Statistics and MM: Further Applications.

## Mathematical Applications (T)

### List of Units

#### *MA: Matrices, Sequences, Series & Mensuration*

The first part of this unit is very similar in content to the first part of MM: Numbers, Patterns, Relations & Functions but with a more practical approach. The unit enables students to generate terms of a sequence; study matrix operations; use matrices to solve problems. It also gives an opportunity for students to experience practical situations where an understanding of techniques of measurement and calculations are used. It will also introduce or extend the content to the study of trigonometry including Pythagoras' Theorem. The emphasis will be on real life examples. This unit is available as two half units MA: Matrices, Sequences & Series and MA: Mensuration.

#### *MA: Modelling, Matrices & Networks*

The first part of this unit presents to students realistic and applicable problems that involve linear equations and inequations. The second half of the unit aims to make students aware of some techniques of modelling and their application to real life situations as it applies to matrices and networks.

#### *MA: Statistics & Financial Modelling*

In this unit, students develop an understanding of data analysis as an important tool in our society. Statistical and other numerical methods are also studied. Students will critically interpret and analyse statistical claims. This unit will enable students to make sensible decisions by using linear and exponential models to explore common forms of investment and expenditure. It includes financial calculations such as returns on investments and loans, depreciation and hire purchase repayments.

#### *MA: Probability & Trigonometry*

The probability section will enable students to use mathematics to analyse random events and to introduce them to concepts that will prove useful in further studies of probability. It will also extend the content of applying trigonometric procedures to such topics as surveying, navigation and orienteering This unit is available as two half units MA: Statistics and MA: Probability

## GENERAL MATHEMATICS (A)

### List of Units

#### *GM: Food, Hospitals, Earning & Travel*

In this unit students learn to calculate and interpret graphs and statistics associated with a variety of topics such as food, hospitals and travel. The unit, also teaches students a wide range of ways in which money is earned and managed.

#### *GM: Cars, Chance, Moving Out & Finance*

Students study costs and risks associated with borrowing money, running a car and living away from home. They will conduct experiments to discover the properties of probability and be able to interpret the results.

#### *GM: Travel, Statistics & Trigonometry*

Students learn to interpret and display statistical data by studying topics such as planning a holiday, and other real world situations. Students also study the fundamentals of trigonometry with a practical emphasis.

#### *GM: Travel, Property and Applicable Maths*

Students will be dealing with: environmental issues mathematically, developing skills in Earth Geometry, calculating the costs in starting a Business and being able to read maps associated with Land and Coastal Navigation

I

## Physical Education

### Sports Development (A)

#### List of Units

#### *Time Management for Athletes & Drugs in Sport*

This unit covers the awareness and understanding of time management, sporting principles and the effective balance between academic, training, work and leisure, nutrition and skill acquisition. It also covers issues and procedures related to drugs in sport.

#### *Sports Psychology & Career Planning*

This unit covers sports psychology related to athletic performance and issues associated with career planning, sports principles, time management, nutrition and skill acquisition.

#### *Sports Administration and Promotion*

This unit covers sports administration and the ability to promote the athletes' sport in the community, fundamental awareness of media, sports management, sports principles, time management, nutrition and skill acquisition.

#### *Sports Injuries & Time Management for Athletes*

This unit covers the awareness of sports injuries, sporting principles, sports management, nutrition and skill acquisition, understanding time management, sporting principles and balance between study, training and work.

it is expected by the end of Year 10 students have been involved in a sport and have shown a high degree of motivation and commitment and above average grade for PE

Year 11 Semester 1 students choose *Time Management for Athletes & Drugs in Sport* or *Sports Psychology & Career Planning* later units to study are *Sports Injuries & Time Management for Athletes* and *Sports Administration and Promotion*

## Human Movement (T)

### List of Units

#### *Basic Anatomy & Physiology/Functional Anatomy & Physiology*

A study of the cells and systems, including skeletal, muscular, nervous, circulatory, and respiratory systems.

#### *Biomechanics/Sports Psychology*

A study of the principles of physics related to static and dynamic situations of the human body. A study of sports psychology, types of motivation and arousal states.

#### *Exercise Physiology/Sports Medicine*

Study of exercise physiology, muscular contraction and physiological training effects. Study of the management of sports injuries and rehabilitation.

#### *Sports Performance/Sports Nutrition*

Study of principles of fitness and training methods. Study of specific dietary requirements for athletic performance and the structure and function of the digestive system.

Year 11 Semester 1 students choose *Basic Anatomy & Physiology/Functional Anatomy & Physiology* then other students to study are, *Sports Performance/Sports Nutrition* or *Exercise Physiology/Sports Medicine* or *Biomechanics/Sports Psychology*

## Sports Studies (T)

### List of units

#### *Acquisition of Skills/Social Issues of Sport*

Acquisition of skills: learn the factors that affect skill development in individual and team sports.

Social Issues of Sport: Identifies sociological patterns in sport and specific social groups in sport; which affect physical activity and participation.

#### *Sport, Recreation, Leisure & Ethical Issues*

Sport, recreation and leisure: Analyse the concepts of leisure and recreation activities and understanding the connection to health and physical fitness and competitive sport.

Ethical issues: investigate the ethical issues in sport and the influence affecting activity choices. Recognise the relationship between sport and the law, examining current legal issues.

#### *Sports Coaching*

Sports coaching: identify the basic principles associated with coaching and demonstrate and organise skill practices in selected sports. Students obtain coaching awards in selected sports.

#### *Sports Administration/Business & Marketing*

Sports administration: Identify administration issues that relate to organising simple sporting competitions, and actively assist in the organisation/administration of a sporting program/events.

Business & marketing: Identify key components relating to the business and marketing of sport and analysing market forces.

It is recommended Year 11 Semester 1 students study *Acquisition of Skills* or *Sport, Recreation, Leisure* first before studying the other units *Sports Administration/Business & Marketing* and *Sports Coaching*

## Sports Science (T)

Students may gain a Sports Science Major, Major/Minor or Double Major by combining set combinations of Human Movement and Sports Studies units. A minimum of either a minor in Human Movement or a minor in Sports Studies is required for a Sports Science major. Note: a Sports Science Minor is NOT available.

## Physical Education (A)

A variety of individual sports, small team sports, leisure and recreational practices with relevant theory sections on rules, tactics, fitness training, nutrition, coaching, injury prevention and skills development will be studied. Theory will occupy approximately one quarter of the class time. Specific health units are optional units of the PE course. These units are outlined below.

Students need not have any exceptional sporting or athletic ability in order to succeed in these units. It is possible to study Physical Education units out of sequence.

## List of Units

*Team Sports and Recreation Activities*

*Individual Sports & Indoor Team Sports*

*Football Codes & Racquet Sports*

*Throwing Skills & Striking Skills*

## Outdoor Education (A)

Units in this course are designed for students who are interested in outdoor activities and who wish to develop or improve their skills in, and their enjoyment of, these activities. The specific units offered are based on the interest of students each semester. Typical units provided over recent years are included below.

### LIST OF UNITS

*Alpine Skiing*

*Bushwalking*

*Canyoning*

*Caving*

*Introduction to Rope Sports*

*Rock Climbing (Advanced & Beginner)*

*Sailing*

*Snorkelling*

*Surfing*

## Sport (R)

Inter-collegiate sport is conducted on Thursday afternoons between 2:00pm and 4:00pm. The sporting competitions currently involve students from all ACT government colleges and are run over four terms. Each term competition generally lasts for 8 weeks.

**These sports are conducted as Registered Units.**

(The schedule below is a guide to possible offerings)

### Term 1

- Cricket (Men)
- Basketball (Men and Women)
- Rugby League (Men)

### Term 2

- Futsal (Men and Women)
- Netball (Women)
- Touch (Men and Women)

### Term 3

- Badminton (Mixed)
- Volleyball (Men and Women)
- Oztag (Men and Women or mixed)

### Term 4

- Touch (Men)
- Golf (Men and Women)

### *ACT Cross Country Championships*

This carnival is held towards the end of Semester 1.

- College students gain direct entry to the carnival.

### *ACT Secondary Schools Swimming*

This carnival is usually held in Semester 1

- Students should check the College planner for exact dates.

### *ACT Schools Athletics Carnival*

This carnival is usually held in Semester 2

- Students should check the College planner for exact dates.

### OTHER ONE DAY CARNIVALS

- Beach Volleyball
- Men and Women's Hockey
- Women's Softball
- Mixed Water Polo
- Men and Women's Tennis
- Men and Women's Australian Football
- Men and Women's Field Soccer
- Men and Rugby League 7s
- Men and Women's Rugby 10s
- Women's Cricket
- Men's Baseball
- Mountain Biking
- Ten Pin Bowling
- Disability Athletics
- Equestrian
- Mixed Squash

# Registered Units

A range of sporting, cultural, recreational and community service activities are offered each year as Registered Units (R). Students are encouraged to involve themselves in R Units where possible; they are a satisfying and relaxing complement to courses.

R Units are offered in units of differing lengths, carrying appropriate values. All R Units successfully completed are reported on the Year 12 Certificate and Secondary College Record. Units derived from

this source will contribute towards the issue of a Year 12 Certificate.

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 early in Semester 1 via iGroup notices and Daily College News.

Following is a typical sample of units offered.

## *Fitness and Sport*

AFL Boys & Girls  
Badminton  
Baseball  
Basketball  
Beach Volleyball  
Bushwalking  
Canyoning  
Caving  
Cricket  
Cross Country  
Cycle Touring  
Equestrian  
Futsal  
Floor Hockey  
Golf  
Horse Riding  
Inter-Col Sports  
Sailing  
Netball  
Oztag  
Rock Climbing  
Softball  
Skiing  
Snorkelling  
Table Tennis  
Ten Pin Bowling  
Touch Football

## *Leisure and Enrichment*

Band Performance  
Band Tutor Program  
Career Planning  
Ceramics  
Bar & Beverage Course  
Computer Maintenance  
CSIRO Science Research  
Dance  
Debating  
Digital Photography  
Drama  
Drawing for Pleasure  
Enrichment Mathematics  
ESL Tutorial  
First Aid  
IT Tutorial  
Jazz Studies  
Life Drawing  
Media Production  
Mock Trials  
Music Workshops  
Photography Colour  
Photography Black & White  
Sewing for Fun  
Social Justice  
Stage Production  
Theatre Exposure  
Theatre Production & Lighting  
Tutorial Mathematics  
Tutorial English  
Vehicle Maintenance

## *Work Experience*

All students have the opportunity to participate at a variety of work placements.

Community Service  
Amnesty International  
College Yearbook  
Community Radio

## *Community Services*

First Aid  
Blood Donor's Club  
Student Leadership Group (SLG)

## *Business and Social Sciences*

ABW (Australian Business Week)  
Online  
Global Enterprise Challenge  
Business Studies Competition  
Economics Competition  
UBS Academy  
Young Achievement Australia  
ASX Online Share Market Australia  
Legal Studies MOOT Trial  
CPA Australian Plan Your  
Enterprise Competition



# Science

## Biology (T/A)

### List of Units

#### *Introductory Biology*

(incorporates Cells and the Microscope / Biochemistry and Cellular Processes, which are both half standard units)

This introductory unit includes the study of cell structure and function, the use of microscopes and biochemistry and is **compulsory** for a major in Biology.

#### *How Living Organisms Function*

This unit includes the study of nutritional requirements of plants and animals, transport systems, gas exchange, support systems and movement.

#### *Co-ordination, Reproduction and Disease*

Coordination in the human body with nervous and endocrine systems is the basis of this unit. It also includes the study of reproduction in plants and animals, infection and disease.

#### *Introductory Genetics*

(incorporates the principles of Genetics and the principles of Natural selection, which are both half standard units)

The basis of genetics DNA, Protein synthesis and genetic development is studied in detail. The principles of natural selection and evolution are studied in the second half of the unit.

#### *Applied Genetics*

(incorporates Genes in Action and Evolution)

This unit covers the effects of changes in genes, their advantages and disadvantages and the development of species through the process of evolution.

#### *Research Biology*

This unit will be a student-centred research activity, which will provide students with the opportunity to examine a problem in biology of their choosing. Staff and visiting Scientists will oversee students to

ensure that they not only widen their understanding of biology, but also develop skills in the design and execution of a valid research project.

#### *How Ecosystems work and Human Impact*

(incorporates Ecosystems – Cycles and Energy Transfer and Ecosystems – Impacts and Solutions, which are both half standard units).

In this unit the cycles in nature that transfer energy are investigated and some of the possible solutions to ecological problems are studied.

#### *The Nature of Ecosystems*

The Nature of Ecosystems (incorporates Ecosystems and populations and Australia over Time and Human Population, which are both half standard units).

This unit defines an ecosystem and its components. It develops these concepts in relation to Australia.

## Chemistry (T)

### List of Core Units (essential to a major in Chemistry)

#### *Introductory Chemistry*

(incorporates Introduction to Chemistry and The mole, water and reactions in solution, which are both half standard units). This unit includes the following topics: Atomic Structure, the Mole Concept, Bonding and Reactions in Water.

#### *Acids Redox and Organic Chemistry*

(incorporates Acids and Redox and Organic Chemistry which are both half standard units)

This unit includes the following topics: Acids and bases, Redox, Organic Chemistry and Polymers.

#### *Physical Chemistry Yr 12*

This unit includes the following topics: Gases, modern atomic theory, thermochemistry, reaction kinetics and equilibrium.

### List of Elective Units

#### *Biochemistry Yr 12*

(incorporates Biochemical structure and functions and Biochemical processes and applications which

are both half standard units).

In this unit the following topics are covered: Introduction to Biochemistry, biomolecules, cellular respiration photosynthesis and genetic engineering.

### *Analytical Chemistry Yr 12*

(incorporates Introduction to Chemical Analysis and Advanced Analytical Processes, which are both half standard units. In this unit the topics covered are: quantitative analysis, qualitative analysis, basic spectroscopic techniques and advanced instrumentation.

### *Industrial Chemistry Yr 12*

(incorporates Foundations of Industrial Chemistry and Investigations of Industrial Processes, which are both half standard units).

This unit covers preparative chemistry, the chemical industry, extraction of metals, manufacture of products and the petrochemical industry.

### *Environmental Chemistry Yr 12*

(incorporates Principles of Environmental Chemistry / Investigation of Environmental Incidents, which are both half standard units).

In this unit the topics are: the environment, resources, pollution, relevant environmental incidents.

### *Forensic Chemistry Yr 12*

(incorporates Principles and Processes of Forensic Science and Electrochemistry, which are both half standard units).

This unit requires students to have completed a minor in Chemistry. The topics covered are: Microscopy, spectroscopy, chemical analysis, analysis of soil samples and other topics.

### *Extended Research*

Students undertaking this unit should have demonstrated a high degree of interest in, and aptitude for, Chemistry with at least a minor in the subject. This unit enables students to study a topic of interest to them in greater depth than is possible in the other units. Negotiated content should reflect the goals of the unit.

## **Physics (T)**

### **List of Units**

#### *Force and Geometric Optics*

(incorporates Force and Geometric Optics, which are both half standard units).

This unit includes the following topics: Measurement of Matter, Newton's Laws of Motion, Work, Energy, Properties of light, reflection and refraction.

#### *Charge and Energy*

Students must complete the units 'Force' or 'Force and Geometric Optics' or equivalent material before taking this unit.

This unit includes the following topics: Electrostatics and Fields, Electric Circuits, Heat

#### *Complex Motion and Waves Yr 12*

Students must complete the units 'Force' or 'Force and Geometric Optics' before taking this unit. This unit includes the following topics: Complex Motion, Circular Motion, Projectile Motion, Conservation of Momentum, Superposition of Waves.

#### *Electromagnetism Yr 12*

Students study and investigate electromagnetic effects and interactions such as: permanent magnetism, magnetic fields, currents and fields, moving charges and fields, induction, transformers, power transmission. In the practical sessions they develop manipulative skills and apply their knowledge and understanding to practical problems of electromagnetic effects and interactions.

#### *Atomic and Nuclear Physics Yr 12*

(incorporates Atomic Physics and Nuclear Physics, which are both half standard units).

This unit includes the following topics: Atomic Physics, Nuclear Physics, the Nature of Light and current issues interference and diffraction.

#### *Astrophysics Yr 12*

(incorporates Gravity and Planetary Astronomy and Stellar Astronomy which are both half standard units)

This unit includes the following topics: Models of the Heavens, Cycles of the Sky, Modern theories of the

origin of the Solar System, Stellar Astronomy and Cosmology.

The following units are also available if there is sufficient student interest for a class to be formed. Details of the content can be obtained from the Science faculty.

- Engineering Physics
- Fluid Physics
- Electromagnetism
- Medical Physics
- Project Physics

## Horticulture (A)

### List of Units

#### *Summer — Seedlings, Soils & Cuttings*

The theme of this unit is Summer garden maintenance. The following topics are integrated in this theme.

- What is Horticulture? — Jobs in the Horticulture Industry
- Job Skills — Employability Skills
- Seed germination — conditions and requirements, Monocotyledons and Dicotyledons.
- Propagating seedlings in punnets
- Soil preparation for a vegetable garden
- Soils — pH and pH testing
- Vegetative propagation — semi-hardwood cuttings
- Transplanting seedlings — pricking out and potting on

#### *Autumn — Irrigation & Potting Mixes*

The theme of this unit is Autumn garden maintenance. The following topics are integrated in this theme.

- Irrigation methods — flood, furrow, sprinkler, micro-jet and trickle
- Safe tool use and tool maintenance
- Occupational health and safety (OH&S) in the workplace
- Job skills — the Apprentice System, Australian School-Based Apprenticeships (ASBA's)
- Potting mix ingredients and their properties

#### *Winter — Pruning & Plant Structure*

The theme of this unit is Winter garden maintenance. The following topics are integrated in this theme.

- Pruning fruit trees and roses
- Vegetative propagation — hardwood cuttings
- Basic plant structure
- Photosynthesis
- Job skills — resume writing
- Soils — texture and structure
- Soils — improvement

#### *Spring — Indoor Plants & Organic Growing*

The theme of this unit is Spring garden maintenance. The following topics are integrated in this theme.

- Fungi growing
- Indoor plants, hanging baskets and terrariums
- Growing ferns
- Plant pest and diseases
- Safety precautions with chemical sprays
- Non-chemical methods of pest and weed control
- Organic gardening

#### *Summer — Herbs, Compost & Bulbs*

The theme of this unit is Summer garden maintenance. The following topics are integrated in this theme.

- Compost
- Earthworms
- Plant fertilisers
- Herbs — growing and drying
- Fruits from around the world (Fruit Feast)
- Glasshouse maintenance and the ideal conditions for plant growth
- Vegetative propagation — bulbs/corms, bulb cuttings or chipping
- Vegetative propagation — layering (tip, simple, air, and mound layering)

#### *Autumn — Trees, Cacti & Seeds*

The theme of this unit is Autumn garden maintenance. The following topics are integrated in this theme.

- Landscape mapping
- Vegetative propagation — division
- Planting trees
- Flowering, fertilisation and seed formation
- Collecting seeds and storage
- Seed dormancy and stratification
- Cacti and succulents
- Job skills — writing a job application
- Plant identification and the naming of plants

### *Winter — Xeroscape & Landscape Design.*

The theme of this unit is Winter garden maintenance. The following topics are integrated in this theme.

- Water conservation and xeroscape gardening
- Landscape design
- Plant propagation — sexual versus asexual propagation
- Plant life cycle
- Job skills — interview skills
- Aborigines and horticulture

### *Spring — Hydroponics, Grafting & Lawns*

The theme of this unit is Spring garden maintenance. The following topics are integrated in this theme.

- Lawns — seed sowing versus turf, maintenance and watering
- 2-stroke and 4-stroke engines, use and maintenance
- Hydroponics
- Bonsai
- Plant propagation — grafting and budding
- Orchids
- Container gardening

## **Pre-Med (R)**

### **List of Units**

#### *Pre-Med: Career Pathways*

Medical and related occupations and career options.

#### *Pre-Med: Promoting Healthy Lifestyles*

Preventing common diseases and disorders in our society, promoting healthy lifestyles and understanding the role of health care organisations.

#### *Pre-Med: Communication Skills Development*

Development of interpersonal skills through training in areas such as communication, conflict resolution, assertiveness and public relations. The unit stresses the importance of health professionals being able to communicate effectively in their work situations.

#### *Pre-Med: History of Medical Science*

A detailed study of the history of health and medical practices, together with a look at future directions.

#### *Pre-Med: Ethics in Medical Science*

An analysis of moral, ethical and legal dilemmas facing professionals in the medical field.

#### *Pre-Med: Work Experience*

Opportunities to gain experience in particular aspects of specific professions (tailored to individual needs).

#### *Pre-Med: Campus/Site Visits*

This unit covers site and campus visits to local and interstate universities, TAFES and professional facilities.

#### *Pre-Med: Medical Lecture Series*

Lectures (generally at school in school time) conducted by prominent practising medical professionals who are experts in their field.

#### *Pre-Med: Job Seeking and Study Skills*

Specific skills and practice in interview techniques, industry awareness seminars, resume and application writing required for selection by several universities and colleges.

#### *Pre-Med: Literature/Film Reviews*

Specific student research into the field of medical science in which they are particularly interested. This includes reviews of medical literature and films.

#### *Pre-Med: Health Certificate*

This unit will be awarded to students who complete relevant health-related certificates, such as Senior First Aid qualifications. Such courses may be completed in school time.

Pre-Med is available as a Minor in the Leisure and Enrichment Course (R).

# 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, 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 AND GRAPHICS (T/A)

### List of Units

#### *Graphic Design*

In Graphic Design students will develop skills in the design process, freehand sketching, raster and vector software packages, 2D & 3D rendering, colour systems, layout and presentation, typography and printing processes.

#### *Graphic Design Applications*

In Graphic Design Applications students will further develop skills in the design process, freehand sketching, raster and vector software packages, 2D & 3D rendering, colour systems, layout and presentation, and printing processes. They will also explore skills such as following a design brief, client/designer management, recognise and work to industry standards, and digital technology.

#### *Graphic Design Typography*

In Graphic Design Typography students will explore skills in typographic layouts, font file management, typographic design applications, the impacts of typography in graphic design and society.

#### *Major Design Project*

In Major Design Project students will be required to identify a design problem and solve it following the design process. Over the project they will learn how

to develop a design brief, time management plan, research and development, concept sketches, prototype construction, evaluation processes and design folio.

## CAD (T/A)

### List of Units

#### *CAD Introduction*

In CAD Introduction students will develop skills in the design process, technical drawing, application of CAD package, Sketching/drawing skills for 2D and 3D information, Utilising layers and scales, 2D & 3D modelling and rendering techniques.

#### *CAD Industrial Design*

In CAD Industrial Design students will further develop skills in the design process, Sketching/drawing skills for 2D and 3D information, 2D & 3D modelling and rendering techniques. They will also explore skills in applying lighting, texture and faders for realistic rendering, and walkthrough animation techniques.

#### *CAD Architecture*

In CAD Architecture students will further develop skills in the design process, Sketching/drawing skills for 2D and 3D information, 2D & 3D modelling and rendering techniques. They will also explore skills in applying lighting, design techniques for architectural practice, drawing standards and regulations, rendering for architectural designs, and walkthrough animation techniques.

#### *CAD Advanced*

In CAD Advanced students will further develop skills in the design process, advanced 3D modelling and construction techniques, detailed rendering techniques, complex texture development, lighting and faders for realistic rendering, walkthrough animation techniques, exporting/importing across different design applications and printing.

#### *CAD Engineering Design*

In CAD Engineering Design students will explore skills in the engineering design process, advanced

3D modelling and construction techniques, detailed rendering techniques, NC speed enhancement techniques, generating NC code, CNC manufacturing, tool path programs exporting/importing across different design applications and printing.

#### *CAD Manufacturing*

In CAD Manufacturing students will explore skills in manufacturing processes, structural analysis, aerodynamics, advanced 3D modelling and construction techniques, detailed rendering techniques, rapid prototyping, generating NC code, CNC manufacturing, tool path programs exporting/importing across different design applications and printing.

#### *CAD Intro to 3D Animation*

In CAD Intro to 3D Animation students will develop and explore skills in the design process, 3D animation programs, objects and modelling basics, material texture mapping, cameras and lighting, story board development, environment effects, particle and flow systems, rendering techniques and animation.

#### *CAD Advanced 3D Animation*

In CAD Advanced 3D Animation students will further develop skills in, 3D animation programs, solving design problems, compound object techniques, material texture mapping, cameras and lighting, environment and atmospheric effects, complex particle and flow systems, advanced rendering techniques and animation.

## Furniture Construction (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

#### *Timber Furniture Construction*

#### *Timber Machining and Assembly*

#### *Timber Furniture Project*

## Metal Technology (A)

### List of Units

#### *Introduction to Metal Technology*

Introduces students to the principles of OH&S in the work environment. Students will carry out routine manual arc 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 Technology*

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 Technology Design*

Students will set up and perform simple welding exercises using manual arc 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)

#### *Metal Technology Project*

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 initiation is essential)

## Tourism Studies (A/V)

### List of Units

#### *Introduction to Tourism (Includes 1 core unit of competence)*

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

- Develop and update tourism industry knowledge
- Source and provide Australian destination information and advice
- Sell products and services
- Advise on products and services
- Provide visitor information

#### *Working in Tourism (Includes 1 core unit 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.

## Package Planner

You may find it useful to fill in this sheet in order to get a clear picture of which subjects you should choose for Years 11 and 12. Fill it out in pencil so that you can make changes easily.

My goals at college are:.....  
 .....

My career goal is:.....  
 .....

To reach my career goal I need a :  Yr 12 Certificate only  
 Tertiary package

Therefore, my study package should be something like this .....

<b>Year 11</b>	<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject4</b>	<b>Subject 5</b>	<b>Subject 6*</b>
<i>Semester 1</i>						
<i>Semester 2</i>						
<b>Year 12</b>	<b>Subject 1</b>	<b>Subject 2</b>	<b>Subject 3</b>	<b>Subject4</b>	<b>Subject 5</b>	<b>Subject 6*</b>
<i>Semester 1</i>						
<i>Semester 2</i>						

\* 5 subjects per semester is a minimum

### Checklist

In my package, have I selected courses I will enjoy and do well in?.....

How many 'T' courses have I chosen?.....

How many 'A' courses have I chosen?.....

I will have majors in: .....

I will have minors in: .....





*Correct at the time of printing*



the  
**Canberra College**

[www.canberrac.act.edu.au](http://www.canberrac.act.edu.au)

**Weston Campus**   **Woden Campus**

Fremantle Drive, Weston, 2611   Launceston Street, Phillip, 2606

telephone: 6205 6787   telephone: 6205 5777

[info@canberrac.act.edu.au](mailto:info@canberrac.act.edu.au)



Education and Training

