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

This handbook will give you guidance on what the college has to offer. The Canberra College is committed to support you in your transition from secondary education to life after school.

Further information regarding the college is available on our website at www.canberrac.act.edu.au or by contacting the College on 6205 5777.

Cover Art work:
LILIAN MCCAULEY, Somewhere Else, 2012. Ink on paper
NEW SUKASAM

www.canberrac.act.edu.au

Woden Campus       Weston Campus
Launceston Street, Phillip, 2606  Fremantle Drive, Stirling, 2611
telephone: 6205 5777    telephone: 6205 6787
info@canberrac.act.edu.au
Contents

College Information ......................... 5
Course Selection .......................... 9
Assessment & Certification ............... 12
Additional Programs ...................... 14
Behavioural Sciences ...................... 19
Commerce & Legal Studies ................. 20
Community Services ....................... 22
Dance ....................................... 23
Disability Services ......................... 24
Drama ....................................... 26
English ...................................... 27
Fashion Design & Textiles ................. 30
Global Studies ............................. 31
History ...................................... 32
Hospitality & Food Studies ............... 33
Information Technology .................... 34
International Baccalaureate .............. 36
Languages ................................... 37
Library Services ............................ 40
Mathematics ................................ 41
Media ....................................... 43
Music ....................................... 44
Photography ............................... 46
Physical Education ......................... 47
Registered Units ............................ 50
Science ..................................... 51
Technology .................................. 54
Tourism Studies ............................ 55
Visual Art ................................... 56
Notes ....................................... 57

LILY FAIRHALL, Upcycled Sculpture, 2012.
Discarded soda bulbs, wood, nails
Canberra College has high expectations of all its students in terms of academic performance, behaviour and service to the wider community. Our student body is characterised by diversity in academic interests and cultural backgrounds. We are proud of our status as an International Baccalaureate World School and seek to develop a global perspective in all our students in preparation for the world of today and tomorrow. All students study towards an ACT Year 12 Certificate while some undertake, in addition, the IB Diploma, nationally recognised training packages, Australian School Based Apprenticeships (ASBAs), the Big Picture program or our Futures program.

Our expectations of students' academic performance are high and their opportunities to excel are enhanced by a broad curriculum, state of the art facilities and a staff of dedicated specialist teachers. We cater for the full academic range of students and seek to set them on the pathway to achieving their goals.

We promote our values and celebrate diversity in our school, value learning, pursue excellence and expect that all students and staff embrace the opportunities that Canberra College offers. As a community we keep these at the forefront of our operations as a moral compass in our daily life.

Life as a student at Canberra College abounds with opportunities and challenges. These may include performing at the Adelaide Fringe Festival, working on projects with villagers in Borneo, participating in Science Olympiads, completing the IB Diploma, representing the college in sport, singing at our annual Talent Quest, attending Writing or Psychology camps, providing table service at the Canberra Cystic Fibrosis dinner, debating, completing an ASBA in Electrotechnology, whale watching at Montague Island, studying extension units at the ANU Secondary College, caving at Wee Jasper or competing in a team at the University of Canberra Maths Day.

Our new Performing Arts Centre with a fully equipped professional theatre as its centrepiece opened in 2012 at our Woden Campus. Our campus at Weston houses the national award winning program, CCCares, which offers the opportunity for young parents to complete their Year 12 Certificate and gain vocational qualifications in a supported environment.

The Canberra College maintains a genuine partnership between students, teachers and parents in order to care for each individual.

At Canberra College, we care for your future.

John Stenhouse
Principal
College Information

Student Services

The Student Services team includes an Executive Teacher, three Year Advisors, administrative officers and a Counsellor. They work in conjunction with the Careers and Work Experience team. The Student Services team works with students to:

- assist in the transition to pathways beyond school, including gaining university or CIT entrance, apprenticeships, traineeships or the world of work
- coordinate course selection for new and continuing students
- provide assistance with academic, social or personal concerns for students and stakeholders
- monitor packages, points and absences

The Student Services team works as a liaison between students, parents and staff; the Student Services area is open throughout the school day for appointments and casual drop-ins.

iGroup (Information Group) and Student Meetings

iGroups meet each Wednesday for 15 minutes. This is compulsory for all students. iGroup teachers communicate to students various college notices such as sporting events, excursions, career and study opportunities. The iGroup teachers monitor student attendance and that study packages are on track for completion. They also ensure that students’ personal details are updated. They are the first port of call for students who are experiencing difficulties.

Student Year Meetings occur regularly and are a forum for guest speakers, presentations and the acknowledgment of student achievements. The meetings are run by members of the Student Leadership Group (SLG).

Choosing Your Courses

The best guides to course selection at college are your interests and successes to date. Most students coming to the College have not yet decided on a career. Even those who have strong ideas need to keep their options open. Things change in the work force, at universities and in the lives of students. Some students will need to include specific subjects based on tertiary prerequisites and students can check this through Student Services or Careers.

Students are expected to enrol in 5 subjects at the beginning of Year 11. Not all courses need to be studied with an eye for getting into a particular career or course. There are other reasons such as learning something new and following up on an interest. Students who embark with enthusiasm and readiness to work at their best usually find that most subjects are enjoyable. That’s not to say that schoolwork is always easy or fun!

Application for University Entrance

Application for places in all public universities in NSW and ACT is made through the University Admission Centre (UAC). Entry to particular courses is competitive and offers of a place are made on the basis of a ranking called the Australian Tertiary Admission Rank (ATAR). When each course quota is filled and the cut-off is established, no other applications are accepted. Students must accept an offer of a place by the due date otherwise the offer will lapse.

The UAC Guide, which contains course information cut-offs from previous years and application procedures, is issued to students in August of their final year. Information sessions on course selection and application procedures are run by the College to help students with their applications.

For states other than NSW and ACT, students must obtain the application forms and cut-off information from the relevant admission centres. For addresses and contact numbers, refer to the UAC Guide or the Careers Office at the college.

Prerequisite Subjects for University Entrance

As well as meeting the ATAR cut-off, some tertiary courses require students to have studied certain subjects or gained a minimum standard of attainment in Year 11 and 12. This is referred to as prerequisite study or assumed knowledge. Details of courses requiring this knowledge and achievement levels are
in the UAC Guide. This information is also available in the Year 10 guide, University Entry Requirements for 2014, distributed to all high schools. Both publications are available on the web at http://www.uac.edu.au. Press ‘Schoolink’ and then press the link ‘University Requirements 2014 - Year 10 Booklets’.

Special Entrance Requirements for University Entrance and CIT

Some University and CIT courses such as Art, Drama, Music and Design, require students to have relevant skills, experience and folios of work in addition to obtaining a Year 12 Certificate. Students may be required to attend interviews, auditions and special testing as part of the application for each course. The UAC Year 10 Booklet and the UAC Guide contain information detailing these requirements. The Student Services/Careers Advisors can provide current information for any course.

Scholarships and Cadetships for University Entrance

Students requiring financial assistance to undertake tertiary study should consider applying for a cadetship or scholarship. These are advertised in the major metropolitan newspapers and application is made directly to each university or industry group. An offer of assistance is based on academic achievement and cadetship applicants are required to sit a test and have an interview. Details are available from the Student Services and Careers Advisors.

Application to the Canberra Institute of Technology (CIT)

Applications for places in higher level courses such as Advanced Diploma and Diploma courses are made by postal enrolments in response to newspaper advertisements. A Year 12 Certificate is required and attendance at Information Sessions run by CIT (again advertised in newspapers) is essential for some courses. Students wishing to enter a Certificate Course will need a Year 10 Certificate and should apply directly to CIT in person. Sessions are run to assist students with course information and their applications.

Australian School Based Apprenticeships (ASBAs)

An Australian School Based Apprenticeship (ASBA) is a system of training to help students gain entry into their chosen industry. Students are able to enter into a traineeship on a part time basis whilst remaining at school. ASBAs are available in a number of industries. Students can consult the staff in the Careers Office about these.

Apprenticeships and Traineeships

Students looking for on-the-job training should consider an apprenticeship or traineeship to develop personal work skills and job specific skills. Employers offering these training programs advertise in the daily newspapers and are listed at Centrelink and with private providers. Information is available from Student Services/ Careers Advisors.

Early Exit Program — Students studying for a Year 12 Certificate

Students who have gained 17 standard units for an Accredited package by the end of their third semester or middle of their fourth semester may apply to be released from the College ahead of other Year 12 students. Having qualified for a Year 12 Certificate, these students may then decide to enter the next stage of their career studying at CIT or commencing full time work. Early Exit Program students are invited to the Year 12 Graduation, Year 12 Breakfast and Formal.

Certificate Requirements

The following five documents are available which report studies undertaken at the Canberra College.

Year 12 Certificate

This Certificate is issued at the end of Year 12 showing results obtained in all units completed. It is issued by the ACT Board of Senior Secondary Studies. To receive this certificate at the end of Year 12, students must satisfactorily complete 17 standard units with at least three accredited minors from different course areas in their package. (See Glossary)
**ATAR Statement**

Students who wish to go on to tertiary study will also be given this statement which shows each student’s ranking compared to all other students in the ACT, plus an Aggregate Score. It is issued by the ACT Board of Senior Secondary Studies.

This statement entitles those who qualify for it to be considered for admission by Australian tertiary institutions. The ATAR shows the University Admission Rank compared to all other students in the ACT, which is the criterion used for tertiary entrance, and the Aggregate Score which is the score from which the University Admission Rank is derived.

To receive this statement students must complete a study program from A, T, H, M, C, E, R and V Courses (see Glossary) which accrue a minimum of 20 standard units. There must be at least 18 T & A standard units and these must be arranged into courses to form either:

- five major courses
- four major courses and one minor course
- three major courses and three minor courses
  (of these, at least three major and one minor must be T courses)
- in addition, students must sit the ACT Scaling Test (AST).

**Australian Qualifications Framework — Cert I and Cert II**

Students who successfully complete Vocational Courses (V Courses), including participation in Structured Work Placements (‘on the job training’) will be granted a nationally recognised Certificate I or Certificate II under the Australian Qualifications Framework.

**Employment Pathways**

The College provides Vocational Education and Training, which is responsive to the changing needs of students in today’s workforce. Students can select work based programs which are designed to articulate into further study and assist students to obtain employment upon graduation. The courses have been developed in partnership with industry, unions and employers.

As a nationally accredited Registered Training Organisation (RTO), the College is able to provide structured work–based training which has been approved at a national level. Students are able to graduate with full or partial VET qualifications that are recognised across Australia.

**Vocational Education Involves:**

- Courses that are developed for students to meet the needs and standards of local industry (employers)
- Courses which are competency based; students demonstrate their skills in a workplace environment
- Courses which may have a period of on-the-job training with an employer

**Students who undertake Vocational (V) Courses**

- Gain practical work related skills that employers recognise
- Gain credit transfer and/or advanced standing into other training courses
- Gain a nationally recognised vocational qualification in addition to the ACT Year 12 Certificate
- Make valuable contacts with employers
- Try out a possible career before finishing Year 12
- Prepare themselves for the world of work
An Overview of Certification

**Year 12 Certificate**
- requires at least 17 Standard Units can be A, T, H, M, C, E, R or V
- Including at least 3 minors
- Suitable for entry into CIT, Traineehips, Workforce & New Apprenticeship

**University entrance needs an ATAR which requires**

**ACT Scaling Test**
- 20 Standard Units including at least 18 A, T, H, M, C, E or V standard units.
- This could be 5 Majors OR 4 Majors and 1 Minor OR 3 Majors and 3 Minors
- Including at least 3 T majors and 1 T minor to satisfy ATAR requirements
Glossary of Terms

The following table explains terms that apply to courses at the Canberra College.

**Accredited (A) Course**
An ‘A’ course provides a general education and is designed to meet the needs of students studying in Years 11 and 12. It does not contribute to a student's ATAR calculation.

**Competency based (C) Course**
A ‘C’ Course provides vocational education but can’t contribute to ATAR calculation. Only one ‘C’ or ‘E’ course can be included in the requirements for Year 12 certification.

**Vocational (E) Course**
‘E’ classification is given to a Board registered course, Vocational program Industry 1, which leads to a nationally recognised vocational qualification (Certificate or Statement of Attainment) and is delivered by an external Registered Training Organisation. Only one ‘C’ or ‘E’ course can be included in the requirements for Year 12 certification.

**Higher education (H) Course**
An ‘H’ course is designed and accredited by an Australian higher education provider. On successful completion of the course, students will be given recognition towards an undergraduate degree with that provider.

**Modified (M) Course**
An ‘M’ course provides appropriate educational experiences for students with specific disabilities.

**Registered (R) Unit/Course**
An ‘R’ course is designed to provide learning experiences in personal development, recreational, community and work related activities.

**Tertiary accredited (T) Course**
A ‘T’ course provides the study skills and knowledge considered necessary for higher education and further study. Scores obtained in a designated number of ‘T’ courses are used to calculate a student’s ATAR.

**Vocational (V) Course**
These courses are industry approved and will give advanced standing in some CIT and TAFE courses. Students can gain a nationally recognised Certificate I or Certificate II if the course is fully completed.

**Major Course**
A minimum of three and a half semester units is required for a major course.

**Double Major**
A minimum of seven semester units is required for a double major course.

**Major/Minor**
A minimum of five and a half semester units is required for a major/minor course.

**Minor Course**
A minimum of two semester units or equivalent is required for a minor course.

**Half Semester Unit (Quadrimester)**
A half semester unit has a value of 0.5.

**Semester Unit**
A standard semester unit has a value of 1.0.

**ACT Scaling Test (AST)**
The ACT Scaling Test is a test designed to obtain information about students’ aptitude for study at post-secondary level. It measures quantitative and verbal reasoning through multiple choice components, a short response test and an extended written response to a set topic. The results are used by the BSSS to scale course scores and thus provide parity between colleges and courses.

**Australian Tertiary Admission Rank (ATAR)**
ATAR is a percentile rank which compares the performance of one student with other Year 12 students. It is used as the basis for entrance to universities.
### 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 ……

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Subject 6*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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: ...............................................................................................................................................
Courses Offered in 2014

Arts
Art (T/A/IB)
Ceramics (T/A/IB)
Certificate II Live Production, Theatre and Events
Dance (T/A)
Drama (T/A/IB)
Jazz (T)
Media (T/A)
Music (T/A)
Music Industry (C)
Photography (T/A/IB) \textit{(IB as a part of Arts)}

\textbf{Commerce, Library and Social Sciences (CLASS)}
Accounting (T/A)
Business Administration (A/V)
Business Studies (T/A)
Community Services (A/V)
Economics (T/IB)
Legal Studies (T/A)
Global Studies (T/A)
Psychology (T/A/IB)
Sociology (T/A)

\textbf{Humanities}
English (T/A/IB)
English for Academic Purposes (T)
ESL (English as a Second Language) (T/A)
History (T/A/IB)
Theory of Knowledge (T)

\textbf{Hospitality and Food Studies}
Food and People (A)
Food Science & Management (T)
Hospitality Studies (A/V)
Tourism Studies (A/V)

\textbf{IT}
Information Technology (T/A/V)
IT - Network Stream (A/T/V) \textit{NB May be offered in 2014}
IT - Applications Stream (A/T/V)
IT - Programming Stream (T/V)

\textbf{Languages}
Chinese (T/IB)
French (T/IB)
German (T/IB)
Italian (T/IB)
Japanese (T/IB)

\textbf{Mathematics}
General Mathematics (A)
Mathematical Applications (T)
Mathematical Methods (T/A/IB)
Maths Studies (IB)
Specialist Mathematics (T/A/IB)

\textbf{Physical Education}
Exercise Science (T/A)
Outdoor Education (A)
Physical Education (A)
Sport (R)
Sports Development (A)
Sports Studies (T/A)
Sports Science (T) \textit{NB Combined course}

\textbf{Sciences}
Biology (T/A/IB)
Chemistry (T/A/IB)
Environmental Systems and Societies (IB)
Horticulture (A)
Physics (T/A/IB)
Pre-Med (R)

\textbf{Technology}
Automotive Technology (A)
Design & Graphics (T/A)
Fashion Design and Textiles (T/A/IB) \textit{(IB as a part of Arts)}
Furniture Construction (A)
Metal Engineering (A)

Key: A = Accredited Course, T = Tertiary Course, V = Vocational Course, IB = International Baccalaureate Course, R = Registered Unit.
Assessment

Assessment in all courses at Canberra College is internal, continuous and cumulative. There are no external examinations. Student performance over a range of assessment tasks is taken into account when arriving at unit grades and course scores (for T courses) completed at minor, major, major/minor and double major level.

The assessment instruments used vary from course to course and sometimes from unit to unit. They are defined in course frameworks and fully described in course documents approved at the time of accreditation.

Course outlines

Course Outlines are available in the College library or from the Executive Teachers in each faculty. The written Course Outline describes:

- the objectives of the course
- the content of the course
- the criteria for the course
- the course score calculations
- moderating and scaling procedures

Typical assessment methods include written tests, oral presentations, essays and assignments, research work, reports, practical work and other measures appropriate to the material being studied. In some units, assessments may be based partly on material encountered during excursions. Detailed copies of all college courses, accredited by the BSSS, are available from the college as well as on line from the BSSS website.

Unit Outlines

At the beginning of each unit, every student receives a copy of the Unit Outline which describes:

- the unit objectives
- the unit content
- attendance requirements
- the assessment tasks and the due dates
- grade descriptors

Unit Grades

For every successfully completed T or A unit, students are awarded an A-E grade for that unit, with A being the highest grade. In some courses, such as Registered courses (R), students receive P (pass) grades. Students are advised of the criteria for grades at the beginning of each unit.

The ACT Board of Senior Secondary Studies provides a set of grade descriptors for each course studied. These grades are used by all colleges in the ACT system and appear on the ACT Year 12 Certificate.

The grade descriptors have been based on the following models.

A. Awarded to those students who have very high achievement in all aspects of the unit of study. They understand the most difficult ideas of the unit, demonstrate initiative, can identify and solve problems and are able to communicate their ideas clearly.

B. Awarded to those students who have achieved a high level of understanding in the unit studied and are able to apply the skills learned in the unit to a wide range of problems.

C. Awarded to those students who understand most of the important ideas and have learned many of the skills covered in the unit to a level which would allow them to continue appropriate study in the area or to carry out work requiring these skills.

D. Awarded to those students who know the basic terminology of the area of study, have learned some of the skills and understand some of the important ideas covered in the unit.

E. Awarded to those students who although having met the requirements for attendance and completion of work, have learned few of the skills covered by the unit.

To complete a unit satisfactorily, students must comply with the College’s expectations with regard to attendance and with the requirements for completion of work in that unit. Students who do not comply with these requirements will not be assessed and receive a void (V) grade.
**Appeals**

Students have rights of appeal at every stage of the assessment process: against the procedures by which marks are given as the result of individual assessment tasks, against unit grades and scores or course scores. Detailed advice about appeals and appeal procedures is available from the ACT Board of Senior Secondary Studies website. They are also available from the Assessment Coordinator or from the Student Assessment Handbook and iGroup teachers.

**Breaches of Academic Discipline**

Since college assessments are used for a number of public purposes, it is essential that their integrity be maintained. Attempts to subvert that integrity by any form of dishonest dealing or misrepresentation with respect to any part of the assessment process, including any form of plagiarism, are regarded very seriously by both the College and the Board of Senior Secondary Studies. A copy of the Departmental plagiarism policy is available on request.

**Recognition**

Recognition may be awarded in specified units where a student has studied work deemed by the College to be the equivalent of Year 11 or 12 studies in units offered by the College.

**Status**

The College may award status in specified units when a student is unable to complete work because of illness or misadventure. Status is awarded in these circumstances only if a student has completed insufficient assessment in a unit to justify the award of a grade on the A to E scale.

**Variation to Assessment**

Variation to Assessment is the process by which allowance may be made to vary normal assessment procedures for a student who, as a result of misadventure or illness, has been disadvantaged in terms of assessment for part of a semester unit. Any claim for variation to assessment must be supported by a medical certificate and/or by a recommendation from the College Counsellor.

**ACT Scaling Test (AST)**

All Year 12 students who require an aggregate score and percentile ranking for tertiary entrance must sit for the ACT Scaling Test. The ACT Scaling Test is used to scale the students’ course scores including the best three tertiary majors and 0.6 of the next best tertiary course score and these are combined to form the students’ Aggregate Scores. The Australian Tertiary Admission Rank (ATAR) is a percentile ranking calculated from the Aggregate Scores. Since individual and college results depend on the students’ performance in the AST, students are expected to attend every AST practice and preparation session offered.
Canberra College offers access to a wide range of special programs including:

- **IB Diploma Programme**
- Nationally Certified Vocational Education and ASBAs
- **ANU Secondary College** *(NB This program may change name in 2014)*
- **Big Picture**
- Pre-Med Program
- Sports Academy
- **CCCares**

### International Baccalaureate (IB) Diploma Programme

This is an internationally recognised program. Students receive the IB Diploma or Certificate on completion of the academic and community requirements of the course, which are detailed under the IB DIPLOMA section of the handbook.

The key purpose of the program is to develop students into critical thinkers and global citizens who are committed to improving society.

Students studying the IB Diploma will receive two separate ATARS; one for their ACT year 12 Certificate studies and one from the IBO on completion of all assessments and examination at the end of year 12. The higher of the scores is counted for admittance to further studies in Australian tertiary institutions. Further information can be accessed on the URL [http://www.ibo.org](http://www.ibo.org).

### Registered Training Organisation – Vocational Education

The College has Registered Training Organisation (RTO) status. RTO status allows us to offer and deliver vocational education courses and services and issue nationally recognised qualifications through the BSSS (the Board of Senior Secondary Studies). The College offers a comprehensive vocational education program. Training packages may be offered from the list below:

- **Business Administration** *(see Commerce and Legal Studies)*
- **Community Services** *(see Community Services)*
- **Hospitality** *(see Hospitality & Food Studies)*
- **Information Technology** *(see Information Technology)*
- **Music Industry** *(see Arts)*
- **Tourism** *(see Tourism Studies)*

Please consult Faculty Areas in the table of contents for information about these vocational courses.

Vocational Education provides students with relevant skills and knowledge (nationally recognised competencies) in order to gain certification for either articulation into CIT courses or directly into further employment.

The structure of the course is as follows:

Students complete a year 11/12 package at Tertiary/Accredited or Vocational level in addition to completing:

- Courses under the National Training Packages and are deemed to be competent against the National Competencies necessary
- Nominated time on Structured Work Placements

Then the student will receive the National Certification for the courses completed.

### Vocational Education

The Canberra College has developed a comprehensive vocational education curriculum in order to provide students with the relevant skills, knowledge and attitudes necessary for their entry into employment, training and further education.

Vocational education and training (VET) is a term used to describe education and training arrangements designed to prepare people for work or to improve the knowledge and skills of people who are already working. It also describes one of the three major sectors of education and training, the other two being school and higher education sectors.
VET programs offer students a wide range of educational experiences directly involved with work and career opportunities. These can range from Certificate 1 through six levels of the Australian Qualifications Framework, to Advanced Diplomas.

**Recognition of Prior Learning**

If a student has already had experience that may be relevant to a vocational course that they intend to enrol in, they are entitled to seek acknowledgement of this experience through the ‘Recognition of Prior Learning’, known as ‘RPL’.

If you apply for RPL you will be asked to supply evidence to support your application. This evidence may include examples of relevant life experiences, work experiences, details of study or training, and references from people who can confirm your claim. You will be given guidance about the collection of evidence as well as an Information Kit. RPL can only be given to a whole unit of Competency and therefore you must address all the elements and criteria in the document provided by the teacher.

Your application will be considered by teachers at the college and you will probably be asked to come for an interview to give you an opportunity to itemise your experiences and skills and relate them to the course.

If your application is successful, it will mean that you will be exempt from parts of the course, and you may be able to complete your course in a shorter time.

RPL is available to all students who enrol in a vocational course at the college.

**Credit Transfer for Students**

Students with vocational qualifications from the Canberra College are entitled to Credit Transfer in relevant courses to other Registered Training Organisations (RTOs). Credit Transfer ensures that students do not need to repeat training for competencies that they have already achieved. Students can therefore save themselves course fees and training time. This also ensures that replication of certification will not occur.

Students will usually need to produce their vocational certificate in order for credit transfer to be arranged.

**Australian School Based Apprenticeships (ASBA)**

An Australian School Based Apprenticeship opens a lot of new doors for students and business. Year 11 and 12 students can spend up to two full days per week on-the-job and complete their Year 12 Certificate along with a nationally recognised certificate (usually a Certificate II)

Apprenticeships are flexible, offering both the student and the employer many options for completion of on-the-job training. The best thing is that it is a mutual agreement between the trainee and the employer.

The college has access to a wide range of employee networks within the ACT and can assist in the facilitation of Australian School Based Apprenticeships.

ASBA features include:

- a Training Contract which links to an industrial award or agreement, signed by an employer and the student in employment based training (if the student is under 18 parent/guardian signature is required)
- the training component is undertaken by a Registered Training Organisation (RTO), such as the school/college or by another public or private training provider, eg: CIT
- attainment of a senior secondary certificate and a VET qualification as part of the student’s Year 12 package
- attendance at school/college, work and training

**Nationally Recognised Qualifications**

- Certificate II ASBA Training Contract consists of a minimum of 11 hours per week with a minimum of 8 hours per week on the job training and a minimum of 3 hours off the job structured training (Theory)
- Cert III min 15 hours – this is broken into 12 hours on the job training and 3 hours of structured off the job training (Theory)

**Why you should consider an ASBA**

- You gain a nationally recognised qualification at the appropriate certificate level
- It makes you stand out from a crowd
- It gives you valuable on the job experience and work contacts
- It contributes to further training in your chosen
industry area
• In many cases it can lead to full time employment – traineeships/apprentices after you leave college
• You get credit towards your ACT Year 12 certificate
• You get paid a national training wage

ASBAs are available in a wide variety of industries including:

- Animal Studies
- Panel Beating
- Building & Construction
- Business Administration
- Desktop Publishing
- Electro-Technology
- Engineering
- Floristry
- Hairdressing
- Horticulture
- Hospitality
- IT
- Library
- Multimedia
- Music
- Pharmacy
- Retail
- Sports Administration

ANU Secondary College

NB. In 2014, changes are expected to the structure, courses and name of this program.

The ANU Secondary College provides students with a taste of the university learning experience, and an opportunity to study courses using facilities and staff located on the ANU campus. Courses are developed and delivered by ACT college teachers and ANU staff. Students who successfully complete the program will gain credit towards their studies at ANU in each of the subject areas completed. Completed units will also be listed on the Year 12 Certificate and a completed program can be counted towards the ATAR.

Classes have been offered in Mathematics, Physics, Conservation, Chemistry, Biology and Japanese. Under current arrangements, when completed, the course presented at ANU will be equivalent to a Minor. In the case of Mathematics, the result for the ANU course will be merged with results from a Major-Minor at the student’s home college to form a Double Major. For Chemistry, Physics, Biology and Japanese students will complete a Major in the home college and a Minor at ANU.

All students in Year 10 (2013) with a confirmed enrolment at an ACT Government secondary College for 2014 and who intend to study at least one of the subjects offered, at the highest level when they enrol at the college, will be able to apply. Students must normally have studied the subject at the highest level available at their current high school and achieved ‘A’ grades or equivalent standard. Students may apply at the end of their Year 10 studies on line. Students are selected in Term One and classes start in Term Two.

Big Picture

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

http://www.bigpicture.org

An LTI (Learning through Internship) allows students to explore their interests in real world setting with an expert mentor to guide them. Students are linked carefully from the school to internship and an ILP (Individual Learning Plan) by an advisory teacher who works with them as an individual to set their goals each semester. Students are supported by a literacy class and a numeracy class and all classes have a maximum of 15 students. The learning goals in all classes are focused on skills that support the projects and tasks that are undertaken on the internship, with a mentor.

These learning goals are based on knowledge of self and individual aspirations or personal qualities. Students will be required to use real world strategies to communicate in a variety of forums and using a range of strategies including technology, writing speaking and listening. They will present work to a panel and will demonstrate how they conducted their study project at the internship. This will involve using empirical and quantitative reasoning. In other words, using mathematical and scientific thinking in the real world. The study, related to their interest is
based in **social reasoning**; how do the perspectives of others influence your work in the real world?

Canberra College Big Picture is committed to help students gain direction, personalise their learning, connect them with the world beyond school and to ultimately ensure that the post school destination is one that suits them. We can negotiate around CIT placement, potential enrolment in the UPP at the University of Canberra and, of course, direction straight into employment.

### Pre-Med Program

This program helps to prepare students for careers in the health professions. These include careers in nursing, medicine, paramedics, dentistry, physiotherapy, pharmacy and many others. The course delivers professional information and careers advice to support students seeking university, CIT or employment pathways into the health professions.

### Sports Academy

This program caters for competitors, coaches and officials in a range of sports who have the talent, potential, commitment and desire to develop their performance and involvement in a particular sport to a high level.

Entry to the program can be gained by application to the Sports Academy Coordinator. Generally, the applicant must be involved in a club and spending time outside of school training, competing and preparing. Students spend 75% of their course time competing in and training for their chosen sport either with the College or with a local club. The remainder of the course includes:

- fitness testing and training principles
- cross-training and coaching certification
- goal setting and career targeting

Participants benefit from the program through:

- access to a local gym
- access to expert advice
- assistance with study programs

### CCCares

The Canberra College in partnership with ACT Education & Training Directorate, ACT Health and significant government and non-government community agencies, provides an education and support program for pregnant and parenting students and young carers in the ACT and surrounding districts.

CCCares, endeavours to provide a best practice model for pregnant and parenting students to access education in the ACT. CCCares offers Year 12 Certification; goal oriented learning packages, on-line learning, vocational education and employability skills within a mainstream ACT Government College context.

In November 2009, the program was recognised for its achievements by winning the inaugural Schools First National Award.

CCCares provides holistic health, education and welfare support and connections for young people that assist them to optimise their outcomes in our society.

### CCCares Program Outline

CCCares operates from 8.30am until 4.00pm every week day, in an open plan learning environment. We have classrooms, kitchens, playrooms, sleep rooms, change rooms, a medical suite, gymnasium and outside play areas on site. CCCares offers transportation to students and their children from their homes to school and back again each school day.

CCCares uses Personalised Learning Plans to:

- develop the social and emotional intelligences needed to become connected to their chosen community
- improve students’ literacy, numeracy and IT skills
- work to develop an awareness of local and global issues
- provide a supportive environment which encourages young people to identify and manage their personal circumstances
- design Pathways Plans with young parents to develop the necessary skills and personal strengths they need to become marketable and employable in the future
- to assist our young people to become financially independent

CCCares works in partnership with a wealth of services and agencies to support our young people.
Our program offers:

- On-line curriculum
- Classroom based learning
- Access to community with the assistance of our community liaison officer
- Take home learning packages
- MACH nurse clinics x 4 each week
- Monthly antenatal nurse visits
- Advocacy and support programs
- Daily transport assistance in our 12 seater buses
- Road Ready - driver training in our dual control vehicle under instruction from our fully qualified driving instructor
- Fit for work program
- Dress for success program
- Adjunct care child-minding model
- Playgroup
- Cooking facilities + lunch and morning tea program
- Emergency food and clothing relief
- Adopt-a grandparent program
- Excursions
- Post-school transition options with assistance given by our employment consultants
The Behavioural Sciences area offers T and A courses in Psychology and Sociology.

**Psychology.** The study of Psychology provides a comprehensive understanding of individuals, families and communities. Psychology explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring understanding and interpreting human behaviour. Psychology provides a repertoire of research methodology, analysis and communication skills vital for careers that involve working with people.

**Sociology** focuses on a study of society and social behaviour and questions the ‘common-sense’ or ‘natural’ view of social experience.

**Behavioural Studies** is an interdisciplinary course consisting of a combination of units from Sociology and Psychology adding up to a Major, Major/Minor or Double Major.

**Psychology (T/A)**

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

- Infancy to Adulthood
- Abnormal Psychology
- Sensation & Perception
- Mental Abilities
- Personality
- Attitudes and Prejudice
- Learning and Memory

**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*

Sociology encourages students to be creative and critical thinkers, skilled communicators and ethical decision makers, as well informed members of community and global culture.

There is a strong emphasis on discussion and class interaction. Content includes the theoretical principles of sociology, local and global case studies presented through lectures, seminars, case studies, media, guest speakers, excursions, surveys and individual projects.

Units may be selected from the following areas and are offered on rotation. It is also possible to combine majors in Sociology and Psychology to form a Behavioural Science Major or Double major (requires approval from Student Services or SLC Class Faculty).

**List of Units**

- Sociology and Power
- Sociology of Roles and Relationships
- Sociology of Religion
- Sociology of Health and Medicine
- Sociology of Media, Youth and Culture

Year 11 Term 1 students choose Sociology and Power.
These courses aim to develop the student's understanding and appreciation of the role of businesses, consumers and governments in the contemporary Australian economy. All courses aim to provide students with the opportunity to develop their analytical, oral and written communication skills. All students studying these courses will be encouraged to examine potential employment, self employment and further study opportunities.

**Accounting (T/A)**

Accounting is an information system, providing financial information about a business organisation. It provides the basis for effective and efficient decision-making in any business. This course will prepare students for a career in business, including particular vocations in the accounting area, and will form a basis for tertiary study. Students will be equipped to play a more effective part in their community, in business, and in sporting and social groups.

The first unit is compulsory and the following three units must be studied in sequential order. It is strongly recommended that the students complete the final standard unit if they intend to study accounting at a tertiary institution.

**List of Units**

- The Accounting Purpose and Process
- Recording Information and Procedures
- Measuring Profit and Cash Flow
- Analysis of Business Decisions

Accounting (T/A) is available as a Minor, Major and some units may be combined with some units from Economics or Business to form a Commerce Major. It is recommended that a student begin with The Accounting Purpose and Practice unit, later unit choices can be Recording Information and Procedures, Measuring Profit and Cash Flow and Accounting Controls.

**Business (T/A)**

A study of business enables students to appreciate and experience the wide range of occupations that are available in the business world. The course also encourages students to consider creating their own employment and to develop an entrepreneurial attitude to their future. Each of the four units provides an opportunity to study potential business opportunities in the Australian economy, the expanding opportunities for export in the global economy.

This course provides an excellent background for any business/commerce course at university or another tertiary institution, as well as preparing students for the workforce.

**List of Units**

- Small Business and Globalisation
- Marketing & Business Management
- Economics and Industrial Relations
- Financial Management & the Business Plan

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

**Business Administration (A/V)**

This course provides students with the relevant skills, knowledge and attitude required for entry into further employment, training, or education in the office and clerical field. Students can gain a nationally recognised vocational Certificate II in Business. Structured work placements and ASBA (Australian
School Based Apprenticeship) opportunities will be provided through contact with local businesses and companies.

**List of Units**
- Working in Business Administration 1
- Working in Business Administration 2
- Working in Business Administration 3
- Working in Business Administration 4

**Economics (T)**

The Economics course is primarily concerned with economic literacy, which involves understanding the economic forces which underlie major political and social issues. By studying Economics, students will be better equipped to make considered judgements as workers, consumers, taxpayers and voters.

Emphasis is placed on developing a continuing interest in and an understanding of, the contemporary economic problems facing Australia and the world, such as inflation, high interest rates, unemployment, balance of payments, economic growth and development, environmental issues and globalisation.

**List of Units**
- Introduction to Economics
- Theory of the Firm and Market Failure
- Development and Trade Economics
- Macro Economics-Theories and Issues

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.

**Legal Studies (T/A)**

These units aim to give the student an understanding of law, legal institutions, legal processes and legal reasoning. The emphasis in the course is on rights, responsibilities and reasoning in the context of Australian society. The course aims to provide students with the opportunity to develop their analytical, oral and written communication skills.

**List of Units**
- Legal Systems & Australian Law
- Human Rights & Family Law
- Crime & Justice
- Consumer Law and Torts

**Course Patterns**
- The units are not sequential. However, students are advised to study Legal Systems and Australian Law — as 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 and, 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 studied: 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

**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.
Community Services

Social and Community Work (A/V)

Community Services at the Canberra College introduces students to all of the following: an overview of the community services sector, childcare, aged care and disability and youth work.

This course is suitable for T/A/V students interested in health issues. It provides a great career pathway to the CIT. It is an excellent introduction for students interested in areas of health such as medicine, nursing, physiotherapy or occupational therapy.

The course is meant to stimulate personal and social awareness to encourage self care and practical abilities in the areas described.

Students who are deemed competent in the relevant units of competency, and who complete one or more Structured Workplace Learning units in the specialist area (eg. Aged Care, Child Care or Disability Care), will be awarded a Certificate II in Community Services which is a nationally recognised vocational qualification.

All units are one semester in length and all units have early exit and late entry at the end/beginning of each term.

ASBAs (Australian School Based Apprenticeships) in areas such as childcare, aged care and disability are available in this course of study.

List of Units

- Understanding Community Services
- Disability and Aged Care Work
- Children’s Play
- Issues in Youth Work

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.

LILIAN MCCAELEY, Akaito, 2012. Water colour, ink, pen on paper
Dance (T/A)

Dance Studies (T) is designed to cater for students interested in pursuing a career or tertiary study in Dance. It is also designed to cater for students who are aiming at tertiary studies in dance related areas, such as performing arts, community arts and dance therapy.

Dance classes are held in our new dance studio in CCPAC.

As part of this course, it is expected that students will perform in the Youth Dance Festivals and give dance performances at various venues. Dance students also perform at Canberra College events such as Open Night and Year 12 Graduation.

Dance Studies (A) is designed to cater for those students with a keen interest in dance who would like to develop their skills in a variety of dance styles. It is aimed at those students with a view to progressing to the Dance Studies (T) Course or courses run in the community, as well as those students who value dance as an art form and as a medium for enjoyment and personal development. It is also designed for those students aiming at tertiary study where a background in dance is seen as an advantage, such as performing arts, teaching, community arts and dance therapy.

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
- Dance and the Media
- Dance — History
- Dance in the Community
- Contemporary Dance
- Dance Studies — Self Directed
- Dance Studies (T) only
- Dance — Theatrical Styles
- Dance in Our Time
- World Dance
- Dance in Australia
- Dance — Production

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.

<table>
<thead>
<tr>
<th>Minor</th>
<th>Students must include</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dance — Foundations OR</td>
</tr>
<tr>
<td></td>
<td>Dance History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Students must include</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dance — Foundation AND / OR</td>
</tr>
<tr>
<td></td>
<td>Dance History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>Students must include</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dance — Foundation AND / OR</td>
</tr>
<tr>
<td></td>
<td>Dance History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Double Major</th>
<th>Students must include</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dance — Foundation AND / OR</td>
</tr>
<tr>
<td></td>
<td>Dance History</td>
</tr>
</tbody>
</table>

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 (A) 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.
The Futures Program

The Futures Program is a specific program designed to support students with special needs in education, preparation for employment and for life as an independent member of the local community. Students in the Futures Program attend combined Year 11 and 12 classes.

Students in this program are able to undertake a range of packages including mainstream classes, vocational education courses, on-line learning and specialised classes. Embedded throughout the program is a focus on the development of the individual in conjunction with the continued development of practical maths and literacy skills. Our focus is the enhancement of the student’s general understanding of the world in which they live with a particular focus on undertaking vocational courses leading to certificate qualifications.

To be eligible for enrolment into this program students must meet the current program criteria. More detailed information may be obtained by calling the Executive Teacher on 62055782.

On successful completion of the two year program students graduate with a Year 12 Certificate.

All students in the Futures Program undertake the following current set of core Accredited courses

1. Contemporary English (A/M)
2. Contemporary Mathematics (A/M)
3. VET Course (A/M)
4. Work Training

Vocational Courses may include:
- Certificate I/II Hospitality
- Certificate I Retail
- Certificate I Work Skills
- Certificate I /II Volunteering

Students also may undertake two elective courses.

Electives may include:
- Media Production
- Physical Education (A/M)
- Food and People (A/M)
- Information Technology

Participation in work experience, work sampling and extended work placement is a strong focus of The Futures Program. This is seen as integral for students in the preparation for transition from college to post-college life. Students may undertake placements of a one week block, or one day a week over a number of weeks.

Opportunities for students to participate in CIT programs, traineeships and the ASBA program are also strongly supported as part of the overall transition plan.

All students have a “Planning 4 Transition” plan which identifies the student’s individual needs and priorities for learning. The underlying focus of the plan is the identification of links for students with the appropriate post-school agencies and learning experiences that are transferable to independent community living. Students also participate in an annual mid year In School Review meeting which reviews the student’s placement and progress towards achieving the goals in their Individual Learning Plan (ILP).

The Futures Program has demonstrated best practice in the provision of education and vocational training for college aged students with special educational needs as evidenced by the following awards:

- 2009 Australian Training Awards — National Finalist — VET in Schools Excellence
- 2008 ACT Chief Minister’s Inclusion Awards — inclusion in ACT Government or Agency
- 2007 ACT Department of Education Excellence Awards — Winner — Strengthening Collaborative Practices
- 2007 Training Excellence Awards — Winner — VET in Schools Excellence Award
• 2007 Australian Training Awards — National Finalist — VET in Schools Excellence Award

**Inclusion Support Program and Itinerant Program**

The Inclusion Support Program and the Itinerant Program are available to students in mainstream classes who meet the ACT Student Disability Criteria and who have generated resourcing points through the Student Centered Appraisal process. The ACT Student Disability Criteria covers the following area:

1. Intellectual Disability
2. Language Disorder
3. Physical Disability
4. Hearing Impairment or Deafness
5. Vision Impairment or Blindness
6. Pervasive Developmental Disorder
7. Mental Health Disorder
8. Chronic Medical Condition

Assistance for students who meet the criteria may be offered in a number of ways depending on the specific needs of the student. This decision is made through consultation with the student and staff to define the most appropriate delivery of support.

Examples of this support may include:

• Tutorial support in off lines
• Direct support in the classroom
• Professional development for staff on particular student needs. Provision of advice to staff on reasonable accommodations for tests and assignments
• Co-ordination of case meetings

Further information may be obtained by contacting the Executive Officer on 62055782.
The Drama Course develops students' skills in all areas of performance such as acting, directing, playwriting, improvisation and technical theatre. Reading, writing, speaking and listening are fundamental to this course. Drama students taking the course at a T level are prepared for general tertiary study as well as specialised drama study. Both Drama T and Drama A challenge students and support them to develop self confidence and theatre skills that will allow them to pursue theatre careers and acting in both a professional and non-professional capacity. There is ample opportunity for involvement in college drama productions which are performed locally at the college, and are toured interstate to festivals such as the Adelaide Fringe Festival. Drama students are also encouraged to access live theatre in and around the Canberra region.

Drama students are involved in annual trips to Sydney and Adelaide to participate in practical performance workshops and to attend the Adelaide Fringe Festival and WomAdelaide.

The course revolves around a strong commitment to performance and students have the opportunity to work both in the new professional college theatre, CCPAC drama studio and in other venues within the community.

In Drama, the A and T units are differentiated through the design of appropriate assessment tasks that are weighted to the requirements of the Performing Arts Framework.

List of Units
- Actor and Director
- Modern and Classical Tragedy
- Comedy
- Dramaturgy In Action
- Devised Theatre
- Political Theatre
- Australian Theatre
- Sound and Light Design
- Design for the Stage
- Theatre Flashpoints
- The Director

- Theatre Production and Performance
- Dramatic Explorations
- Independent Study Unit (T Unit only)
- Taking it to the Stage
- Theatre around the World
- Masked Performance
- Theatre for Young People
- Performing Shakespeare
- Voice and Movement
- Realism versus Expressionism
- Ensemble Production
- Experimental Theatre
- Community Theatre
- The Golden Ages of Classic Theatre

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.

Certificate II Live Production, Theatre and Events

This course is designed for students interested in working behind the scenes in live production and theatre. While developing a broad range of current technical industry skills students will develop employability skills including: team work, customer service, communication, organisational skills, problem solving and risk management skills. The course covers an understanding of lighting, sound and stage management. Students will learn how to record and operate lighting cues using standard and advanced techniques, and how to repair and maintain lighting equipment. Students will also undertake studies in sound, including selecting and managing microphones and other input sources, mixing live audio and the installation, repair and maintenance of audio equipment.
NB. In 2014 the content and unit names in English may vary from below. The English course may include the National Curriculum content.

Both T and A courses are offered in English. Each course aims to develop critical thinking, problem solving, literacy and communications skills of all students. Individual course and unit counselling is a key factor in the teaching of English at the Canberra College so that students are offered advice on choosing a balanced course and one that fits their individual interests.

English (T)

The English (T) course offers a wide range of semester units, allowing for students’ choice and interests. Students entering Year 11 will enrol in an introductory unit, which supports and consolidates the development of skills in essay writing and literary analysis.

For Semester 2, students will be able to choose from units offering a wide range of genres. These units will enable them to explore and enhance their own literary and cultural heritage, and further develop their written and oral communication skills.

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 courses in a Double Major.

English (T) is available as a Minor, Major, Major/Minor and 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 may need refinement.

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

English Assessment Tasks

There are four main task types set in English units and these are: an Oral Presentation, a Creative Response, an Analytical Essay and an In-Class Essay/Exam Task.

Responding to Literature 1

This unit is suitable for students who need further practise 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
- Literature from Other Lands
- And The Beat Goes On...
- Literature of War and Peace
- Australian Literature
- North American Literature
- Children’s Literature
- Lives and Times
- Book to Film
- Novels
- Plays
- Poetry
- Crime Fiction
- English Language
- Comedy and Satire
- Romantics, Rogues and Reformers
- Futurescape
- Shorter Literary Forms
- Speculative Fiction Students may undertake
In Semester 2, all units will combined Year 11 and Year 12 classes.

**Year 12 and Semester 2 units:**
- Real Life Stories-Yr 12
- Contemporary Issues-Yr 12
- Crime Stories
- Popular Music
- Images of Australia
- Write your way
- Film Study
- Children’s Literature
- Heroes
- P-Plate English
- Popular Culture for Children
- Suspense
- The Journey
- Film and Television
- Advertising
- Print and Multimedia texts
- Images of War
- Understanding Stereotypes
- Science Fiction

**Additional support with Information Literacy and ICT Skills**
This program is provided by teacher-librarians, and offers students an opportunity to develop their research and information literacy skills, enhancing their capacities as independent learners and users.

---

**English (A)**

English (A) caters for students who require a general course to enable them to become more confident in the use of the English language. All modules are half semester in length (a. 5 Standard Unit). Students continuing their education at CIT should seek career advice about prerequisites as some specific CIT courses require English (T) as a major.

**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; and one Drama and one Media unit can be included in a Double Major.

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

**List of Units**

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

- **The Journey– Year 11a**
  Students study and respond to a range of texts that explore the theme *the journey*. Students will identify and examine the common elements and issues within these texts and reflect on their own journey.

- **Understanding Stereotypes—Year 11b**
  Students analyse texts that explore gender roles and stereotypes in our society. Students will investigate and analyse gender images and role models in the media.
of information technology. Flexible delivery allows students to complete this program in their own time.

**Theory of Knowledge (T)**

Theory of Knowledge is the study of Philosophy which is the search for truth. The course involves an introduction to basic philosophical questions, the investigation of logical argument, theories of science, history and aesthetics and the basis of moral and political judgements. Theory of Knowledge includes a program of excursions and guest speakers and seeks answers to questions such as: How do we know what we know? What is the purpose of existence? What is happiness?

The course is open to all students and may be completed as a full major or as a minor. Theory of Knowledge can also form part of an English major. Students undertaking the study of TOK in years 11 and 12 need to demonstrate and maintain a high standard in English and have a strong interest in studying philosophical issues at a deep level.

**List of Units**
- Introduction, Reason, Emotion & the Self
- Ways of Knowing
- Language, Meaning & Ethics
- Aesthetics and Truth

**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 up to a Major only

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).

**Course Description — ESL for Academic Purposes (EAP)**

**EAP 1 - 4**

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 5 - 8**

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 9 - 12**

Students in this level will study Australian and World Literature. They will be introduced to literary analysis in English.
Fashion Design and Textiles (T/A)

Fashion Design and Textiles is a broad and evolving area. It is a multi-disciplinary study of the innovative use of materials which includes fibres and fabrics, which students manipulate to create garments, wearable art, furnishing or decorations.

Students study the influence of society, culture, industry and design utilising materials whilst exploring environmental sustainability in addition to local, national and global ethics and social justice issues. Fashion Design and Textiles encompasses the latest or most admired styles, shapes and forms in clothing and interiors; it is constantly evolving. In these courses students will have opportunities to develop their creative potential through the medium of fashion and textiles design technology.

Year 11 Semester 1 students enrol in Fashion Design and Production. Previous experience sewing garments and using machinery is desirable but not essential. All units subject to availability.

(New Course pending approval)

List of Units
- Design Applications
- Fashion Design and Illustration
- Fashion Industry
- Working With Fabrics
- Marketing a Designer Label
- Textiles for Interiors
- Designing for Clients
- Design for Performance
- Recycle and Reuse
- Fashion, Textiles and Society
- Negotiated Study
Global Studies T/A

Are you looking for a course that:

i. Gives you a greater understanding of yourself, your culture and your values?
ii. Provides you with a sound general knowledge of Australia and our relationships with the rest of the world?
iii. Gives you the skills to analyse and critically evaluate these relationships?
iv. Encourages you to develop a world view?
v. Gives you a chance to look into politics and international relations?

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

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

The Melbourne Declaration on Educational Goals for Young Australians (2008, pp.8-9) highlights the relevance of this senior secondary course and sets out what people need to do in order to become active and informed citizens in Australia and globally. Students examine the constantly changing international community and globally shared issues and challenges. The course places a strong emphasis on expanding knowledge of nations and international relations around the world and students are able to focus on key areas to understand changing global dynamics, for example, India, China and other Asian nations are growing and their influence on the world is increasing. Nations in Africa, the Americas and the Middle East as well as South Eastern Europe are also experiencing rapid change.

Students with an understanding of the concepts explored in the course will be well placed to better negotiate the world in which they live, study and work.

Globalisation, technological change, environmental, social, economic and political pressures present new and exciting opportunities for Australia and Australians to engage meaningfully with other nations and people.

Global Studies would be valuable for students who have an interest in politics, philosophy, journalism, diplomacy, cultural studies, science, legal studies, languages, humanities, economics, the arts, international relations, the United Nations and global citizenship.

List of Units

• Big Ideas and You
• Australia: Our Democracy, Your Choice
• Australia in the World
• Forces of Cultural Change within Asia
• Cultural Identity in Asia
• International Relations
• Peace and Conflict Studies
• The Americas and the Caribbean
• Global Challenges
• Independent Study Unit

Images sourced from https://sites.google.com/a/leyden212.org/ms-paulin-s-site/global-studies-ii and https://twitter.com/Globalstudiesuk
History (T/A)

NB. In 2014 the content and unit names in History may vary from below. The History course may include the National Curriculum content.

The study of History gives students an understanding of the past and a sense of how history has shaped the present. The skills of investigation, interpretation and communication are emphasised. These skills equip students for further studies at tertiary or vocational level and for a variety of careers.

Within units and across the course, students will find opportunities to pursue interests such as discussion of current issues, political philosophies, social history and military history. The course consists of a number of strands and units: Prehistory, Ancient/Classical, Medieval/European, Modern, Asian, Australian and US history any of which may be combined to form a course. Students have the option to specialise or generalise in the different historical strands and can complete a major in a chosen strand.

Units of Study
The following units are currently offered:

Prehistory Strand
- The Emergence of Humans
- Myth and Magic
- Emergence of Human Culture
- Ancient Mesopotamia

Ancient/Classical Strand
- The Roman Revolution: Pompey to Augustus
- Greece to the Persian Wars
- The Roman Empire
- Athens to Alexander

Medieval/European Strand
- The Dark Ages
- Blood, Lust and Persecution

- Death, Discovery and Renaissance
- Britain in the Victorian Age

Modern History Strand
- Revolutions in the Modern World
- Dictatorships in the Modern World
- Liberators and Revolutionaries
- The Cold War

Asian History Strand
- The Modern Middle East
- The Killing Fields: Conflict in Indochina
- Dragon Lords and Sacred Warriors (Medieval China and Japan)
- Modern Japan—From Tokugawa to Today

The Modern World Strand
- Conflict and Issues in the Modern World
- The United States: World Power
- The Second World War

Skills and assessment
Students develop their cognitive skills of investigation, interpretation and communication by asking meaningful questions to allow them to discern what is significant in historical events. They will be able to locate, select, analyse and evaluate evidence in order to present arguments. They critically assess sources of information about the past, and statements made about it, and come to realise that knowledge is problematic.

Three main task types are used to assess students in History units
Historical Investigation/Depth Study (Essay format)
Document Study/Source Analysis
Empathetic and/or Critical Response (Exam format)
Hospitality (A/V) (Industry Based Course)

To gain a Certificate I in Hospitality students need to complete three semesters of Hospitality. To gain a Certificate II in Hospitality, students need to study four semesters of Hospitality. Students studying this course are well equipped to pursue a career in hospitality. On successful completion of this course students will obtain a Certificate I or II in Hospitality and/or a Certificate I in Kitchen Operations.

Students who obtain either of these certificates are able to perform a range of hospitality activities and functions requiring basic operational knowledge and a practical level of skill. Students are able to complete units of competency by operating a college restaurant and cafe and through active involvement in college functions where hospitality is required. Students must complete two Structured Work placements or equivalent to achieve the qualification. This is a highly valued opportunity and many students benefit greatly from this experience.

All courses are subject to availability.

List of units
- Hospitality Foundation — Prerequisite unit
- Coffee Service
- Hospitality Operations
- Introduction to Food Service

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

Food Science and Management (T)

This tertiary course aims to give students an understanding of the various aspects of food as a resource. Areas of study include socio-cultural, nutritional, scientific, managerial and technological influences on the production, distribution, storage, preparation and consumption of food. This course provides useful preparation for further studies in health sciences including nursing, dietetics, nutrition, food technology and management in the hospitality industry.

List of units
- Food and Management
- Nutritional Science
- Food Chemistry and Technology
- Food Security and World Resources

Food for Life (A)

This course places emphasis on the practical aspects of food preparation and related areas. In line with increased job opportunities in the hospitality and tourism industry, and other sectors, the course provides experience in cookery skills and techniques, menu patterns and planning, food service, cultural and social variations in food preparation and consumption.

List of units
- Nutrition for Life
- Food First
- Food and Culture in Australia
- Independent Living

The usual sequence would commence with the first unit of study being Nutrition for Life.
A number of streams are available in this area of study. Each differs in the way information is viewed, the tools used and the level of complexity. Students are therefore able to select a stream that best meets their needs and interests.

**Information Technology (T/A/V)**

Students in Semester 1 Year 11 start in the stream that they choose. They may continue in this stream and complete a major in Information Technology. Students who complete two streams in the two years will have a double major in Information Technology.

**Note:** A limit of a double major will apply to the number of Information Studies courses that can be counted towards the calculation of a Australian Tertiary Admission Rank (ATAR)

Students may gain a Certificate I or II in Information Technology by completing the required competencies over the course of their studies in Information Technology. To gain a Certificate II students must also complete a Structured Work Placement.

The Streams are as follows for all semesters in Year 11 & Year 12:

- Programming Stream
- Networking Stream *NB May be offered in 2014*
- Digital Media Stream
- Applications Stream can be constructed from a Year 11 unit from Networking, Programming or Digital Media in S1 and a Year 11 unit from Networking, Programming or Digital Media in S2

**Information Technology - Programming Stream (A/T/V)**

The aim of this course is to provide a background in computer programming and computer programming related fields for students wishing to pursue IT studies at tertiary level. The knowledge and skills required for students considering careers as IT professionals will be introduced. Problem-solving abilities and strategies will be developed in conjunction with suitable high level computer languages.

The Vocational (V) component of the course introduces knowledge and skills required for students considering careers as IT professionals. The V component can be gained by participating in work placement in industry and completing some compulsory units.

Some programming units have specific prerequisites. Students who take the standard sequence in the Programming Stream will satisfy these requirements.

**List of Units**

- Programming fundamentals
- Intermediate Programming
- Advanced Programming
- Computer Games and Programming Design
- Robotics and Intelligent systems
- Microcontrollers
- ITP Major Project

**Information Technology - Networking Stream (A/T/V)**

Year 11 and 12

This Stream follows the course towards the Vendor Certificate CCNA recognised worldwide as a networking qualification. It is completed as an online course. The course consists of four semesters of study leading to the CCNA certificate. Students are required to undertake the online CISCO exam at the end of each semester as well as the final CCNA exam in order to gain this qualification. An overall exam administered by a private provider at a cost to the student provides the industry based CISCO CCNA certificate.

**List of Units**

- Networking and Wireless Technology
- Networking in a Small to Medium Business

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 - Digital Media Stream (T/V)

This course is a practical study of the ways in which IT can be used as a tool in the solution of multimedia problems in many areas of contemporary society. It focuses on the visual - graphics, animation and web page design, including the development of skills and knowledge in the use of a variety of software applications.

List of Units
- Digital Media Graphics and Animation
- Digital Media Foundations, Audio and Video
- 3D Modelling, Animation and Texturing
- Website Design (1.0)

NB: It is expected that Digital 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 Digital Media 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 — Digital Media Graphics and Animation
Year 11 Semester 2 — Digital Media Foundations Audio and Video
Year 12 Semester 1 — 3D Modelling and, Animation and Texturing
Year 12 Semester 2 — Website Design

Information Technology - Applications Stream (T/V)

This course is a practical study of the ways in which IT can be used as a tool in the solution of problems in many areas of contemporary society. It focuses on the selection of appropriate software to meet particular needs, and the development of skills and knowledge in the use of a variety of software applications.

The Vocational (V) component can be gained by participating in work placement in industry and completing some required competencies.

List of Units
- Digital Media Foundations (0.5)
- Introduction to Website Design (0.5)
- Relational Databases and Spreadsheets

The IT Applications and IT Digital Media 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

IB Diploma and IB Certificate Courses

Prerequisites

- Good time management
- Commitment to learning

Why IB?

- Internationally accepted scores
- Double ATAR
- Advanced standing at Tertiary level in some subjects
- 3 Certificate courses allow access to Universities in USA
- Self-challenge
- International Networks
- Core is well regarded by many Universities and Employers

What do I need to do?

- Study 6 Subjects form 5 of the Hexagon groups
  - 3 subjects as Minors (Standard Level)
  - 3 subjects as Majors (Higher Level)
- Complete the core
  - Theory of Knowledge
  - Extended Essay
  - Creativity Action and Service

IB subject availability @ Canberra College

Group 1 — Literature, Language and Literature
Group 2 — French, Italian, Japanese, Mandarin, German (others by negotiation)
Group 3 — History, Psychology, Economics, Environmental Sciences and Societies*
Group 4 — Physics, Chemistry, Biology and Environmental Sciences and Societies*
Group 5 — Mathematics, Mathematical Studies*
Group 6 — Theatre Arts, Visual Arts

Environmental Sciences and Societies* - is an interdisciplinary subject. The students may study this as part of Sciences (group 4) part of Individuals and Society (group 3) but not both!

Subjects with an * are available at Standard Level (SL) only. This is an IBO decision and applies globally. Some negotiated subjects are possible where the College supervises but an external tutor is employed by the family.

Assessment is a combination of

- Internal Assessment (IA) roughly 30% and
- External Assessment (EA) roughly 70% for each subject.

The external component is usually completed in November of the second year of the Diploma course. However, some subjects may be completed in November of Year 11. The student is able to resit this exam the following year, should the results not be to his/her satisfaction. (This is at a cost to the student.)

Italian and German, as Northern hemisphere languages, are examined in May of Year 12.

Scoring

- Each subject regardless of the level is scored from a possible maximum of 7 points.
- The CORE is scored on a matrix of an additional 3 points.
- \((6 \times 7) + 3 = 45\). The maximum possible score is 45 points. To pass the student must achieve a minimum score of 24.
- In a Higher Level subject, a student must attain a score above 2/7 to pass.

IB Certificate courses versus Diploma

That depends on you and your interests!

Certificate: The study of one or many subjects from the Hexagon of offerings at any level without the CORE.

Diploma: Completing 6 subjects from 5 groups and the CORE.

More information may be obtained at the International Baccalaureate website:

http://www.ibo.org
Languages

Students have the opportunity to take up a new language at College, or to continue to develop fluency in Chinese, French, German, Italian or Japanese. Students can also take advantage of the exchange programs organised through the College, offering an immersion experience, which is invaluable in developing proficiency in the chosen language.

In all courses students' needs may be taken into consideration, such as preparation for tourism course, university, or general interest.

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

**English (R)**

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

**Chinese (T)**

Chinese is one of the most important languages in the world. Chinese language has greatly influenced the writing systems and vocabularies of neighbouring languages such as Japanese and Korean. China’s growing economy offers many opportunities in the job market to young Australians. Chinese speakers are not only in China, Taiwan, and Singapore, but also throughout Southeast Asia, North America, and Europe. Chinese speakers today play increasingly important roles worldwide.

**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)**

French is one of the official languages of the United Nations and the European Union. Canada, Africa and the Pacific Region (New Caledonia, New Hebrides etc) have large Francophone communities. In the Pacific region, French has direct application in the hospitality and travel industry. Students of French can also participate in the cultural pursuits of French literature, film, art collections at the Australian National Gallery, French popular music and song and the delights of French Cuisine.

**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 (T) is available as a Major only.
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)
German is an official language of the European Union. German has many useful applications. Students of European literature, culture and history find German valuable, as do scientists and musicians.

German is a precise and expressive language. The four language skills of speaking, listening, reading and writing are practised with special emphasis given to communication. Many supplementary activities are included in the course involving reading magazines and short stories, viewing TV programs and films, and tasting German food.

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

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

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)

Japanese is an important language in the Asian and world context. Japan’s continued economic tourism and cultural links with Australia provide many learning opportunities for young people through diplomacy, hospitality or travel.

Students are encouraged to think about going on an exchange trip to Japan, and to participate in other activities, such as the annual speech contest with other students, and experience the delights of Japanese food.

Students also have the opportunity to study Japanese at the ANU Secondary College but must be studying at the continuing or advanced levels of Japanese.

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 (T) is available as a Major only.

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.
The Library Information Centre supports the teaching and learning of students through the provision of relevant materials and the continuous building of all areas of the collection. This has recently been enhanced by the purchase of materials to support the College’s IB program. Internet access and computers are available and the Library also holds a large collection of DVDs. The Library is part of a network of library and information services available to colleges and is well able to provide students with access to information held elsewhere in the ACT. The Library provides for class research and is open to students for individual study during their free lines, lunch breaks, and before and after school.

Information literacy is a component of the National Goals of Schooling. It involves not only learning how to find information, but learning how to transfer that information into knowledge. Teacher librarians encourage students to:

- develop thinking strategies based on a process of defining, locating, selecting and organising information
- develop skills to implement an information search through increasing competency in using library catalogues and online searching techniques
- develop ways to be selective and creative in the use of resources and information

The Library also helps students to avoid plagiarism by:

- providing pathways to help students organise and manipulate information
- providing help sheets as well as an electronic program to assist with citation and bibliography creation.
Mathematics (T)

It is important to note that when a course score for Mathematics is calculated, all three Tertiary Mathematics (T) courses are merged and compared. Some units are prerequisites for others. Students should check with the faculty before enrolling in the next unit.

Students of all T courses will be expected to have access to graphics calculators for class use as well as for all their other mathematics work.

Change of Package

Students who wish to transfer from one course to another must seek course counselling from their teacher and approval from the Executive Teacher of Mathematics.

A reference guide to help students select the level of mathematics best suited to their skill level is as follows:

- **Specialist Mathematics (T)**
  - **Specialist Mathematics Core**
  - **Specialist Mathematics Options**

  It is expected by the end of Year 10 students have studied Extension or Level 1 Mathematics achieving an A or B grade

  Year 11 Semester 1 students choose: For a Major
  
  **SM: Numbers, Patterns & Relations**—Core then choose **SM: Trigonometry & Derivatives**—Core

  For Major/Minor or Double Major: **SM: Numbers, Patterns & Relations and SM: Number Theory & Further Matrices**—Option then choose **SM Trigonometry & Derivatives**—Core and **SM: Coordinate Geometry, Conics & Vectors**—Option

- **Mathematical Methods (T)**

  It is expected by the end of Year 10 students have studied Extension or Level 1 Mathematics achieving an A, B or C grade

  Year 11 Semester 1 students choose **MM: Numbers, Patterns, Relations & Functions** then choose **MM: Introductory & Differential Calculus** Mathematical Methods (T) is available as a Major or Minor (only as an individual course).

- **Mathematical Applications (T)**

  It is expected by the end of Year 10 students have studied Level 1 Mathematics achieving an A, B or C grade or Level 2 Mathematics achieving an A or B grade

  Year 11 Semester 1 students choose **MA: Matrices, Sequences, Series & Mensuration** then choose **MA: Modelling, Matrices & Network**.

  Mathematical Applications (T) is available as a Major or Minor only

Specialist Mathematics (T)

Specialist Mathematics (SM) Core together with Specialist Mathematics Options is available as a Double Major, Major/Minor or Major. It is intended for students of above-average scholastic ability and performance in mathematics. Students intending to study majors in Mathematics, Physics, Engineering and Econometrics and Actuarial Studies at University would be advised to study a Double Major course. Students who find the course too difficult will be allowed to move to Mathematical Methods or Mathematical Applications.

List of Units

- **SM: Numbers, Patterns & Relations**—Core
- **SM: Number Theory & Further Matrices**—Option
- **SM 2: Trigonometry & Derivatives**—Core
- **SM: Coordinate Geometry, Conics and Vectors**—Option
- **SM: Integrals & Special Functions**—Core
- **SM: Complex Numbers and Further Trigonometry**—Option
- **SM: Probability & Statistics**—Core
- **SM: Further Calculus and Dynamics**—Option
### Course Patterns

Major: three semester units and at least one half semester unit of sequential core units.

Minor: two semester units of the year 11 core units.

Major-minor: 3.5 or 4 sequential core units to form the major and at least two option units.

Double major: 3.5 to 4 sequential core units to form the major and at least 3 option units where the combined total of all units is at least 7 semester units.

### Mathematical Methods (T)

Mathematical Methods (MM) can only be studied as a Major or a Minor. It is expected that students will have demonstrated a high level of aptitude and achievement at high school Mathematics. MM prepares students who need a year long unit in Mathematics at university and whose academic interests are in areas such as Economics, Psychology, Biology, Geography or Information Technology.

#### List of Units
- **MM**: Numbers, Patterns, Relations & Functions
- **MM**: Introductory & Differential Calculus
- **MM**: Integral Calculus & Special Functions
- **MM**: Probability, Statistics & Applications

#### Course Patterns
- Major: Three semester units and at least one half semester unit of study are required.
- Minor: Two semester units of study.
- The units in this course should be completed sequentially.
- Completion of MA: Matrices, Sequences, Series & Mensuration or MM: Numbers, Patterns, Relations & Functions or SM: Numbers, Patterns & Relations (but not any two).
- A minor in Mathematical Methods (T) can be made up from: MM: Numbers, Patterns, Relations & Functions or MA: Matrices, Sequences, Series & Mensuration (but not both).

### Mathematical Applications (T)

The course Mathematical Applications (MA) can only be taken as a Major or Minor. It is expected that students will have demonstrated an interest in mathematics at high school and achieved a moderate to high level of success. This course is suitable for students who intend to undertake tertiary study in areas where mathematics plays a supportive role. The course emphasises the use of quantitative techniques, including the exploration and analysis of mathematical and statistical modelling. Mathematical Applications can be a very useful major for C.I.T. entry.

#### List of Units
- **MA**: Matrices, Sequences, Series & Mensuration
- **MA**: Modelling, Matrices & Networks
- **MA**: Statistics & Financial Modelling
- **MA**: Probability & Trigonometry

#### Course Patterns
- Mathematical Applications (T) can only be studied as a major or a minor.
- A course in Mathematical Applications (T) can include MM: Numbers, Patterns, Relations & Functions but not with MA: Matrices, Sequences, Series & Mensuration

### General Mathematics (A)

This course is intended for students who wish to study Mathematics in a more practical way. It is suitable preparation for entry to the workforce and for many apprenticeships. It offers a range of topics which enable students to examine situations in practical, social and physical contexts. All semester units are available as half units.

#### List of Units
- **GM**: Food, Hospitals, Earning & Travel
- **GM**: Travel, Statistics & Trigonometry
- **GM**: Cars, Chance, Moving Out & Finance
- **GM**: Travel, Property and Applicable Maths

General Mathematics (A) is available as a Major or Minor only.

It is expected by the end of Year 10 students have studied Level 2 or 3 Mathematics.

Year 11 Semester 1 students choose **GM**: Food, Hospitals, Earning & Travel then choose **GM**: Travel, Statistics & Trigonometry as the Semester 2 option.
Screen, aural, print based and digital media technologies are some of the most powerful influences on contemporary society as they inform, educate and entertain. These media are important channels for education and cultural exchange and represent social, personal and cultural realities. It is fundamental to our self-expression and representation as individuals and as communities that a healthy, diverse and active media exists as it enables us to understand ourselves as Australian and global citizens, consumers, workers and imaginative beings.

Media courses offer students a context in which to acquire the knowledge and skills needed to develop into critical and discerning individuals. Students will be able to recognise that the media shapes what we know about the world and critically appraise the construction of that media. The media represent the world in a way which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From this perspective media products can be examined as the expression of creative ideas, specific symbolic languages, comments on culture and values and as a reflection of the society in which they were created.

The Media course aims to encourage students to create their own media products, both as a means of exploration and as evidence of understanding. Media studies addresses aspects of the media industry, workplace realities, teamwork, commercial considerations, industry requirements and restrictions along with work ethics.

Students learn to work independently and collaboratively, make informed decisions about professional and vocational pathways and acquire employment and leisure skills.

List of Units
- Media Foundation
- History & Development of Film
- Animation
- Process to Production
- Media Project & Scriptwriting
- Film Making
- Television
- Scriptwriting
- Journalism
- Film Genres & Cultures
- Popular Culture

Year 11 Semester 1 students are recommended to choose Introductory Media.
Music (A)
This course is designed for students to improve their performance skills on a chosen instrument. The course is available to beginners as well as continuing students who wish to improve their performance skills. Various units of work will be offered, covering a wide range of musical styles.

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)
This course is designed to enable students to enter the dynamic field of contemporary music with skills in production, promotion or performance. Students achieve valuable on-the-job training through work placements with employers associated with the local music industry, and gain valuable industry knowledge and contacts. There are opportunities to participate in live performances as a player, engineer or promoter, and to gain competencies through work done in class as well as through work placements.

The expected completion time for Certificate II is 4 standard units. Most college RTOs will deliver the 4 standard units (1.0) in the course. The half standard units (0.5) are offered as exit or entry points when students do not complete the standard unit.

This course will be delivered through simulated work activities and class based projects and theory sessions. Emphasis will be given to observation of skills and teachers questioning students’ knowledge on completion of tasks. Evidence contributing toward competency will be collected throughout the course forming the basis to assess competency.

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

Music (A/T)
This course is designed for students who wish to engage in the study of music as an expressive but disciplined art form. Students need to be familiar with the fundamentals of music literacy and to have some instrument and/or vocal skills.

List of Units
• Classical Music
• Blues Music
• Romantic Music
• Rock & Pop
• Jazz Perspectives
• World Music
• Music of the 20th & 21st Century
• Swing & Bebop Music

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

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)**

The specialized Jazz course is designed for students who wish to become proficient in performing the jazz genre. Improvisation and solo techniques will be developed throughout the course, which features all the main jazz styles including blues, swing, bebop, cool, jazz rock, contemporary and fusion.

Prerequisites include the ability to read music and basic skills on the chosen instrument. Early Jazz is the compulsory first unit in the Jazz course.

**List of Units**
- *Early Jazz*
- *Cool and Beyond*
- *The Swing Years*
- *Latin Music*
- *Bebop*

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*.

All music students have access to our new recording studio facilities in CCPAC.

**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)

This course will assist students to develop an understanding of both practical and theoretical aspects of photography. Students are encouraged to explore their own individual photographic style in addition to increasing their appreciation of the history and artistic qualities of photography. Selecting photography as part of a college package enables students to develop their creative and visual communication skills.

Students planning a career in this field will have the opportunity to assemble a folio of photographic work that is suitable for tertiary institutions or employment purposes. This course provides excellent knowledge in all aspects of photography and digital imaging and enables students to produce work of exhibition quality.

List of Units

- Foundation Photography (T/A)
- Introductory Digital Photography (T/A)
- Photographic Applications (T/A)
- Introductory Digital Photography (T/A)
- Art Photography (T/A)
- Digital Photographic Applications (T/A)
- Continuing Photography (T/A)
- R Unit Photo Access (Half Unit)
- Photography Negotiated Study (T/A)

Course Patterns

No previous study of Photography and Digital Photography is required.

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 would be if a student elected to begin Foundation Photography in Semester 2. To complete a Major, Continuing Photography and Art Photography could be studied in the same semester.

It is possible to transfer from Photography T to Photography A at any time. Year 11 Semester 1 students choose either Foundation Photography or Intro Digital Photography.
Sports Development (A)

Students enrolled in this course will be part of the Canberra College Sports Academy, designed to cater for students who have an identified high level of commitment or talent in sport as a player, coach, referee or official. Students in individual or other team sports are able to gain credit for coaching received through community organisations.

The Canberra College Sports Academy is integrated with the Sports Development course. Student academic programs are monitored in such a way that it does not compromise their sporting commitments.

Students spend 70% of their scheduled class time in this course on training and competitions and the other 30% studying the theory underlying sporting performance. All athletes are required to keep a detailed record of all training and competition during each semester.

The course is comprised of four units which are non-sequential.

List of Units
• **Time Management for Athletes & Drugs in Sport**
• **Sports Administration and Promotion**
• **Sports Psychology & Career Planning**
• **Sports Injuries & Study Skills** 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 as well as an 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**.

Exercise Science (T/A)

The Exercise Science (T) course provides a useful preparation for further studies at university and/or CIT in the field of teaching, nursing, sports science, biomechanics, fitness leadership, sports studies and medical studies. The course is academically demanding, requires a high level of personal commitment and presupposes an interest in the human sciences. Biology may be studied as a separate course concurrently with Exercise Science.

Students are encouraged to commence their studies in Year 11 with **Basic Anatomy and Physiology**. However, it is possible to study Exercise Science units out of sequence.

List of Units
• **Basic Anatomy & Physiology/Functional Anatomy & Physiology**
• **Exercise Physiology/Sports Medicine**
• **Biomechanics/Sports Psychology**
• **Sports Performance/Sports Nutrition**

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

Sports Studies (T/A)

The Sports Studies (T/A) course has as its main focus, a combined theoretical and practical approach to encourage participating students to develop an understanding of and interest in personal fitness, health, skills, sport and recreation, issues in sport, coaching and administration.

The course is designed for a wide range of students who have an interest in physical activity, personal fitness, sport and recreation. The course also provides opportunities to gain formal sports coaching and administration qualifications.
It will also provide a suitable foundation for students wishing to undertake various Fitness Leadership and Recreation courses offered by CIT.

**List of Units**
- **Skills Acquisition & Issues in Sport**
- **Sport, Recreation, Leisure & Health in Australia**
- **Sports Coaching**
- **Sports Administration/Business & Marketing**

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/A)**

Students may gain a Sports Science Major, Major/Minor or Double Major by combining set combinations of Exercise Science and Sports Studies units. A minimum of either a minor in Exercise Science 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 while the remainder is active participation.

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**
- **Modified Sports and Recreation Activities**
- **Football Codes & Throwing Sports**
- **Minor Games and Sports Competitions**

**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**
- **Rock Climbing (Advanced & Beginner)**
- **Bushwalking**
- **Sailing**
- **Canyoning**
- **Snorkelling**
- **Caving**
- **Surfing**
- **Introduction to Rope Sports**

**Sport (R)**

Inter-collegiate sport is conducted as day carnivals and 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)
Sport (R) cont.

Term 1
• Cricket (Boys)
• Basketball (Boys and Girls)
• Rugby League (Boys)

Term 2
• Futsal (Boys and Girls)
• Netball (Girls)

Term 3
• Volleyball (Boys and Girls)
• Oztag (Men and Women or mixed)

Term 4
• Touch (Mixed)

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
• Mixed Hockey
• Girls Softball
• Boys and girls Tennis singles
• AFL (Boys and Girls)
• Soccer (Boys and Girls)
• Rugby League 7s (Boys)
• Rugby 10s (Boys and Girls)
• Cricket (Boys and Girls)
• Baseball (Boys)
• Mountain Biking
• Ten Pin Bowling
• Oztag (Girls)
• Equestrian
• Squash (Mixed)
• Badminton (Mixed)
• Golf
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 the TV Screens.

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
- College Yearbook
- Community Radio
- Computer Maintenance
- CSIRO Science Research
- Dance
- Debating
- Digital Photography
- Drama
- Drawing for Pleasure
- Enrichment Mathematics
- ESL Tutorial
- First Aid
- IT Tutorial
- Jazz Studies
- Media Production
- Mock Trials
- Music Workshops
- Photography Colour
- Photography Black & White
- Pre-Med
- 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 Services**
- Community Service
- Amnesty International
- First Aid
- Blood Donor's Club
- Student Leadership Group (SLG)

**Business and Social Sciences**
- ABW Online
  (Australian Business Week)
- Global Enterprise Challenge
- Business Studies Competition
- Economics Competition
- UBS Finance Academy
- UBS Young Women's Leadership Academy
- Young Achievement Australia
- ASX Online Share Market Australia
- Legal Studies MOOT Trial
- CPA Australia Plan Your Enterprise Competition
- ACT Parliamentary Debating
- ACT Constitutional Convention
- Model United Nations (MUNA)
- ANU Apprentice Challenge
NB. In 2014 the content and unit names in Biology, Chemistry and Physics will vary from below. Courses will include the National Curriculum and IB content.

The College offers Sciences as A and T courses. Students also have the opportunity to participate in extracurricular Science activities as listed at the end of this section. Pre-Med is offered as an R unit for students who are interested in pursuing medical related careers.

Students are encouraged to work independently and are given experiences to develop observation and experimental skills and the opportunity to apply knowledge in practical situations. The courses prepare students for the real world and to meet the recognised prerequisites for study in Science-based professions as diverse as Marine Biology, Engineering, Medicine and Horticulture. Students looking to careers in Science-based professions should seek early advice to ensure that they have an appropriate enrolment package.

Students who intend to study Science at University, should enrol in at least one T Science course such as Chemistry, Physics or Biology.

Students doing the IB Diploma Programme may choose Biology, Chemistry, Physics or Environmental Sciences and Society as their Group 4 subject. The IB courses are covered in normal classes and tutorials.

**Biology (T/A)**

This course covers plant, animal, ecological and human biology. The combination of units offered gives students opportunities to study Introductory Biology in themed units. These themes are: Genetics, Physiology and Environmental Studies.

**List of Units**

- Introductory Biology
- Introductory Genetics
- Applied Genetics
- How Living Organisms Function
- Co-ordination, Reproduction and Disease
- The Nature of Ecosystems
- How Ecosystems work and Human Impact
- Research Biology

**Course Patterns**

- Year 12 students can complete a Major in one year by taking two Biology classes concurrently.
- Biology units can be studied out of sequence.

It is essential that students complete the unitIntroductory Biology during a Biology course (especially to complete a major); preferably at the beginning of the course.

**Chemistry (T)**

This course is designed to provide a general background in Chemistry that enables students to appreciate the contribution that the Science of Chemistry makes to a technological society. This course will also provide the necessary basis for those students intending to study a Science-based discipline at a Tertiary level, or to enter a Science-based occupation.

**List of Units**

**Core Units**

- Introductory Chemistry
- Acids Redox and Organic Chemistry
- Physical Chemistry Yr 12

**Options Units may include**

- Biochemistry Yr 12
- Analytical Chemistry Yr 12
- Environmental Chemistry Yr 12
- Industrial Chemistry Yr 12
- Forensic Chemistry Yr 12
- Extended Research
Course Patterns

The first 3 units are sequential. Students intending to study Chemistry at university are strongly recommended to complete a major in this course. It is helpful if students are competent in Year 10 Mathematics.

Year 11 Semester 1 students choose Introductory Chemistry in semester 2 year 11 students choose Acids Redox and Organic Chemistry

Physics (T)

The course will provide a good basis for those students who intend to study a science-based discipline at tertiary level or to take on any science-based occupation. Students taking this course are strongly advised to select concurrently a tertiary Mathematics course, usually Specialist or Mathematical Methods.

List of Units

- Force and Geometric Optics Yr 11
- Charge and Energy Yr 11
- Electromagnetism Yr 12
- Complex Motion and Waves Yr 12

Options

- Atomic and Nuclear Physics Yr 12
- Astronomy Yr 12

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

Course Patterns

- Units are sequential
- Students intending to study Physics at university are strongly recommended to complete a major in this course.

It is helpful if students are competent in Year 10 Mathematics.

In Year 11 Semester 1 students choose the unit Force then in second semester choose Force, Change and Energy

Horticulture (A)

The students who select Horticulture enjoy the practical nature of Science. The horticultural activities and topics studied link closely to the seasons so that the theory in the classroom can be augmented straight away with a corresponding practical activity. This course incorporates a strong focus on job skills. Students who complete a major may go on to study for a Certificate II in Horticulture through to a Horticulture Diploma at CIT or the Bachelor of Landscape Architecture degree at the University of Canberra. Students in this course have access to a the College garden and a well equipped and spacious potting shed and glass house.

List of Units

- Summer — Seedlings, Soils & Cuttings
- Summer — Herbs, Compost & Bulbs
- Autumn — Irrigation & Potting Mixes
- Autumn — Trees, Cacti & Seeds
- Winter — Pruning & Plant Structure
- Winter — Xeroscape & Landscape Design.
- Spring — Indoor Plants & Organic Growing
- Spring — Hydroponics, Grafting & Lawns

Science (A)

The Science of Forensics, Beauty, Toys and You

This course explores the importance of Science in our everyday lives and has an integrated approach to learning incorporating aspects of IT, Media, English, Mathematics, Art, History, Food Science and Physical Education.

This course is highly recommended for all students regardless of background. Science (A) cultivates
an appreciation of the importance of Science and Technology in the modern world. There are no prescribed sequences of units for this course. All units are one term long (0.5 point). Units are negotiated between the teacher and the students each semester, selecting from the options shown below.

List of Units
- Blood and guts
- Human Sexuality
- Genes, DNA and stuff
- Germs and other bugs
- First Aid and the Body (Level 2 Certificate)
- First Aid and OH&S (Level 3 Certificate)
- Simple Machines and their Applications
- Kitchen Chemistry
- Technology of the Future
- Forensic Science
- Aliens and Science Fiction
- Gardening Science
- Cycle of life
- Stars and more stars
- Case study

Course Patterns
A Minor or Major in Science A comprises any combination of the above half units to the value of at least 2 standard units for a minor and at least 3.5 standard units for a major.

It is anticipated that students can include up to one unit from other Science courses including Physics, Chemistry, Biology, or Horticulture to complete a Minor or Major in Science A.

Pre-Med

Preparing for Medical and related Careers
This program is being offered to help prepare students for careers in the health professions. These include careers in Nursing, Medicine, Veterinary Science, Dentistry, Physiotherapy and many others.

The program aims to provide students with skills, information and experience relating to various career directions. It also aims to help them in their applications for University, CIT and employment.

Students will all enrol on a particular study line and cover the topics listed below. The program will involve up to three hours per week of allocated lesson time. Out of class study time will generally not be necessary to complete the Pre-Med units.

Assessment for the completion of tasks will not be competitively based so as to encourage group participation and involvement. It is expected that students will spend a minimum of eleven hours on each unit. Students with a demanding workload do not have to complete all units to remain in the Pre-Med Program.

List of Units
- Pre-Med: Career Pathways
- Pre-Med: Campus/Site Visits
- Pre-Med: Promoting Healthy Lifestyles
- Pre-Med: Medical Lecture Series
- Pre-Med: Communication Skills Development
- Pre-Med: Job Seeking and Study Skills
- Pre-Med: History of Medical Science
- Pre-Med: Literature/Film Reviews
- Pre-Med: Ethics in Medical Science
- Pre-Med: Health Certificate
- Pre-Med: Work Experience

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

Additional Science Activities
Students also have the opportunity to participate in extracurricular Science activities. They will gain credit for these as R units. Further information on these activities is available by contacting staff in the Science faculty. Typical activities conducted in recent years include the following:
- National Youth Science Forum - Year 11 only
- CREST - CSIRO science experiments
- National Chemistry Titration Competition
- Murray Darling Research Scheme
- National Chemistry Quiz
- Australasian Schools Science Competition
- Australian Science Challenge
- Questacon Schools Training Program
- Australian Science Olympiads
- Rio Tinto Big Science Competition
Technology

Technology encompasses a range of subjects including Automotive Technology, Design & Graphics, Furniture Construction, Metal Engineering and General Construction. Many of these courses can be studied at A, T or V levels. Students pursue strong academic and practical areas of study in these courses.

All courses are subject to availability

Automotive Technology (A)

This course aims to provide students with an understanding of automotive vehicle systems and the operating principles of motor vehicles. The emphasis is on practical work including instruction in safe workshop practice and tool selection.

Students completing a major in this course will have the opportunity to undertake 5 days of Work Placement with a host employer.

List of Units
- Automotive Fundamentals
- Automotive Engine Systems
- Automotive Electrical Systems
- Automotive Vehicle Systems

CAD (T/A)

The CAD course can be studied at either Tertiary (T) or Accredited (A) level. This course consists of design units that cover a broad range of technical and freehand drawing skills, computer aided drawing (CAD), design principles, graphic and presentation techniques, Australian drawing standards, 3D modelling, rendering and 3D animation. This course provides useful preparation for future study in tertiary subjects such as Architecture, Engineering, Interior Design, Graphic Design and Industrial Design. Students wishing to pursue a technical career at Diploma, Certificate or Trade course levels will also benefit from this course.

List of Units
- CAD Introduction
- CAD Engineering Design
- CAD Industrial Design
- CAD Manufacturing
- CAD Architecture
- CAD Intro to 3D Animation
- CAD Advanced
- CAD Advanced 3D 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 Furniture Project
- Timber Machining and Assembly
- Timber Furniture major Project

Metal Technology (A)

This course teaches students the manipulative and physical skills relating to the metals and engineering industry. The emphasis is on practical work including instructions in safe workshop practice and tool selection.

List of Units
- Introduction to Metal Technology
- Metal Technology Design
- Metal Technology
- Metal Technology Project
Tourism Studies (A/V)

In this course, students can gain a nationally recognised vocational Certificate II in Tourism. There are opportunities to visit tourism venues, both locally and interstate, and then to pursue further studies at CIT, or to enter the tourism industry locally, interstate or even overseas. To gain a Certificate II in Tourism students must study Tourism over four semesters.

Students also have the opportunity to participate in a five day Structured Work Placement with a host employer.

Attendance on excursions is encouraged and these are organised regularly to allow students to become familiar with local and regional tourist operations and attractions.

List of Units

- Introduction to Tourism (Includes 1 core unit of competence)
- Global Tourism (Includes 2 core units of competence)
- Working in Tourism (Includes 1 core unit competence)
- Tourism and Events Promotion

BROOKE WANN, Maori Jug, 2012.
Oxide on earthenware
Ceramics (T/A)

The Ceramics course is suitable for novice or experienced ceramicists, providing students with the opportunity to study in a range of construction and decoration techniques. It operates as an directed and experimental hands-on workshops giving all students opportunities to develop their strengths and interests in Ceramics.

Within each unit there is a balance between teacher directed work and student directed interest. There is a continued emphasis on students developing their own individual strengths and interest in the Ceramics. Ceramic history and theory will be related to the practical work being undertaken.

Each of the units have a skills and technique focus for the teacher directed class project. The student directed component of each unit will have a thematic focus to allow for students further explore decoration and construction techniques, including hand building, throwing and sculpture.

Two units will be offered each semester from the following:

List of Units
- Exploring Ceramics
- Ceramics, Decorating & Firing
- Ceramics, Sculpture and Mixed Media
- Ceramics Negotiated Study

Visual Art (T/A)

The Visual Art course is comprehensive, providing students with the opportunity to study in a range of studio areas. It operates as an energetic and experimental hands-on program giving all students opportunities to develop their strengths and interests in Art.

Within each unit there is a balance between teacher-directed work and student-directed interest. There is a continued emphasis on students developing their own individual strengths and interest in the visual arts. Visual Art history and theory will be related to the practical work being undertaken.

Each of the units have a thematic focus for the teacher-directed class project, visual diary and literacy components. Individual students will elect to focus upon the student-directed component of each unit in one or more of the following studio areas: drawing, graphic design and investigation, mixed media, painting, printmaking, illustration and sculpture.

A selection of units will be offered each semester from the following:

List of Units
- Exploring Visual Arts
- Sculpture
- Painting
- Printmaking
- Culture and Identity
- Drawing
- Protest Art
- Visual Arts Negotiated Study

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

Majolica design on earthenware
Canberra College
the Weston Campus
Fremantle Drive, Stirling, 2611
telephone: 6205 6787
For all enquiries log on to:
www.canberrac.act.edu.au
info@canberrac.act.edu.au

Correct at the time of printing