

UNIT GUIDE 2016/2017





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Arts

Visual Art (T/A/IB)

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

List of Units

Exploring Visual Arts

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

Painting

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

Culture and Identity

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

Drawing

This unit looks at Drawing as a discipline in visual art. Students may create works in a range of mediums. The Drawing media can include pastel, charcoal, ink, paint and other mark makers. It is also expected that students will use appropriate language to evaluate and critique their own work and the work of other artists.

*Protest* Art

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

Illustration

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

Sculpture

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

Printmaking

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

Visual Arts Negotiated Study

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

Ceramics (T/A/IB)

List of Units

Exploring Ceramics

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

Ceramics, Decorating & Firing

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

Ceramics, Sculpture and Mixed Media

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

Ceramics Negotiated Study

This is a project-based unit. Students can apply and extend learned skills through major self-directed projects. This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous units (e.g. as the fourth unit in a ceramics major).

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

Course Patterns

• Art and Ceramics units may be combined to form a Major, Minor, Major/Minor or Double Major.

• Students may transfer from T courses to A courses.

• Year 11 Semester 1 units are either *Exploring Ceramics* or Exploring Visual Art

Dance Studies (T/A)

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

List of Units

Dance — Foundations

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

Dance — History

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

Contemporary Dance

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

Dance — Theatrical Styles

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

World Dance

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

Dance — Production

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

Dance and the Media

This unit explores compositional tasks exploring dance and media through study of lighting for film and basic video and still camera techniques that can be used to create mood and atmosphere to enhance a dance work, artwork or advertisement. Students will create their own dance films and promotional material.

Dance in the Community

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

Dance Studies — Self Directed

Dance Studies (T) only

This unit may be available to Year 12 students studying Dance Studies as a T Course who wish to complete a Major minor or a Double major in Dance. Students may negotiate to undertake a major dance project in a specific area of interest. Emphasis will be on linking research and practical studies to areas of study completed in previous units. The unit may include study outside of the college.

Dance in Our Time

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

Dance in Australia

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

Course Patterns

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

**Minor** Students must include   
Dance — Foundations OR   
Dance History

**Major** Students must include   
Dance — Foundation AND / OR Dance History

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

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

Prerequisites

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

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

Year 11 Semester 1 students choose Dance Foundations

Drama (T/A/IB)

PLEASE NOTE: A and T units will be 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

The focus of this unit is to explore the role, purpose and focus of the actor and the director and to understand their relationship in making theatre. Acting workshops examine various genres of performance including music and sound in theatre. Students may work as both an actor and a director.

Comedy

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

Devised Theatre

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

Australian Theatre

The focus of this unit is to develop an understanding of the relationship between theatre practices and content and Australian cultures, both historical and developing. The unit covers the indigenous contribution to Australian dramatic history and encourages students to interpret the works of Australian playwrights

Design for the Stage

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

The Director

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

Dramatic Explorations

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

Taking it to the Stage

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

Masked Performance

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

Performing Shakespeare

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

Realism versus Expressionism

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

Experimental Theatre

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

The Golden Ages of Classic Theatre

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

Modern and Classical Tragedy

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

Dramaturgy In Action

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

Political Theatre

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

Sound and Light Design

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

Theatre Flashpoints

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

Theatre Production and Performance

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

Independent Study Unit (T Unit only)

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

Theatre for Young People

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

Theatre around the World

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

Voice and Movement

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

Ensemble Production

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

Community Theatre

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

Course Patterns

Year 11 Semester 1 students choose either Dramatic Explorations (T) or Dramatic Explorations (A) depending on their package needs. NB: This is **not** a prerequisite unit.

Media (T/A)

List of Units

Media Foundation

This unit is recommended as an introductory unit. This unit is designed to provide a foundation for the commencement of media studies. This unit introduces technical, symbolic and narrative elements, as well as production and media issues. This also investigates the codes and conventions applicable to the study of communication theory. It is designed as a generalist unit in which the basic codes and conventions of media communication and production are identified and developed. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences.

Animation

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

Media Project & Scriptwriting

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

Television

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

Journalism

This unit is a generalist journalism unit. In this unit students will undertake a series of tasks to develop their awareness and understanding of journalism as a whole. It defines journalism and the changing nature of how information is presented in society, both local and international. It examines the effect on society of developments in the delivery and orientation of journalism.

Popular Culture

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

History & Development of Film

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

Process to Production

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

Film Making

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

Scriptwriting

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

Film Genres & Cultures

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

Interactive Media

Want to be ahead of the game when it comes to app design? Want to make millions? Students in this unit will look at end-to-end code free app design. This unit includes character design, user interface, viral marketing and other elements of app design. Students will learn how to develop, market and distribute apps. Knowledge of programming is not required.

Music and the Media

Sound is an essential element in film making and is often overlooked, this unit changes that. Students study the construction of sound in film with in-depth analysis of layering, soundtracks, character themes and much more. They will create their own film and characters using our professional electronic music studio and recording studio. Knowledge of music is not required. Year 11 Semester 1 students are recommended to choose Introductory Media.

Music (A/T)

***NB. Music A — Intro*** to Music, then students choose from the units ***that are listed below.***

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

List of Units

• Classical Music

• Romantic Music

• Music of the 20th and 21st Centuries

• Jazz Perspectives

• Blues Music

• Swing & Bebop Music

• World Music

• Rock & Pop

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

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

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

Music Industry (C)

This course is designed for students interested in the music industry. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of music areas.

List of Units

• Breaking into the music Industry

• Earning Your Way in the Music Industry

• Headlining the Gig

• Recording on Both Sides of the Glass

Jazz (A/T)

List of Units

• Early Jazz

• The Swing Years

• Bebop

• Cool and Beyond

• Latin Music

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

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

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

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

Special Music Programs   
(School of Music)

Preparatory Jazz Studies (T)

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

Photography (T/A/IB)

List of Units

Foundation Photography (T/A)

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

Continuing Photography (T/A)

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

Art Photography (T/A)

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

Photography Negotiated Study A/T

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

Introductory Digital Photography (T/A)

An introduction to digital camera and studio practices, computers and digital image manipulation, scanning and use of appropriate software are covered in this unit. Students plan and produce digital images to set criteria, as well as producing a series of self-directed experimental images. The links between the theoretical and practical aspects of photography play an important part of the unit.

Continuing Digital Photography (T/A)

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

Photographic Applications (T/A)

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

Digital Photographic Applications A/T

Introductory Digital Photography is highly recommended. This is an advanced digital unit for students seeking a photography major. The unit covers colour theory, digital workflow and output amongst other topics.

R Unit Photo Access (Half Unit)

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

Course Patterns

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

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

Live Production and Services (C)

\*May be available for enrolment in 2015

This qualification is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision in a theatre context.

Included in the study include competencies in areas such as:

OH&S, Front of House assistant/ lighting/ audio/ staging assistant/ art and set construction/ Audio/Industry Context /lighting/ staging/ technical theatre.

Commerce, Library & Social Sciences

The Accounting Purpose and Process

This unit looks at:

• Financial Markets in Australia their functions and the role of regulators – ASIC and APRA

• Nature and functions of accounting

• Users of accounting information and their needs

• Careers in accounting

• Types of business entities who use accounting information

• Types of accounting reports produced for internal and external users

Measuring Profit and Cash Flow

This unit looks at:

• Accrual accounting

• Balance day adjustments

• Provision for depreciation and doubtful debts

• Preparation of fully classified financial statements

• Integrated computerised accounting exercises to produce all required financial reports

Recording Information and Procedures

This unit looks at:

• The overview of the accounting process, ie original documents / journals / ledgers / financial reports

• Features of double-entry accounting, involving the accounting equation.

• The accounting process or cycle, reporting requirements of the GST and preparation of the BAS.

• Preparing financial statements (Balance Sheet and Income Statement) from the Trial Balance.

Analysis of Business Decisions

This unit looks at:

• Financial statement analysis, including horizontal, vertical and trend analysis

• Liquidity, profitability and management effectiveness of business

• Analysis and interpretation of financial reports

• Variable and fixed costs and their patterns

• Cost-volume-profit analysis

• Uses of marginal costing

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

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

Business Administration (A/V)

List of Units

Working in Business Administration 1

This unit should enable students to:

• Develop keyboard skills

• Participate in WHS processes

• Work effectively in a business environment

• Produce simple word processed documents

• Participate in environmentally sustainable work practices

• Communicate in the workplace

• Work effectively with others

• Deliver a service to customers

• Create electronic presentations

Working in Business Administration 2

This unit should enable students to:

• Process and maintain workplace information

• Organise and complete daily work activities

• Use business technology

• Handle mail

• Communicate electronically

• Create and use spread sheets

• Process financial transactions & extract interim reports

• Develop speed and accuracy in keyboard skills

Working in Business Administration 3

This unit should enable students to:

• Produce desktop published documents

• Create and use databases

• Write simple documents

• Work effectively with diversity

• Organise workplace information

• Design and produce business documents

• Design and develop text documents

• Develop speed and accuracy in keyboard skills

• Apply knowledge of OHS legislation

Working in Business Administration 4

This unit should enable students to:

• Organise personal work priorities and development

• Produce desktop published documents

• Develop keyboarding speed and accuracy

• Design and produce business documents

• Produce spread sheets

Business (T/A)

List of Units

Small Business and Globalisation

This unit gives students:

• an introduction to the accounting, legal and economic background to business.

• then analyses the external factors that impact on Australian businesses

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

Economics and Industrial Relations

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

Marketing & Business Management

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

Financial Management & the Business Plan

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

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

Social and Community Work (A/V)

List of Units

Understanding Community Services

Consists of two term units:

• Prepare for Work in Community Services

• Working with Others in the Community

Children’s Play Work

Consists of one Semester unit:

• Introduction to Children’s Play

Disability and Aged Care Work

Consists of two term units:

• Disability Work

• Aged Care Work

Issues in Youth Work

Consists of two term units:

• Working with Young People

• Alcohol and Drug Issues.

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

Economics (T/IB)

List of Units

Introduction to Economics

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

Development and Trade Economics

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

Macro Economics– Theories and Issues

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

Theory of the Firm and Market Failure

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

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

Commerce (T/A)

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

Students must be mindful that they study no more than 8 units in total from Accounting, Business or Economics.

Global Studies (T/A)

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

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

Australia: Our Democracy, Your Choice

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

Australia in the World

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

Forces of Cultural Change within Asia

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

Cultural Identity in Asia

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

International Relations

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

Peace and Conflict Studies

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

The Americas and the Caribbean

In this unit, students will gain a full appreciation of where the people and nation-states of these regions have come from as well as why they are where they are today. Studies focus on the Americas and the Caribbean, Students will explore the impact of early colonial influences through to the modern day affecting the socio-geo-political background in these regions.

Global Challenges

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

Independent Study Unit

This independent research unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous units.

Legal Studies (T/A)

List of Units

Legal Systems & Australian Law

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

Crime & Justice

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

Human Rights & Family Law

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

Students will also look at fundamental human rights and liberties in Australian and international society. A particular focus of the unit is the tension between the protection of society and the rights and liberties of the individual. Particular areas of interest are individual rights and freedoms, discrimination and lawful deprivation of freedom.

Consumer Law and Torts

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

Course Patterns

• The units are not sequential. However, students are advised to study the *Legal Systems and* Australian Law— an overview, before taking other units.

• Flexible entry and exit points are provided.

• Students who intend to continue the study of Law or related courses at a tertiary institution are strongly recommended to complete a Major in this course.

• Students may begin study in a T unit but, may continue in an A level to complete the Legal Studies A course.

Suggested Implementation Patterns

These suggestions apply for both T and A Courses:

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

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

Psychology (T/A/IB)

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

List of Units

Infancy to Adulthood

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

Sensation & Perception

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

Personality

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

Learning and Memory

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

Abnormal Psychology

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

Mental Abilities

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

Attitudes and Prejudice

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

Excursions—Action Learning/Research

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

These excursions are:

• Taronga Park Zoo, Sydney (day trip)

• Nan Tien Temple, Wollongong (day trip)

• Psychology Skills Camp, Birrigai, ACT (overnight)

• The ‘Street Retreat’, Sydney (overnight)

• Jewish Museum of Sydney (day trip)

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

Sociology (T/A)

Units are offered on a rotation

List of Units

Sociology and Power

This unit looks at introductory social concepts. Topics include:

• The main sociological perspectives

• Identity Formation

• Socialisation

• Research Investigation project

• Class Differences and Life chances

• Power

• Poverty

• Interest Groups and Political Power

Sociology of Religion

Students investigate the major belief systems. Focus topics include:

• Established religions and religious practices

• Alternative movements – sects and cults

• Fundamentalist groups

• Women in Religion

• Patterns of religions in Australia

• The decline of religion vs new religions

Sociology of Media, Youth and Culture

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

• The role of Media and internet in gender construction

• Theories of the pervasive influence of media

• Role of media in sport, religion, and education

• Risk-taking and sub-cultures in the media

• Sexuality, Dating and Relationships as portrayed in the media

Sociology of Roles and Relationships

• Marriage and family structures

• Gender Identity and Sexualisation

• Relationship between sex, gender and power

• Sociology of Deviance and Crime

• Sociological theories of deviance

• Social determinants of deviance

• Juvenile Delinquency

• White collar crimes, fraud

• Distribution and Patterns of Crime in Australia

• Media case studies (eg – gangs, hooliganism)

Sociology of Health and Medicine

• The social factors in understanding ADHD, Chronic Fatigue, Stress Disorders

• Sickness as a social construct

• Mental Health

• Alternative Medicine

• Aboriginal Health

• Women’s Health / Men’s health

• Access to Health Care

• Sociological understandings of global crises (eg. Pandemics)

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

Behaviour Science

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

Futures

The Futures Program offers a core set of courses that build student’s preparation for life after college. These courses typically focus on the generic topics of literacy, math, work education, vocational education. Students may undertake these courses at either an accredited or modified level.

Literacy, Math, Work Education and VET are all taught in the context of employment, community life and independent living. The elective line offers students a choice from a range of more practical areas of interest e.g. media, PE etc. A student may choose to take a mainstream class which is then undertaken in lieu of one of the Futures Program courses/lines.

Students in the Futures Program follow the same guidelines for achieving a Year 12 Certificate as per any other college student.

Big Picture

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

An LTI (Learning through Internship) allows students to explore their interests in real world setting with an expert mentor to guide them. Students are linked carefully from the school to internship and a learning plan created with an Advisory Teacher who works with them as an individual to develop a project each term. Students are supported by a literacy class and a numeracy class to further develop their skill set.

The Big Picture 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; using mathematical and scientific thinking in the real world. The study, related to their interest is based in social reasoning; how do the perspectives of others influence your work in the real world?

Canberra College Big Picture is committed to helping students to gain direction, personalise their learning, connect them with the world beyond school and to ultimately ensure that the post school destination is one that suits them.

Humanities

English Courses (T/A/IB)

***In 2016 the English courses will include the Australian Curriculum content.***

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

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

* English (T)
* Literature (T)
* Essential English (A)
* ESL (T/A)
* ESL Bridging (A)

Course Patterns in English Courses T

**English (T)** is available as a Minor and Major

**Literature (T)** is available as a Minor and Major

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

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

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

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

**In Semester 1 Year 11** students wishing to study at a tertiary level will choose either:

***English*** ***Unit 1:*** *Communication of Meaning*

**Or**

***Literature*** ***Unit 1:*** *Ways of Reading and Creating*

English Integrating the Australian Curriculum (T)

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

Units of Study — English (T)

Unit 1: Communication of Meaning

In **Unit 1,** students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students will consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.

Unit 2: Representations Through Texts

In **Unit 2**, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students will consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses.

Unit 3: Comparative Texts

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

Unit 4: Perspectives

In **Unit 4**, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations though debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context.

Literature Integrating the Australian Curriculum (T)

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

Units of Study — Literature (T)

Unit 1: Ways of Reading and Creating

**Unit 1** develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and responses. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film.

Unit 2: Intertextuality

**Unit 2** develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structures of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 3: Power of Literature

**Unit 3** develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined.

Unit 4: Literary Interpretations

**Unit 4** develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal.

YEAR 12 UNITS ONLY

The following units may be available:

Aboriginal Literature

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

And The Beat Goes On...

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

Australian Literature

Students will explore a variety of literary genres, which reflect aspects of Australian culture in the past and the present. The contribution of Aboriginal and Torres Strait Islanders as well as different ethnic groups to Australian literature will be a focus of the unit, as will other issues concerning contemporary and future society.

Book to Film

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

Children’s Literature

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

Comedy and Satire

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

Crime Fiction

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

Speculative Fiction

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

Images of Sport

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

Issues

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

Journeys and Quests

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

Literature from Other Lands

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

Literature of War and Peace

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

Lives and Times

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

North American Literature

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

Novels

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

Plays

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

Poetry

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

Romantics, Rogues and Reformers

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

Shakespeare: Poet and Playwright

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

Shorter Literary Forms

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

Social Commentators

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

Women in Literature

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

Writing Units – Year 12 Only

Advanced Writing

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

Writers’ Workshop

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

0.5 Standard Units

Information Literacy and ICT Skills

This unit, taught by teacher-librarians, offers students an opportunity to develop their research and information literacy skills, enhancing their capacities as independent learners and users of information technology. On completion, students also will be awarded a Year 11/12 ICT Competencies Certificate. Flexible delivery allows students to complete this unit in their own time.

Essential English (A)   
Integrating the Australian Curriculum

Course Patterns

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

The units in Essential English are sequential beginning with *Unit 1 — Comprehending and Responding*, in Semester 1 Year 11, *Unit 4 — Local and Global* is the final unit to be studied in Semester 2 Year 12.

In Semester 1 Year 11 students wishing to study English at an accredited level enrol in:

**Essential English Unit 1: Comprehending and Responding**

Units of Study — Essential English (A)

Unit 1: Comprehending and Responding

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

Unit 2: Making Connections

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students will make inferences about the purposes and intended audiences of texts. Students will examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills will be developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects.

Unit 3: Understanding Perspectives

This unit focuses on exploring different points of view presented in a range of texts and contexts. Students will analyse attitudes, text structures and language features to understand a text’s meaning and purpose. They will consider how perspectives and values are represented in texts to influence specific audiences. Students will learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. Students will also learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4: Local and Global

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

Theory of Knowledge (T)

List of Units

Introduction, Reason, Emotion   
& the Self

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

Language, Meaning & Ethics

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

Ways of Knowing

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

Aesthetics and Truth

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

Course Patterns

* *Theory of Knowledge* (T) is available as a minor or a major
* Students are advised to take units in sequence but you can join the course at any time
* All units are required for a Major

English as a Second Language (ESL Integrating the Australian Curriculum) (T/A)

**In 2016 the English as a Second Language courses will include the Australian Curriculum content.**

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

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

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

Students who do not want to go to University should choose ESL(A). Students who want to study at CIT should also do ESL(A).

Students can study ESL(A) on two lines to complete a double major.

Students are interviewed and tested when they enrol at Canberra College. If their English language skills are inadequate for English studies, these students will be placed in ESL and not an English Course. Students may be placed in ESL depending on their proficiency in writing, listening, speaking and understanding English, and skills in English Literature.

Course Patterns

* A major in ESL is made up of 3.5 standard units of ESL or 2.5 standard units of ESL and 1 standard unit of English.
* A minor in ESL is made up of 2 standard units of ESL.
* A double major in ESL(A) is made up of 7 standards units in ESL(A).

Units of Study — ESL (T/A)

Unit 1: Language and Culture

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

Unit 2: Perspectives in Texts

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

Unit 3: Communication

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

Unit 4: Issues and Attitudes

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

Units of Study — ESL Bridging (A)

Bridging1: Communication Foundations

Bridging Unit 1 focuses on developing communication skills. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts.

Bridging 2: Consolidate Communication

Bridging Unit 2 focuses on consolidating communication skills in a range of contexts. The unit concentrates on the consolidation of everyday vocabulary and the creation of texts. Age appropriate texts are used as a guide to respond to simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

Bridging 3: Responding to Texts

Bridging Unit 3 focuses on responding to and creating extended texts. Students engage with texts, including literary texts. Language skills for effective communication are developed. The unit will enable students to create extended texts with a degree of accuracy. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Bridging 4: Connecting Through Texts

Bridging Unit 4 focuses on responding to and creating texts in personal, social, community and workplace contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

History (T/A)

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

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

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

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

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

This course combines units from the following courses:

**Ancient History** (integrating Australian Curriculum) T

**Modern History** (integrating Australian Curriculum) T

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

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

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

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

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

Units of Study

The following units are currently offered:

Ancient History Integrating the Australian Curriculum

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

The four units include:

Unit 1 — Investigating the Ancient World

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

Unit 2 — Ancient Societies

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

Unit 3 — People, Power and Authority

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

Unit 4 — Reconstructing the Ancient World

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

Pre Modern History

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

Unit 1 — Trouble and Transformation

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

Unit 2 — Golden Ages

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

Students will ask questions such as:

For whom this was a Golden Age?

* To what degree Golden Age is a suitable term to describe the lives of ordinary people?
* To what extent can a ‘great person’ claim the creation of a Golden Age?
* To what extent is our perception of a Golden Age shaped by the surviving sources?

Unit 3— Conflict and Collaboration

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

Unit 4 — Power and Obedience

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

Modern History Integrating the Australian Curriculum

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

Unit 1 — Understanding the Modern World

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

Unit 2 — Movements for Change in the 20th century

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

Unit 3 — Modern Nations in the 20th century

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

Unit 4 — The Modern World since 1945

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

Information Technology

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

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

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

**Note** that there are 4 streams offered within the course and the College will run a selection of these units any given year:

* **Digital Media Stream** focusing on audio, video, graphics, animation and 3D modelling
* **Programming Stream** with a focus on programming (procedural and Object Oriented), robotics and micro controllers and systems analysis and design
* **Networking Stream** covering the design and support of networks in small to medium businesses, switching, routing and wireless technology. This stream follows the structure of the Cisco Routing and Switching classes which can lead to CCNA certification.
* **Applications Stream** exploring the use and capabilities of databases, spreadsheets and Web technologies.

A feature of the Information Technology program is the opportunity for students completing ANY Information Technology stream, in their final unit to undertake an extended project to allow them to explore the breadth of an IT related area of interest to them. Thus, they are encouraged to make it a goal of the project to further explore a discipline and develop a product that is inside their sphere of knowledge or interest.

IT Major Project A/T/V *(Y12)*

The purpose of this extended project is to allow the student to explore the breadth of an IT related area of interest to them. Thus, you will be encouraged to make it a goal of your project to further explore a discipline and develop a product that is inside your sphere of knowledge, interest or area of expertise. This exploratory process will serve several important functions:

1. It introduces you to research and independent learning outside your usual comfort zone. This breadth of exposure will prove useful in your further education at tertiary level.
2. It allows you to independently learn/explore areas not covered by existing courses offered at school but of strong interest to you.
3. It's exploratory and fun! You won't get too many chances like this to explore research in other subjects.

Course projects are very open ended as one would expect. Here are some things to consider when defining your project:

* The project *needs to result in a concrete outcome* that will offer an interesting product and insight. Ultimately, the primary goal is that you learn something.

You *must have an adequate background to complete the project*. For example, do not propose a project that involves kernel or server hacking if you have limited programming experience.

* *The project needs to be feasible*. For example, the amount of effort must be reasonable given the time available and you must have access to the resources needed to execute the project.
* The scope of the project you choose should be something that *you can complete in 6-11 weeks*, from conception to presentation & delivery. Leave some time for unforeseen & unexpected obstacles.

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

Examples of projects undertaken by past students:

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

Information Technology — Programming Stream (T/V)

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

Units

Programming Fundamentals T/V   
(Y11/ Y12)

Students will learn the basics of procedural programming using C++ and the focus will be on the acquisition and development of practical skills related to that language and applying the acquired skills in the design of effective computer programs. Many modern languages have drawn their control structures and other features from C++ and this syntactical similarity will help students as they progress to programming in more modern languages.

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

Intermediate Programming T/V  
(Y11/ Y12)

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

Advanced Programming T/V   
(Y12)

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

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

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

Students will learn to design and build complete working games in Unity or GameMaker. They will study computer games in relation to their history, genres, social and ethical issues, technologies and terminologies used, characteristics, careers and future trends. Students will be required to implement industry-recognised practices for planning and development of computer games, creating a functional computer game (including the creation of assets and programming code, and considering targeted computer architecture), and create industry standard documentation (including built in help facilities, user documentation, program code documentation, debugging and evaluation techniques).

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

The Robotics and Intelligent Systems unit will develop the students’ knowledge, skills and understanding of robotics and embedded systems. Students will develop skills in basic electronics, prototyping, designing, constructing and programming robots to carry out simple and complex functions. Students will experiment with the hardware aspects of microcontrollers and develop interfaces that allow them to interact with the real world. They will write software for the microcontrollers, allowing it to control devices such as thermometers, light and sound, measurement, motor control, and information displays. They will also explore the open source hardware and software movement. There is a significant practical project work in this unit where students will be working in groups to gain essential team-working skills.

Information Technology — Digital Media Stream (T/V)

Units

Digital Media Graphics and Animation A/T/V (Y11/ Y12)

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

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

Digital Media Foundations, Audio and Video A/T/V (Y11/Y12)

The emphasis will be on the transformation and presentation of items using sound, graphics and video. Students will examine a variety of software and peripheral devices to transform graphics, sound and create video sequences to be used in larger productions in a variety of contexts.

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

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

The emphasis in this unit will be on the development and presentation of animated 3D sequences.  Students will use a variety of software and peripheral devices to produce graphics and animations for industry-relevant contexts.

Emphasis will also be given to the acquisition and development of practical skills related to the production of 3D animations, and then transferring and building on the acquired skills in designing solutions to problems.  Students will be presented with creative problems that will give them the opportunity to select and apply the appropriate design methodology.

Dynamic Website Construction A/T/V (Y11/Y12)

Students will be building and publishing dynamic websites, involving setting up a server side database and writing PHP scripts that control logins and database updates. Students will revisit HTML, CSS and JavaScript, before moving onto learning PHP, setting up and using a MySQL database. This is a fairly advanced unit and students choosing to enrol should be confident programmers.

Information Technology - Applications Stream (T/A/V)

Units

Spreadsheets and Relational Databases A/T/V (Y11/ Y12)

The emphasis will be on the acquisition and development of practical skills related to relational databases and spreadsheets through a problem solving approach. Students will examine numerical data from a variety of contexts and determine how to best represent that data on a spreadsheet or a relational database.

A thematic approach may be employed in which students will examine a variety of numerical data collections and make use of manuals and online help to solve the technical aspects of representing that data on a spreadsheet or relational databases.

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

Website Design A/T/V  
(Y11/Y12)

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

Networking Stream (T/A/V)

Units

Network Foundations A/T/V  
(Y11/ Y12)

This unit covers the following concepts:

* Understand and describe the devices and services used to support communications in data networks and the Internet
* Understand and describe the role of protocol layers in data networks
* Understand and describe the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments
* Design, calculate, and apply subnet masks and addresses to fulfil given requirements in IPv4 and IPv6 networks
* Explain fundamental Ethernet concepts such as media, services, and operations
* Build a simple Ethernet network using routers and switches
* Use Cisco command-line interface (CLI) commands to perform basic router and switch configurations
* Utilize common network utilities to verify small network operations and analyse data traffic

Scaling Networks A/T/V  
(Y11/ Y12)

This unit covers the following concepts:

* be introduced to the fundamental networking concepts and technologies
* troubleshoot DHCP and DNS operations for IPv4 and IPv6
* describe the operations and benefits of the Spanning Tree Protocol (STP)
* configure and troubleshoot STP operations
* describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP)
* configure and troubleshoot VTP, STP, and RSTP
* configure and troubleshoot basic operations of routers in a complex routed network for IPv4 and IPv6
* configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6
* manage Cisco IOS® Software licensing and configuration files
* Configure a wireless network

CCCares

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

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

* On site MACH nurse visits three times weekly
* On site monthly antenatal nurse and paediatrician visits
* On site adjunct care child-minding model
* On site Playgroup
* On-line curriculum through e learning platform
* Vocational training certification as part of year 12 Certification. Some of these are delivered by external RTO’s and are part funded by National partnerships. These are available in:

- Business Admin Cert 2

- Hair and Beauty

- Senior First Aid

- Children Services Cert 3

- Hospitality

- RSA/ RSG/ White Card/ Barista

* Take home learning packages
* Advocacy and support programs
* Transport assistance 5 days using 3 buses which drive out and back daily to all of ACT and adjoining NSW
* Road Ready and Driver Training
* Cooking facilities + lunch and morning tea program
* Emergency food and clothing relief

International Baccalaureate

IB Diploma and IB Certificate Courses

Prerequisites

• Good Time management

• Commitment to learning

What do I need to do?

• Choose one subject from each of the six groups in the IB Diploma Program Diagram. The Arts may be replaced by an additional Language, Science or Social Science subject.

• Undertake three subjects at Higher Level (HL) and three subjects at Standard level (SL).

• Complete the Core: Extended Essay, Theory of Knowledge and Creativity, Action and Service

Group One — First Language

Literature, Language and Literature

For many students at Canberra College, this will be English.

Literature

This course encourages students to appreciate the beauty of Literature as well as analyse and be critical of its technical aspects. Works are studied in their literary and cultural contexts through the close study, and by considering a range of critical approaches. Students will study both works in the first language, but also works in translation. This may be studied at SL or HL.

Language and Literature

This course aims to develop skills in textual analysis and the understanding of texts both literary and non-literary. Texts in translation and in English are studied. The techniques of composition and reception are analysed to better understand the wide range of media through which meaning is communicated. This may be undertaken at SL or HL. This is recommended for students who are less interested in Literature.

Group Two — Additional Language

French, German, Japanese (Community language, or other, by negotiation) Languages are offered at Beginning (SL), Continuing (SL) and Advanced levels (HL).

Group Three — Individuals and Societies

History, Psychology, Economics, Environmental Sciences and Societies (ESS)

**History**: IB students will study Modern World History. History can be studied at SL or HL. Please enrol in “*Dictators of the Modern World*”

**Psychology**: Information can be found under “*Behavioural Sciences*” in this Handbook. Please enrol in “Infancy to Adulthood” in 2015. Participation in excursions is essential for IB students.

**Economics**: Information can be found in the “*Accounting and Legal Studies*” section of this handbook. Economics can be taken at SL or HL.

**Environmental Sciences and Societies (ESS)**: Information can be found in “*Sciences*” under the unit “*How Ecosystems Work and Human impact*”. ESS is an inter-disciplinary subject. Therefore, this subject can be taken under either Group Three, or Group Four. ESS can be taken only at SL. This unit is a good option for students who are not science focussed.

Two subjects from Group 3 can be studied in a Diploma.

Group Four — Science

Physics, Chemistry, Biology and Environmental Systems and Societies (ESS). Specific information on all these subjects is available in the section on “Science” in this handbook. Physics, Chemistry, Biology can be taken at SL or HL. ESS can only be taken at SL. Two subjects from Group 4 can be studied in a Diploma. Special dispensation for three subjects can be arranged.

Group Five — Mathematics

Mathematics, Mathematical Studies

Mathematics may only be taken at SL. Mathematical Studies is only available at SL. Specific information is available in the “Mathematics” section of this handbook.

Mathematics SL students will enrol in Specialist Core. University entry for Science, IT and Engineering may require Mathematics SL.

Mathematical Studies students will enrol in Math Methods in year eleven and Math Applications in year 12. This course is for students who are less able in Mathematics.

Group 6 — The Arts, or Additional Choice from another Group.

Visual Arts, Theatre or an additional subject from another group. The information for these units is available in the “Arts” section of this handbook.

Visual Art values work in a wide variety of media. Students in Visual Art will compile a full portfolio and hold an exhibition of their work, which is favoured by Art Schools. Theatre students’ assessment is both theoretical and practical.

Students may elect to choose an additional subject from groups 2, 3 or 4, i.e. another Language, Social Studies or Science.

The Full Diploma

Students must choose a subject from each of the six groups, i.e. six in total. Students must also pass the Core requirements:

• Creativity, Action and Service

• The Extended Essay

• Theory of Knowledge

Certificate Courses

Students may also study one or more IB courses at SL or HL, but not the full diploma. This gives students access to specialist IB teaching and course content. Also, HL certificates are favoured by some tertiary institutions.

Other Subjects

Some subjects that are not offered at this college, but examined by the IB may be undertaken. (Such as a chosen language). However, teaching must be organised and paid for by the student. This may be negotiated with the IB Coordinator.

Assessment

The IB is an examination system. Thus students must work consistently over two years. Students will submit work throughout the two years for ACT and IB assessment as students will also be awarded an ACT Year Twelve Certificate. Thus students will achieve two ATARS and the better ATAR will be utilised by the university admissions system.

If students are dissatisfied with their results, they may pay a fee to re-sit exams. This will be discussed with the IB Coordinator.

More information about the International Baccalaureate may be obtained at the IB general website on:

<http://www.ibo.org/>

Languages

English (R)

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

Chinese (T)

Beginning Chinese

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

Intermediate Chinese (T)

This course is available as a Major only. It is a combination of units from the Beginning and Continuing Chinese Courses.

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

French (T/IB)

Beginning French

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

Intermediate French

This course is available as a Major only. It is a combination of units from the Beginning and Continuing French Courses.

Continuing French

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

Advanced French

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

German (T/IB)

Beginning German

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

Intermediate German

This course is available as a Major only. It is a combination of units from the Beginning and Continuing German Courses.

Continuing German

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

Italian (T)

Beginning Italian

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

This course is available as a Major only. It is a combination of units from the Beginning and Continuing Italian Courses.

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/IB)

Beginning Japanese

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

Intermediate Japanese

This course is available as a Major only. It is a combination of units from the Beginning and Continuing Japanese Courses.

Continuing Japanese

This is a course for students who have studied the language to Year 10 or an equivalent. It incorporates core language work and literary and cultural studies at a more sophisticated level. The aim is to develop the four language skills of listening, speaking, reading and writing, with an emphasis on using spoken Japanese for everyday communication.

Advanced Japanese

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

Mathematics

Specialist Mathematics (T)

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

List of Units

Unit 1: Specialist Mathematics

* Combinatorics
* Vectors in the plane
* Geometry

*Unit 2: Specialist Mathematics*

* Trigonometry
* Matrices
* Real and complex numbers

*Unit 3: Specialist Mathematics*

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

*Unit 4: Specialist Mathematics*

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

Specialist Methods Mathematics (T/IB)

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

*Unit 1: Specialist Methods Mathematics*

* Functions and graphs
* Trigonometric functions
* Counting and probability

*Unit 2: Specialist Methods Mathematics*

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

*Unit 3: Specialist Methods Mathematics*

* The logarithmic function
* Further differentiation and applications
* Integrals

*Unit 4: Specialist Methods Mathematics*

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

Mathematical Methods (T/IB)

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

List of Units

*Unit 1: Mathematical Methods*

* Functions and graphs
* Trigonometric functions
* Counting and probability

*Unit 2: Mathematical Methods*

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

*Unit 3: Mathematical Methods*

* Further differentiation and applications
* Integrals
* Discrete random variables

*Unit 4: Mathematical Methods*

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

Mathematical Applications (T/IB)

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

List of Units

*Unit 1: Mathematical Applications*

* Consumer arithmetic
* Algebra and matrices
* Shape and measurement

*Unit 2: Mathematical Applications*

* Univariate data analysis and the statistical investigation process
* Applications of trigonometry
* Linear equations and their graphs

*Unit 3: Mathematical Applications*

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

*Unit 4: Mathematical Applications*

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

Essential Mathematics (A)

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

List of Units

*Unit 1: Essential Mathematics*

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

*Unit 2: Essential Mathematics*

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

*Unit 3: Essential Mathematics*

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

*Unit 4: Essential Mathematics*

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

Physical Education

Sports Development (A)

List of Units

Time Management for Athletes & Drugs in Sport

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

Sports Psychology & Career Planning

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

Sports Administration and Promotion

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

Sports Injuries & Study Skills

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

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

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

Exercise Science (T/A)

List of Units

Functional Anatomy & Physiology

This unit covers a study of the cells and systems, including skeletal, muscular, nervous, circulatory, and respiratory systems.

Sports Performance/Sports Nutrition

This unit covers a study of principles of fitness and training methods, including an analysis of specific dietary requirements for athletic performance and the structure and function of the digestive system.

Exercise Physiology/Sports Medicine

This unit covers a study of exercise physiology, muscular contraction and physiological training effects, including the study of the management of sports injuries and rehabilitation.

Biomechanics/Sports Psychology

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

Year 11 Semester 1 students choose 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)

List of units

Skill Acquisition & Issues in Sport

Learn the factors that affect skill development in individual and team sports.

This unit identifies sociological and ethical issues in sport, and specific groups in sport which have affected physical activity and participation.

Sport, Recreation & Health in Australia

This unit analyses the concepts of sport and recreation activities and understand the connection to health and physical fitness and competitive sport.

This unit identifies and explain key issues affecting the health of Australians and examine ways of working towards better health.

Sports Coaching

This unit identifies the basic principles associated with coaching and demonstrate and organise skill practices in selected sports. Students obtain a beginning coaching certificate.

Sports Administration, Business & Marketing

This unit identifies administration issues that relate to sporting clubs and organising simple sporting competitions, and actively assist in the organisation/administration of a sporting program/event.

This unit identifies key components relating to the business and marketing of sport and analysing market forces.

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, team sports, leisure and recreational practices with relevant theory sections on rules, tactics, fitness training, coaching, injury prevention and skills development will be studied.

Students need not have any exceptional sporting or athletic ability in order to succeed in these units.

List of Units

Football Codes & Throwing Sports

Modified Sports & Recreation Activities

Minor Games & Sports Competitions

Racquet Sports & Team Sports

Girls BodyFit (A)

A class for girls, the units studied focus on personal fitness. The double lesson each week is spent participating in a range of group fitness classes at a local gym

List of Units

Fitness and Modified Sport

First Aid and Individual Sports

Recreation Activities and World Sports

Team Sports, Gender and Sport

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

Fundamentals of Outdoor Education

Oceans: Environment and Recreation

Snow: Environment and Recreation

Caving

Introduction to Rope Sports

Rock Climbing (Advanced & Beginner)

Sailing/Sea Kayaking

Surfing

Sport (R)

Inter-collegiate sport is conducted as one 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 6 weeks.

**These sports are conducted as Registered Units and students will be able to express an interest of their participation in any of the sports at the time of subject enrolment.**(The schedule below is a guide to possible offerings)

Term 1

* Cricket (Boys)
* Basketball (Boys and Girls)

Term 2

* Futsal (Boys and Girls)
* Netball (Girls)

Term 3

* Volleyball (Boys and Girls)
* Oztag (Boys)

Term 4

* Touch (Mixed)

ACT Cross Country Championships

This carnival is held towards the end of Semester 1.

ACT Secondary Schools Swimming

This carnival is usually held in Semester 1

ACT Schools Athletics Carnival

This carnival is usually held in Semester 2

**Students will be able to gain direct entry to these carnivals and should check with PE for exact dates.**

OTHER ONE DAY CARNIVALS – throughout the year students can sign up at the PE staffroom for the various one carnivals on offer

• Beach Volleyball

• Mixed Hockey

• Girls and Boys Softball

• Boys and girls Tennis singles

• AFL (Boys and Girls)

• Soccer (Boys and Girls)

• Rugby League 9s (Boys and Girls)

• Rugby Union 7s (Boys)

• Cricket (Indoor and T20) (Boys)

• Baseball (Boys)

• Mountain Biking and Road Cycling

• Ten Pin Bowling

• Oztag (Boys and Girls)

• Squash (Mixed)

• Badminton (Boys and Girls)

• Golf

• Table Tennis

• Lawn Bowls

• Volleyball (Boys and Girls)

Science

All courses for Science (T) are being revised in line with the new IB curriculum. New courses have not yet been finalised but content for introductory courses are similar to what is written here.

Biology (T/A/IB)

List of Units

The course in Biology covers the IB Biology and Environmental Systems and Society Curricula. All Australian Curriculum topics are included in year 11 courses. Some content or unit names may change as at the time of writing information has not yet been finalised.

Students start with *biodiversity and Cells* but may also choose *Ecological Systems and Conservation* to begin.

Biodiversity and Cells

This unit introduces core concepts in Biology which are expanded in later units. Topics covered include classification, ecosystems and communities, cells and cell processes and molecular biology. *Ecology and Cell Biology* is a recommended prerequisite for most other biology units.

Organisms and Connectedness

This unit covers basic human physiology including digestion, circulation, gas exchange, respiration and photosynthesis. The second half of this unit includes a continuation of ecology with important references to human impact.

Advanced Physiology

This unit includes more advanced physiology and includes studies in neurobiology, behaviour, immune function, muscles and movement, kidney function and reproduction, pregnancy and birth. Plant physiology includes the structure and function of flowering plants.

Metabolism and Genetics

This unit explores more advanced concepts in molecular biology and genetics.

For term 4 in year 12 there are two options. One or both can be chosen.

Nutrition and Physiology

This unit includes topics including nutrition and more advanced physiology.

Biotechnology and Bioinformatics

This unit includes topics that include the use of microorganisms, disease, and the new sciences stemming from advances in gene technology (bioinformatics).

Ecological Systems and Conservation

This unit can be taken in first semester of either year 11 or year 12 and explores fundamental ideas of ecology including the ecosystem, mass and energy transfers, ecological field studies and ecological modelling. Concepts including climate change, biodiversity and conservation are treated in great detail.

Physical Systems and Energy Usage

This unit can be taken in second semester in either year 11 or year 12 and explores the interaction of humans with the environment. Topics covered include populations, resources, environmental demands and pollution and its consequences.

Other units

Other units are available depending on demand and interest. These include topics like Neurobiology and Biotechnology. Consult your biology teacher.

Chemistry (T/IB)

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

The course in Chemistry covers the IB Chemistry Curriculum. All Australian Curriculum topics are included. Some content or unit names for year 11 units may change as at the time of writing information has not yet been finalised.

Chemical Fundamentals and Atomic Structure

This first semester unit introduces core concepts in chemistry. Topics covered include: atomic structure, periodic table, physical and chemical properties of matter, moles and stoichiometry, gases, thermal chemistry.

Physical and Organic Chemistry

This unit is the second unit in year 11. The topics covered include: Rates of reaction, oxidation and reduction reactions, structure and properties of organic molecules.

Advanced Physical Chemistry

This unit follows Physical and Organic Chemistry in year 12 and is more in-depth. Topics include: advanced concepts in periodicity, reaction kinetics and energetics, acid- base equilibrium, electrolysis and bonding.

In the final semester of year 12, two of the following options will be studied. These options are subject to change.

Human Biochemistry

This topic is a half unit option at the end of year 12. Topics include: macromolecules (carbohydrates, proteins, lipids and nucleic acids), nutrients, hormones, enzymes, and respiration.

Modern Analytical Chemistry

This topic is a half unit option at the end of year 12. Topics include: analytical techniques, different types of spectroscopy and various chromatography techniques.

Chemistry in Industry and Technology

This topic is a half unit option at the end of year 12. Topics include: industrial chemicals and processes, polymers, fuel cells, liquid crystals, nanotechnology and photovoltaic cells.

Medicines and Drugs

This topic is a half unit option at the end of year 12. Topics include: pharmaceutical types and actions, designing drugs and mind altering drugs.

Environmental Chemistry

This topic is a half unit option at the end of year 12. Topics include: pollution, biogeochemical cycles, greenhouse effect, ozone depletion, soil, waste, hazardous chemical and toxic waste disposal.

Food Chemistry

This topic is a half unit option at the end of year 12. Topics include: food groups, shelf life, colours, genetically modified food, texture, oxidative rancidity and antioxidants.

Further Organic Chemistry

This topic is a half unit option at the end of year 12. Topics include: reaction types, arenes, organometallics, acid-base reaction and reaction pathways.

Physics (T/IB)

List of Units

The course in Physics covers the IB Physics Curriculum. All Australian Curriculum topics are included. Some content or unit names may change as at the time of writing information has not yet been finalised.

Introductory Physics

This unit introduces core concepts in Physics. Topics include: measurement and uncertainties, waves, vectors and scalars, mechanics.

Energy Transfer and Wave Phenomenon

This is the second unit in year 11. Topics include: ,Work, energy, power, heat, electricity, waves and interference, circular motion and simple harmonic motion.

Fields and Quantum Mechanics

This is the first unit in year 12. Topics include: Newton’s Laws of Gravitation, fields, electromagnetic induction and quantum theory.

Modern Physics

This is the final unit in year 12. Topics include: ionising radiation and nuclear reactions, and relativity

Other units

There are several other units that may be available depending on demand and interest.

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 (R)

List of Units

Pre-Med: Career Pathways

Medical and related occupations and career options.

Pre-Med: Promoting Healthy Lifestyles

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

Pre-Med: Communication Skills Development

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

Pre-Med: History of Medical Science

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

Pre-Med: Ethics in Medical Science

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

Pre-Med: Work Experience

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

Pre-Med: Campus/Site Visits

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

Pre-Med: Medical Lecture Series

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

Pre-Med: Job Seeking and Study Skills

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

Pre-Med: Literature/Film Reviews

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

Pre-Med: Health Certificate

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

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

Technology

Automotive Technology (A)

List of Units

Automotive Fundamentals

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

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

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

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

Automotive Electrical Systems

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

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

Automotive Engine Systems

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

Students will work on projects relating to automotive engine systems and will cover the removal and tagging of engine system components, the operation and reconditioning of multi cylinder engines, and work on other projects relating to automotive engine systems.

Class time will be divided between the workshop and the classroom

Automotive Vehicle Systems

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

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

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

Design & Graphics (T/A)

List of Units

Graphic Design

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

Graphic Design Applications

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

Graphic Design Typography

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

Graphic Design Major Project

In *Graphic Design Major Project* students will be required to identify a design problem and solve it following the design process. Over the project they will learn how to develop a design brief, time management plan, research and development, concept sketches, prototype construction, evaluation processes and design folio.

CAD & 3D Animation (T/A)

List of Units

CAD Introduction

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

CAD Industrial Design

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

CAD Architecture

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

CAD Advanced

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

CAD Engineering Design

In CAD Engineering Design students will explore skills in the engineering design process, advanced 3D modelling and construction techniques, detailed rendering techniques, NC speed enhancement techniques, generating NC code, CNC manufacturing, tool path programs exporting/importing across different design applications and printing.

CAD Manufacturing

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

CAD Intro to 3D Animation

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

CAD Advanced 3D Animation

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

Furniture Construction (A)

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

List of Units

Furniture and Timber: Fundamentals

Furniture and Timber: Industrial Skills

Furniture and Timber: Timber Joints

Furniture and Timber: Project

Metal Engineering (A)

List of Units

Introduction to Metal Industry

Introduces students to the principles of WH&S in the work environment. Students will carry out routine Oxy/Acetylene welding and look at the selection of machines and tools to carry out mechanical cutting and perform engineering measurements. This unit also looks at communication in the workplace.

Metal Trade Skills

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

Metal Skills and Processes

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

(Teacher centred unit)

Working Within the Metal Industry

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

(Student initiative is essential)

Textiles and Fashion (T/A/M)

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

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

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

List of Units

Design Applications

Students learn about safe textiles work practices, in addition to understanding the basics of Fashion Design, with the application of the Elements and Principles of Design. Students learn how to follow a design brief and to create a design folio. They learn various construction techniques when making a garment or furnishing project. Students also explore various techniques of textile colouration and print making, in addition to caring for textiles items.

Fashion Design and Illustration

This unit introduces students to fashion design and illustration techniques. Students have the ability to design and draft a simple garment and explore various decorative and aesthetic aspects to create their design. They will also explore embellishing techniques and identify various pattern and design components culminating in a fashion garment.

Fashion Industry

Clothing is an integral part of our lives. In this unit students learn about the production process in the Fashion Industry, where they take part in a simulated clothing production run and learn about the various jobs and tasks in the fashion industry. Students also learn about ethics and responsibilities for the fashion industry and learn how the Australian Fashion Industry works. The Production Run garments are sponsored by Canberra College, Bendigo Bank and Spotlight and are donated to the CCCares Program on completion. Students do not need to contribute financially towards the production run garments.

Working with Textiles

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

Marketing a Designer Label

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

Textiles for Interiors

Textiles are applied to other industries other than fashion. Interior design is strongly linked with textiles and students have the opportunity in this unit to explore textiles and design in an interior setting. Human behaviour can be linked with interior colour and lighting choices and students will have opportunities to explore the role and function of textiles and design for interior settings. This unit includes basic 3D drawing techniques, trends and influences in interior choices.

Design for Performance — Costumes & Sets

Movies, theatre, music video clips, dance are an important part of many cultures and eras. Actors and dancers have been wearing costumes and performing in front of sets for hundreds of years. Students explore design inspirations and research costume designs based on movies, plays, eras/cultures or performers. Students will learn the different construction methods to create costumes which are quick to produce, effective with embellishing or colouration, but not necessarily hard wearing. Students will also have the opportunity for a real life learning experience with the creation of the Costumes for the Canberra College Drama Performance, and experience and see their costumes in use. Students will not be required to pay for materials to make the costumes.

Recycle and Reuse

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

Fashion, Textiles and Society

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

Designing for Clients

In this unit you are the designer running your own bespoke clothing business. Students will be required to find a client and design and make for them an article of clothing that fits the clients design wishes and body type. Particular emphasis will be placed on the development and management of resources and business skills, such as time-sheets and costings. Communication and negotiation with the client will be paramount in this process.

Textiles and Fashion — Negotiated Study

This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous standard units (1.0). It is an opportunity for students to research and explore a textiles area of their choosing. All assessment is negotiated and timetabled to discuss and evaluate student progress throughout the semester.

Sewing for Fun (Registered Unit)

This unit can be chosen as a tutorial time for Textiles and Fashion students, or to make a formal dress in semester two of year 12 or if you do not study textiles and fashion even to come and make an article of clothing.

Hospitality (C)

*(Industry Based Course)*

**List of units**

Hospitality Industry Fundamentals — Prerequisite unit

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

Service Procedures

This unit continues to extend students’ Hospitality Industry knowledge including the operation of professional food and beverage outlets as well as clubs and other service venues within our community. This unit includes the operation of a Take Away Service for Canberra College Students and Staff. It extends students to accept their responsibilities while working in industry, and includes competencies ‘Interacting with Customers’ and ‘Show Social and Cultural Sensitivity’.

Café Culture

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

Café Operations

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

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

Tourism Studies (T/A/V)

List of Units

Introduction to Tourism (Includes 1 core unit of competence)

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

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

Working in Tourism (Includes 1 core unit of competence)

Students develop skills and destination knowledge relevant to major tourist locations in Australia and overseas, geographic features, local customs and culture and special attractions within an area. Technical and office skills including working with colleagues and customers, the use of the telephone and producing simple word processed documents are also covered.

Global Tourism (Includes 2 core units of competence)

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

Tourism and Events Promotion

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

**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 …...

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 11** | **Subject 1** | **Subject 2** | **Subject 3** | **Subject4** | **Subject 5** | **Subject 6\*** |
| *Semester 1* |  |  |  |  |  |  |
| *Semester 2* |  |  |  |  |  |  |
| **Year 12** | **Subject 1** | **Subject 2** | **Subject 3** | **Subject4** | **Subject 5** | **Subject 6\*** |
| *Semester 1* |  |  |  |  |  |  |
| *Semester 2* |  |  |  |  |  |  |

\* 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:

Notes

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

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