

# CANBERRA COLLEGE

Caring for your future



UNIT GUIDE

# 2024



CANBERRA  
COLLEGE  
Caring for your future

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

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

Further information regarding the college is available on our website at [www.canberrac.act.edu.au](http://www.canberrac.act.edu.au) or by contacting the College on 61423288.



SEAUMUS STANIER, Red (Self-Portrait), 2023. Acrylic on paper, 841.594 cm

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M (Modified) units are also offered across the college and course areas at the discretion of the college Executive Team.





# Arts

## Dance T/A

In Dance, students learn as artists and innovators, by making and interpreting dance performances that communicate to audiences. They learn as audiences, by responding critically to dance. Students develop skills in appreciating, creating, choreographing, performing, and producing dance independently and collaboratively for a range of contexts. In Dance, movement is a knowledge. Students learn as they engage with the history, lineage, technical dance skills, theories and concepts of dance, choreographers and critics that came before them, and become literate in the vocabularies and ideas of a range of styles and forms.

Students can complete a Minor / Major or double Major in Dance.

## List of Units

### Creativity in Dance

Students learn about the creative process. Students develop the ability to create dance works with intention, originality, and impact on audiences. Students develop their imagination and ownership of ideas and dance works. They engage with the history, lineage, technical dance skills and the creative processes of dance. Students apply the creative process, experiment, and refine techniques, and use problem-solving strategies to express understandings of self, community, and the world.

### Communicating Meaning in Dance

Students learn about how meaning is communicated in a variety of dance forms and styles. They explore technical dance skills, stage craft and production elements for communicating their ideas to an audience and reflect on their success. Students apply their dance literacy, knowledge, skills, and understandings to communicate their arguments and insight into themes and issues. This unit provides the opportunity for students to say something as well as make something.

### Dance in Context

Students learn about how dance practitioners over time and place have embodied their knowledge. They explore the impact of dancers and choreographers from history and throughout the world and how they have expressed their understanding of self, place, and themes. Students create Dance works reflecting appreciating of techniques from diverse, cultural, geographical and/or historical contexts, observing ethical approaches and intercultural understanding.

### Collaboration in Dance

Students learn about how to collaborate effectively to create and perform works that develop ideas and engage with the school and/or wider community. They explore the opportunities and challenges of working with other dance practitioners and/or artists to create a performance to meet a design brief. Students apply technical dance skills, creative, production, communication, technology, problem solving and collaboration skills to create multifaceted performance works engaging with the community.

### Independent Study

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning must meet the unit goals and content descriptions as they appear in the course.

### Innovation in Dance

Students learn about innovative dance practice. They explore innovations in technique, choreography, digital platforms, technology, and criticism. They examine barriers to innovation, how it occurs, and how it can change perceptions of dance. Students apply knowledge of creative choices to engage in ethical and aesthetic issues as dance artists and audiences.

## Leadership in Dance

Students learn about leadership in the context of creating Dance performance. They explore techniques and methodologies used to create dance works. Students draw on pedagogical, choreographic, artistic direction, stage production, communication, and facilitation skills to lead a variety of dance activities.

## Entrepreneurship in Dance

Students learn about the connections between dance and business. They examine the business aspects of dance and the opportunities and risks in projecting their practice into the commercial arena. They explore the tension between the creative and commercial. Students apply their understanding of the dance industry to produce dance for a range of audiences.

## Interdisciplinary Inquiry in Dance

Students learn about how dance works can be used to understand and embody concepts from other disciplines. They explore styles and techniques to interpret and represent information creatively. Students apply inquiry skills and dance practices to create works that position an audience on the chosen concept.

## Course Patterns

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. 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.



## Drama T/A

The study of Drama develops knowledge and understanding through exploration of performance and production elements. Dramatic works have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Students develop self-management, problem solving, leadership and interpersonal skills. They learn to be resourceful, critical, and creative thinkers, and develop capacity to take risks. Students experience the challenge and pleasure that comes from the study of drama that can be transferred to a range of careers and situations. Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership.

## List of Units

### Creativity in Drama

Students develop their skills to think imaginatively and flexibly, to express their understanding of self, others, and the world. They explore techniques and strategies to achieve their purpose and apply the creative process. Students work collectively, collaboratively, and independently to examine the human experience and create new insights.

### Communicating Meaning in Drama

Students examine how meaning is communicated in drama, utilising performance skills, elements of production, forms, and styles. By conducting research and analysing dramatic works that have made a difference, students draw conclusions about the purpose and intended audience. They develop skills in empathy, interaction, responsiveness, and communication. Through the creation of their own dramatic works, students understand semiotics and power relationships in different societies. They apply dramatic techniques to shape audience response, by provoking, informing, or entertaining.

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## **Drama in Context**

Students explore the works of dramatists and performers from different times and different places, to understand the way social, historical, political and/or cultural contexts have shaped theatre and impacted audiences. They engage with the issues and ethical dilemmas confronting people in other contexts, to develop insight and intercultural understanding. Through a range of perspectives, they examine the possibilities - through different genres, forms of practice and approaches to technique, they gain understanding of dramatic techniques that may be applied.

## **Adaptation in Drama**

Students examine a range of spoken, performed, visual or written texts to understand how universal themes and perspectives are represented. They assess the relevance of the challenges and the issues that are revealed, and explore possible interpretations, to reimagine them as dramatic performances for a contemporary audience. They develop skills in adaptability, critical analysis, and versatility. In adapting texts, students use a variety of methods, mediums, and techniques to achieve transformation.

## **Independent Study**

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

## **Innovation in Drama**

Students learn about innovative dramatic practice, past and present, and employ techniques and forms to break with conventions, and to be inventive in their work. They explore the dramaturgical and technical capacity to encompass innovations in technique, performance, direction, production and/or digital platforms. Students examine the nature of ensemble and group practices, and the reinvention of traditional notions of theatre, processes, and roles. They develop skills in inquiry, resourcefulness, sustainability, and curiosity. Students appraise works that have revolutionised theatre over time and challenged and redefined audience expectations.

## **Leadership in Drama**

Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work, through engagement with aspects such as producing, writing, directing, performing, or designing. Students develop skills in risk taking, integrity, initiative, and confidence to share their vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

## **Entrepreneurship in Drama**

Students learn about creating opportunities and examine the various avenues for engaging in performance. They examine the theatre landscape and different pathways for participation in the industry. Students learn from the past about the ways that theatre groups and performers have overcome obstacles and worked creatively within constraints. They develop an enterprising mindset and consider the possibilities for authentic experiences for a range of audiences. Students appraise the role of technology in dramatic ventures, now and in the future.

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## Interdisciplinary Inquiry in Drama

Interdisciplinary inquiry is an approach to studying and addressing complex problems or issues to explore new perspectives and advance critical thinking. Students learn how drama can embrace concepts from other disciplines, and how forms, structures and techniques from other works can be employed to inform, persuade, or entertain. They develop skills in synthesising viewpoints, recognising bias, and drawing conclusions. They examine how to incorporate knowledge and skills from disciplines and consider how dramatic works can incorporate other mediums, such as multimodal texts.

### Course Patterns for Drama

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

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

Students can complete a minor / major or double major in Drama.

NB: The unit timetabled on line 4 is a Production unit and requires commitment to rehearsals and performances in addition to the regular timetabled classes. Drama production is dependent on staff availability each year.



Drama

## Media T/A

The study of Media develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, codes and conventions, times, places, and cultures. The skills and knowledge acquired through the study of Media prepare students for a variety of pathways such as media (journalism/ film/television/ internet), communications, marketing, advertising, public service, public relations, multi-media producers and digital developers. While some students may pursue a career in media and related fields, they also participate in media for enjoyment and satisfaction.

### List of Units

#### Creativity in Media

Students learn about the creative process in Media. They explore techniques and strategies used to create media products. Students apply the creative process, techniques, and strategies to express their understanding of self, others, and the world.

#### Communicating Meaning in Media

Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques for communicating their ideas for a purpose and a target audience. Students apply techniques to communicate their understanding of a range of issues through Media.

#### Media in Context

Students learn about how social, historical, political and/or cultural contexts have shaped media products. They explore how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes. Students apply their media knowledge and skills, engaging with intercultural perspectives and observing ethical principles to create Media products.

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## Narratives in Media

Students learn about narrative forms and structures for fictional and non-fictional media products. Through analysis of narrative in media products, students gain insights on how people connect and perspectives on the world. They explore various presentations of narratives and the role of the storyteller to inform, entertain and persuade. Students apply their storytelling, theoretical and technical skills to construct fiction and non-fiction narratives in a variety of media formats.

## Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

## Innovation in Media

Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

## Adaptation in Media

Students learn about different media forms and styles for adaptation of stories in a range of mediums to understand how themes and perspectives are represented. They explore forms, techniques, and methodologies of adaptation to reimagine themes and perspectives for a contemporary audience. Students apply the principles of adaptation to develop their own media practice.

## Entrepreneurship in Media

Students learn about the connections between media and business. They examine the business aspects of media, opportunities, and risks in the industry. Students explore the tension between the creative and commercial when working within a media brief. They apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences.

## Interdisciplinary Inquiry in Media

Students learn about how media products can be used to understand and embrace concepts from other disciplines. They explore styles and techniques in the representation of information in a variety of mediums to achieve greater effect. Students apply inquiry skills and media practices to position an audience on a chosen concept, synthesizing perspectives and drawing conclusions to express a point a view.

## Course Patterns for Media

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

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

Students can complete a minor / major or double major in Media



Media



# Music T/A/V

Music is unique as an aural art form that develops creative and aesthetic capacities in students. It is an integral part of culture, society and personal identity. In Music, students develop informed approaches to music making and acquire a critical understanding of self and perspectives on the world. The course provides a foundation in music knowledge and skills for those students who wish to pursue further Music related studies, they explore a wide variety of genres and learn about how musicians use a range of principles and practices to create music for a specific purpose.

Studying senior secondary Music provides students with transferable skills that are valuable to a wide range of further study and careers.

## List of Units

### Creativity in Music

Students learn about creativity in music by exploring a range of techniques and strategies musicians use in the creative process. They make informed personal interpretations in performances, compositions and criticism to evoke responses from target audiences. Students make music to express their understanding of the world through interpretation, performance, production and composition in authentic contexts.

### Communicating Meaning in Music

Students learn about how meaning is communicated in a variety of musical genres by analysing musical works and performances that have made a difference. They explore technical skills, stage craft and production elements for communicating their ideas to a target audience to shape response, provoke, inform, or entertain. Students apply techniques to communicate their understanding of themselves and the world through music.



### Music in Context

Students explore the works of musicians from different times and places, to understand the way social, historical, political and/or cultural contexts have shaped music and impacted audiences. Students apply their knowledge and appreciation of techniques from a variety of contexts. They demonstrate empathy, ethics, and principles of intercultural understanding to the creation of their own music.

### Improvisation and Variation in Music

Students learn about improvisation and variation through a range of musical genres. They explore how musicians adapt ideas, arrange, improvise and create variation in music. They consider regulatory and ethical issues associated with using the works of others. Students create music that explores a variety of interpretations of an idea, context, mood, or emotion. They develop skills in adaptability, resilience, critical analysis and versatility.

### Negotiated Study

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

### Innovation in Music

Students learn about innovative music practice, past and present, and employ techniques and forms to break with conventions, and to be inventive in their work. They explore innovations in technique, performance, production and digital platforms. They examine innovation in acoustic and digital music, barriers to innovation, how innovation occurs, reinvention of traditional notions and how innovation changes perceptions of music. They develop skills in inquiry, resourcefulness, sustainability and curiosity. Students appraise works that have revolutionised music over time, and challenged and redefined audience expectations.

## Music Leadership

Students learn about leadership in the context of creating and presenting across a variety of music activities. They explore the possibilities for shaping and influencing others in music making by applying leadership techniques and methodologies. Students develop skills in risk taking, integrity, initiative and confidence to share their vision. Students draw on technical, pedagogical, production, communication, and collaboration skills to lead in music development in various roles, such as mentoring, conducting, teaching, and producing.

## Entrepreneurship in Music

Students learn about the music landscape and the interface between music and business. They examine the tension between the creative and commercial, and explore different pathways for participation in the industry. Students learn from the past about the ways that musicians have overcome obstacles and worked creatively within constraints. They examine the opportunities and risks in projecting their practice into the commercial arena. They develop an enterprising mindset and apply their understanding of the industry to produce authentic or simulated music experiences for a range of audiences.

## Interdisciplinary Inquiry in Music

Interdisciplinary inquiry is an approach to studying and addressing complex problems or issues to explore new perspectives and advance critical thinking. Students learn about how music can be used to know and apply concepts and techniques from other disciplines. They explore examples of how music has been used as a means for communicating deep knowledge and interpretations of a range of contexts. They explore techniques for understanding, and synthesising knowledge from other disciplines to share perspectives. Students apply music as a way of knowing the world and sharing their insights.

## Course Patterns for Music

A selection of units will be offered each semester, in line with student needs and interest.

There are three streams of music offered:  
Contemporary/ Classical and Jazz.

PLEASE NOTE: While the content of an A and T course is the same, there are several defining factors between the two. A and T units will be differentiated through the design of appropriate assessment tasks that are weighted to the requirements of The Arts Framework. Students can complete a minor / major or double major in Music.



## Photography T/A

Canberra College offers units of Photography in both Traditional and Digital Photographic techniques. Our Students have access to the foundational and artistic elements associated with working with film cameras and the processes associated with developing photographs in a purpose built 'Dark Room' using photographic paper and enlargers. These facilities are specialist and not available in other colleges.

The study of Photography can be used to broaden personal experience and understanding of an increasingly interconnected and technologically rich world. Photography enables students to explore and understand self, others, the world, and their place in it, as creators and consumers. Images are the language of photography, and are used to represent, question, and communicate concepts and ideas. Students make and curate photographic works responding to changing and evolving requirements for exhibitions, client briefs, entrepreneurial purposes, and interdisciplinary contexts.

### List of Units

#### Creativity in Photography

Students learn about the creative process in Photography. They explore techniques and strategies used to create photographic works. Students apply the creative process, techniques, use of equipment and strategies to express their understanding of self, others, and the world.

#### Communicating Meaning in Photography

Students learn about how meaning is communicated in a variety of photographic forms, styles, and conventions. They explore techniques for communicating their ideas to an audience. Students apply their understanding to communicate meaning in response to a range of issues through photography.

#### Photography in Context

Students learn about how photographers over time and place have represented their knowledge. They explore how photographers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their knowledge of context, empathy, ethics, and principles of intercultural understanding to creating photography.

#### Narratives in Photography

Students learn about the photographer as a storyteller. They explore photographic works that are constructed or documented to shape narrative. Through analysis of narratives in photographic works, students gain insights on how perspectives on the world and/or identity are presented. Students apply their theoretical and technical skills to construct and/or document narratives.

#### Independent Study

An Independent Study unit has an important place in Senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent Study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent Study unit requires the principal's written approval. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

#### Innovation in Photography

Students learn about innovative photographic practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological and conceptual innovations in photography. Through experimentation and problem solving, students apply their skills and knowledge of innovative photographic practice.

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## Photographic Exhibitions

Students learn about stylistic and curatorial choices and how that positions audiences to interpret photographic works. They explore how the presentation, display and use of photographic works influences attitudes, values, and perspectives. Students apply technical and conceptual skills in curation to create their own texts and exhibitions. They explore the representations of ideas in photographs as photographer, editor, and curator.

## Entrepreneurship in Photography

Students learn about entrepreneurship and the connections between photographic practice and industry. They explore the tension between the creative and commercial considerations when working within a client brief. Students apply their understanding of entrepreneurship and industry to produce authentic photographic products for a range of purposes and audiences.

## Interdisciplinary Inquiry in Photography

Interdisciplinary inquiry is an approach to studying and addressing complex problems and/or issues to explore new perspectives and advance critical thinking. Students develop skills in synthesising viewpoints, drawing conclusions, and exploring alternative applications of photographic practice. They learn how photographic practice can be applied to and work with other disciplines. Students examine how to incorporate knowledge and skills from other disciplines and consider how photographic works can incorporate other mediums.



Photography

## Course Patterns for Photography

A selection of units will be offered each semester, in line with student needs and interest.

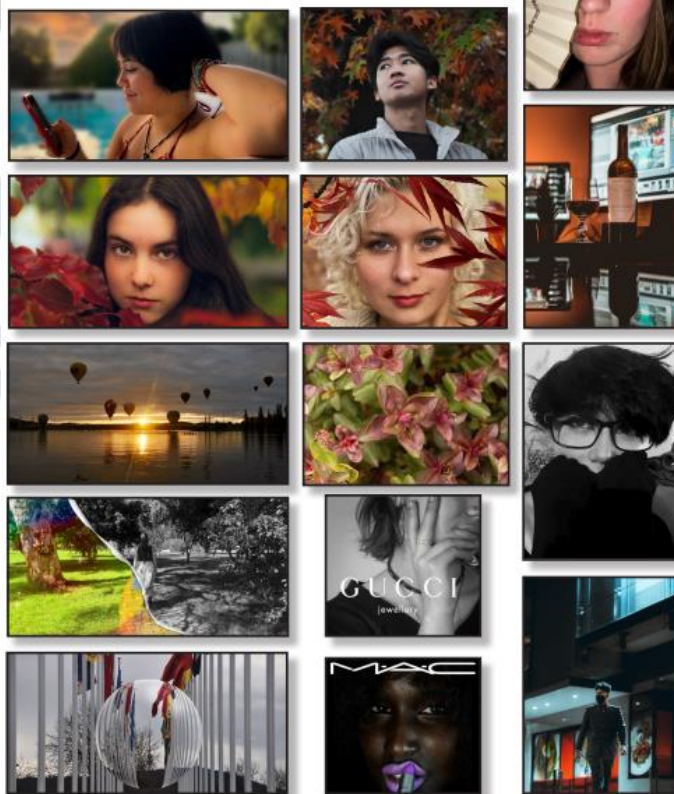
PLEASE NOTE: While the content of an A and T course is the same, there are several defining factors between the two.

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

There are two specialist streams of Photography offered: Traditional Darkroom and Digital. Units from these two streams can be combined to create a major or double major. Students can complete a minor / major or double major in Photography.

## Digital Photography

Digital photography students this past semester have been focused on portraiture and advertising photography, creating visually stunning photographs using abstract, formal and artistic techniques.



## Visual Art and Ceramics T/A

The study of Visual Arts develops knowledge and understanding of traditional and contemporary art works through engagement with art from a range of different styles, times, places, and cultures. Through exploration of traditional and non-traditional art forms, students develop the technical proficiency and confidence as art-makers to communicate their ideas. Students learn as artists, by creating art products that engage audiences and communicate meaning, utilising art techniques.

Students can choose to follow a Ceramics or Art focus or a combination of both to complete a Minor a Major or a Double Major.

### *List of Units*

#### **Creativity in Visual Arts**

Students learn about the creative process in Visual Arts by critically and creatively analysing art works, experimenting with creative processes, and developing technical proficiency to express their ideas through various conventions and forms. They understand that creativity in the visual arts is the transformation of materials to convey ideas. Students apply their emerging creative process, techniques, and strategies to express their understanding of self and the world.

#### **Communicating Meaning in Visual Arts**

Students develop visual literacy by learning about how meaning and concepts are constructed and communicated in a variety of art works. They analyse the forms, conventions, vocabulary, and symbols used by artists to construct meaning and express their ideas. Students explore techniques for communicating their ideas to an audience and develop skills as audience and artist. Students apply techniques to communicate their understanding of a range of issues through art works. They express concepts, ideas and meaning through visual communication.

#### **Visual Arts in Context**

Students learn about how artists over time and place have represented their concepts and ideas. They explore how artists, curators, critics throughout the world and history have expressed their understanding of self, place, and issues. Students apply their technical knowledge, empathy, ethics, and principles of intercultural understanding to creating art works.

#### **Narratives in Visual Arts**

Students learn about the artist as a storyteller. They explore representational and nonrepresentational art works and how these shape narratives. Through analysis of narratives in art works, students gain insights of how perspectives on the world are presented and how that affects reception of and responses to art works and artists. Students apply their theoretical and technical skills to create representational and non-representational art works that convey narratives and responses to narratives.

#### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent Study unit must be proposed by an individual student, be for their own independent study, and negotiated with their teacher. An Independent Study unit requires the principal's written approval. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course

#### **Innovation in Visual Arts**

Students learn about innovative art practice and practitioners who break with codes and conventions. They explore their capacity to encompass innovations in technique, form, style, creation, digital platforms, and criticism through experimentation and problem-solving. Students apply their knowledge, understanding and skills to expand their arts practice and engage in ethical and aesthetic issues as artists and citizens.

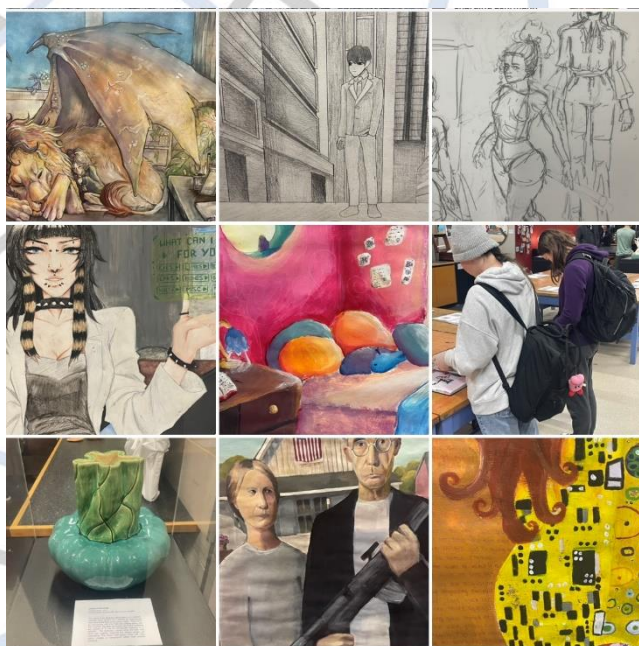


## Curation and Exhibition

Students learn about stylistic and curatorial choices and how that positions audiences to interpret art works and convey attitudes, values and perspectives. They explore the representations of ideas in art as artists and curators through developing an informed response to art works and exhibitions they have seen and experienced. Students apply technical and curatorial skills to create their own works and exhibitions.

## Entrepreneurship in Visual Arts

Students learn about entrepreneurship and the interface between art and industry. They explore the tension between creative and commercial considerations. Students apply their understanding of entrepreneurship in the art industry to produce authentic art works for a range of purposes and audiences.



Term 2 Art Exhibition 2023

## Interdisciplinary Inquiry in Visual Arts

Interdisciplinary inquiry is an approach to studying and addressing complex problems or issues to explore new perspectives and advance critical thinking. Students develop skills in synthesising viewpoints, drawing conclusions, and exploring alternative applications of art practice. Students learn about how Visual Art can be used to learn about and communicate concepts from other disciplines. They explore techniques for understanding, representing knowledge and concepts from other disciplines. Students apply Visual Art as a way of knowing the world and sharing their insights.

### Course Patterns for Visual Art/Ceramics

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

Students can complete a minor / major or double major in Visual Art.



SEAMUS STANIER, *The Sun*, 2022. Watercolour and ink on paper, 465 x 340 mm



# Early Childhood Studies

## Early Childhood Studies (A)

Early Childhood Studies explores the development, needs, rights and education of children. Students develop knowledge and understanding of children through analysing key concepts and theories. They also consider the importance and interrelationships of child health, children's behaviour, wellbeing of children and learning frameworks. Students investigate contemporary issues that impact children in a range of communities and contexts. This course will prepare students for further study and work in education and care, as well as parenting. The knowledge, skills and understandings gained in this course have the potential to benefit children and all society.

### Unit 1: Play and Learning

Students examine how children play and learn. They investigate perspectives on play, such as contemporary research, cross-cultural, and historical, to understand its role in childhood. They examine the role of play in child development and a child's right to play.

### Unit 2: Perspectives on Children

Students examine a range of cultural, historical, political, and philosophical perspectives on childhood. They analyse the applications and consequences of those perspectives on children's experiences and how they have changed over time and place.

### Unit 3: Childhood

Students examine the domains of child development and theories of development. They examine the significance of relationships in child development. Students investigate research on neurological development in children.

### Unit 4: Child Health and Wellbeing

Students examine the factors that affect the health and wellbeing of children at different stages of childhood. They understand that childhood is a unique and intense period for growth and development and apply that understanding to consider the emotional and physical wellbeing of children.

# Psychology

## Psychology T/A

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

### Unit 1: Self and Identity

Students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual differences in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

### Unit 2: Cognition and Emotions

This unit examines traditional and contemporary understandings of the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

### Unit 3: Normality and Abnormality

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

## **Unit 4: Groups and Society**

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

### **Excursions—Action Learning/Research**

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

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

## **Sociology**

### **Sociology T/A**

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

## **Unit 1: Constructing Identity**

This unit explores the construction of individual identity. Students explore social phenomena, such as socialization, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

## **Unit 2: Understanding Difference**

This unit explores the impact of difference on society, including inequalities based on class, gender, and race, and the intersection of those categories. They explore how difference can lead to debate, social organisation, and the development of ideologies. Students apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

## **Unit 3: Applying Sociology**

This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

## **Unit 4: Structure and Agency**

This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

## Big Picture

Big Picture Academy offers individualised learning that engages students in real world internships and opportunities. Students complete the requirements for their year 12 certificate through the Board Senior Secondary Studies course in conjunction with the International Big Picture Learning Credential guaranteed by the University of Melbourne.

Big Picture Academy is focussed on students interests and passions through academic research, experimentation, hands on learning and connecting with industry experts. Students have one advisory teacher for their two years in college that supports their growth as a learner and person in a holistic approach. Students are proactive in college life and access all that Canberra College and community opportunities on offer.

Students participate in the following accredited courses to achieve their year 12 certificate and International Big Picture Learning Credential:

- **Big Picture Education**, students engage in in depth individual projects through academic research and real-world application.
- **Pathways to work and learning**, students develop an understanding of career pathways
- and engage in work experience building to long term internships.
- **Essential English**, students build their literacy skills through their projects and in conjunction with their post school pathway.
- **Essential Maths**, students build numeracy skills through life maths, individual maths programs and integrated maths in their individual projects.
- **Connected Learning**, students engage in community service and build their understanding and commitment to social action.

The International Big Picture Credential is awarded to graduating students on pathways to:

- Employment
- Further training
- University

The credential awarded to students consists of a personalised digital transcript that represents equally their academic results, personal achievements that is curated by students in an online portfolio accepted by University Admissions Centre the same as an ATAR.

## 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 two times weekly
- On site adjunct care child-minding model
- On-line curriculum through an e-learning platform







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

These are available in:

- Business Admin
- Hair
- Senior First Aid
- Hospitality
- Community Services
- RSA/ RSG/ White Card/ Barista
- Take home learning packages
- Advocacy and support programs
- Transport assistance 5 days using 3 buses which drive out and back daily to all of ACT and adjoining NSW
- Road Ready
- Cooking facilities + lunch and morning tea program
- Emergency food and clothing relief

## Commerce, Languages and Social Sciences (CLASS)

### Accounting T/A

#### Financial Accounting

Students learn how to acquire, analyse, and present relevant financial data to prepare reports and support decision making. They engage with accounting processes and in framing questions and determining the relevance of data and research for questions of enterprise planning and tracing activity.

#### Advanced Financial Accounting

Learn about advanced financial accounting processes and analysis. Students engage with data analytics to frame and undertake investigations of accounting processes using software packages to gather and analyse data and make recommendations.

#### Management Accounting

Learn how to acquire a variety of relevant data and analyse and present data to draw conclusions and solve management problems. They engage with accounting information in framing questions in investigating management problems and provide clear visualisations of data to support decision making by managers. Students develop skills and knowledge to incorporate ethical factors into their analyses and

recommendations about the management of organisations.

#### Contemporary Accounting

Investigate how managers use accounting to refine and improve their outcomes in the contemporary business environment. They address current issues facing organisations and how they impact the accounting function. They engage with non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses and expectations of various stakeholders.

# Business Services (A/T/M)

## Unit descriptions

### Unit 1: Relationship Development

Students analyse relationship development concepts, theories and models and apply these in a range of contexts. They investigate essential workplace practices and procedures for meeting customer service and stakeholder expectations. Students investigate digital platforms for providing customer service and communications. They analyse a range of procedures and practices for professional and personal innovation and improvement.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBCMM211	Apply communication skills
BSBSUS211	Participate in sustainable work practices

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTEC202	Use digital technologies to communicate in a work environment (B)
BSBOPS203	Deliver a service to customers (C)

### Unit 2: Project Management

Students apply project management skills to completing tasks in a simulated work environment. They develop the knowledge, skills and understandings that are required to provide effective organisational support. Students plan and implement workflows using business tools and reflect on opportunities for improvement and innovation.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBWHS211	Contribute to the health and safety of self and others

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTWK201	Work effectively with others (C)
BSBTEC201	Use business software applications (B)

### Unit 3: Workplace Practices

Students analyse concepts, models and theories that underlie workplace practices. They investigate professional communication, collaboration, and teamwork skills. Students assess wellbeing programs and practices for self and others. They develop knowledge and skills for producing business documents using Microsoft Office Package and apply these skills to work effectively in a variety of environments. Students refine literacy skills for the purposes of understanding, planning, editing, publishing, and communicating within a range of workplace situations, reflecting on their effectiveness.

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBTWK301	Use inclusive work practices
BSBWRT311	Write simple documents (A)
BSBTEC301	Design and produce business documents (A)
BSBOPS304	Deliver and monitor a service to customers (D)
BSBPEF301	Organise personal work priorities (B)

### Unit 4: Information Management

Students investigate information management systems within organisations. They solve problems to improve organisational outcomes. Students analyse software applications used for recording and tracking information and apply skills in their use. They assess business records, efficiency, and effectiveness and reflect on their business impacts and compliance with ethical standards. Students refine numeracy and literacy skills for the purposes of understanding, processing, representing, and communicating organisational information.

Any **elective competencies** selected to meet packaging rules from the list below may also be delivered:

Code	Competency Title
BSBWHS311	Assist with maintaining workplace safety
BSBCRT311	Apply critical thinking skills in a team environment
BSBXC301	Engage in workplace communication
BSBTEC302	Design and produce spreadsheets

## Business T/A

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

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

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

## Unit descriptions

### Business Opportunities

This unit examines the importance of business to our society, the various classifications of business types and the legal structures of businesses such as sole traders, partnerships, companies and franchises. It involves examining the concepts and principles of entrepreneurship and ethics as they apply in the business environment. After discussing the importance of small business we shift focus to how businesses can expand globally and the issues they face.

### **Business Marketing**

This unit examines the importance of understanding the target market for a business and the role marketing plays in achieving success. The unit explores the various types of media and how businesses can utilise these to gain a competitive advantage. The unit is delivered through a combination of theory and practical exercises culminating in the students developing a marketing plan for a business.

### **Leading a Business**

This unit has an emphasis on contemporary issues associated with financial management. While the emphasis is on financial management in the organisational context, personal financial management issues are also included to improve the student's financial literacy. 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.

### **Business Finance and Planning**

This unit looks at how the management of staff is aligned with the goals of the business. It examines the different ways a business can build a culture that will attract, motivate and build employees' commitment and performance in business. It examines different theories associated with leadership styles and managing change within organisations of all sizes.

## **Economics T/A**

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

### **Unit 1: Microeconomic Foundations**

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to microeconomics to better understand human behaviour. In investigating scenarios in local, national, global economies, and developing societies, they evaluate theories, models, and numerical analyses. Students evaluate explanations of microeconomic phenomena provided by economists to draw conclusions about the nature and actions of economic agents.

### **Unit 2: Debates in Microeconomics**

In this unit, students analyse complex scenarios in microeconomics to understand choices of policy makers. They will engage with debate in the discipline on explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students collaborate to make predictions and propose solutions to problems facing policymakers and citizens.

### **Unit 3: Macroeconomic Foundations**

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to macroeconomics. They evaluate theories, models, and numerical analyses through investigating scenarios in local, national, global economies and developing societies to understand how policy makers foster prosperity. Students evaluate explanations of macroeconomic phenomena provided by economists to draw conclusions about the effectiveness of decision-making.

### **Unit 4: Debates in Macroeconomics**

In this unit, students critically analyse in-depth scenarios in macroeconomics to understand the functional role of economics in bettering lives. They will engage with debate in the discipline around explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students make predictions and propose solutions to problems facing policy makers and citizens. *Year 11 Semester 1 students choose Unit 1: Economics and in semester 2, they will choose Unit 3: Economics.*

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

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

### List of Units

#### Unit 1: Global Actors

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of influence.

#### Unit 2: Global Processes

Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse and evaluate different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the

common good. The choice of processes for study must include those involving a range of communities and locations.

#### Unit 3: Global Challenges

Students critically analyse contemporary issues that pose challenges to global actors and processes, and to individuals around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation.

#### Unit 4: Global Opportunities

Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

## Legal Studies T/A

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



## List of Units

### Crime and Justice

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation and punishment of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigate theories of justice and punishment.

### Civil Law

Students investigate civil law. They examine the origin, purpose, and scope of regulation under civil law. Students apply civil law principles and doctrines that regulate the relationships and activities of individuals and groups to a range of case studies. They evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

### Contemporary Issues and the Law

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

### International Law

Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system. Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

# Futures Faculty: Learning Support Classes

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

## Core Units

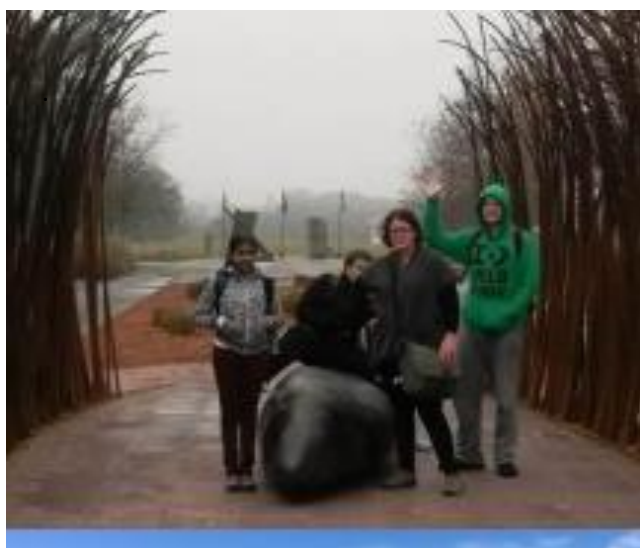
The Learning Support classes include three core BSSS courses that students may complete during the two years of college. These may be offered at Accredited or Modified levels:

### Contemporary English

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

### Contemporary Mathematics

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



## Pathways to Work and Learning

These units cover work education and career planning. This includes developing skills in: understanding self, identifying opportunities, demonstrating career enhancing decision making, and goal setting.

### The Career Mindset

Students investigate the changing world at a local, national, and global level, and set goals to address the challenges and take advantage of opportunities.

### Workplace and Learning Practices

This unit focuses on the expectations of workers, 21<sup>st</sup> century skills, and relational skills utilised in a variety of diverse workplace environments.

### Enterprise Skills

Students develop and apply transferable skills that allow them to be enterprising, so they can navigate and participate in careers across a range of businesses, industries, organisations, and professions.

### Creating Opportunities

Students develop and use project management skills to bring their innovations and ideas to action.

### Independent Study

An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. Independent Study units are only available to individual students in Year 12





## Other Classes – Futures

### Elective Choices

Students can choose from a range of electives and, if they choose to enrol in Learning Support electives, may complete two elective lines each semester. Electives may include such subjects as: PE, Art, Photography, Cooking and Business.

### Life Skills

This two-year course provides students with learning in four key areas to build their knowledge and skills as they enter adulthood.

The four areas are: Practical Skills and Information for Independent Living; Health; Financial, Legal, and Citizenship; Community and Personal Wellbeing.

We strongly encourage all students in Learning Support to undertake this course.

*Life Skills is run as an R-Unit which means it is assessed on participation only, not assessment*

*Students may choose subjects from other faculties across the college instead of Learning Support classes. Choices are negotiated with students, parents, and staff to assist with the decision making; students in these classes will be offered support and adjustments. Students should be aware that some courses may not have the capacity to make significant adjustments to assessment criteria due to BSSS academic requirements. However, adjustments and modifications to assessment, class work and participation is possible in many courses and units*

## BSSS Requirements

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

Content, classwork and assessment can have relevant reasonable adjustments applied for all students in Learning or Inclusion support programs.

Students who qualify under the BSSS intellectual disability criteria can be assessed within mainstream classes, using an 'M' course or unit; this provides a higher level of course modification.

## Hybrid eLearning Program (HeLP)

The Futures Faculty operates a hybrid program for students who benefit from completing some of their learning at home. There are five units offered in this program as standard .

- Contemporary English
- Contemporary Mathematics
- Pathways to Work and Learning
- Interdisciplinary Inquiry
- Health and Wellbeing

Students in the HeLP program may complete these units as A or M accreditation and may do all or some of their units as HeLP units.

Students who wish to be supported through HeLP should contact the Futures Faculty for more **information**

**M (Modified) units are also offered across the college and course areas at the discretion of the college Executive Team.**

## Outdoor and Environmental Education

### Discovering Outdoors

Students investigate concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences. They identify, develop, and apply skills to go out into the environment safely and sustainably. They work with others to preparing and planning and carrying out activities respectfully and safely in outdoor environments, building knowledge, skills, self-efficacy, and appreciation of natural places.

### Sustainable Outdoor Experiences

Students investigate one or more ecosystems. They analyse sustainable practices for the use of outdoor education environments. Students examine methods and models of stewardship. Through participation in outdoor experiences, they develop their philosophy on outdoor learning. Students consider the use of technology for sustainable outdoor experiences.

### Connection to the Environment

Students investigate the relationships and connections between people and the environment, including First Nations Australians. They analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society. Students explore concepts of relationships and connections to the environment through a variety of individual or group outdoor activities and reflect on their experiences.

### Innovation and Change in Outdoor Education

Students investigate innovations and change over time in outdoor pursuits. They research and experiment with a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences. Students investigate outdoor provider practices, models, philosophies, and leadership styles used over time to assess best practice for the experience desired. They use and reflect on technology and innovations through practical application in outdoor environments.

## Exercise Science T/A

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

### Unit 1: Anatomy and Physiology of the Human Body

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

### Unit 2: Preparation for Training and Performance

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

### Unit 3: The Body in Motion

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

### Unit 4: Factors Affecting Performance

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

## Sports Development T/A

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

### Unit 1: Personal Development in a Sport

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

## Unit 2: Building an Elite Athlete

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



## Unit 3: Athletes in Society

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

## Unit 4: Performance Analysis

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

## Health and Wellbeing T/A

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

### Unit 1: Individual Human Health

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

### Unit 2: Health in Australia

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

### Unit 3: Health of Populations

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

## Unit 4: Global Health and Human Development

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

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

## Physical Education Studies A

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

### Unit 1: Sports Skill Acquisition

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

### Unit 2: Leisure & Recreation

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

### Unit 3: Building and Improving Teams

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

### Unit 4: Sport, Activity, Culture and Society

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

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



## Sport (R)

Inter-collegiate sport is conducted as one-day carnivals and on Thursday afternoons. These sports are conducted as Registered Units. Students may participate in a range of sports including Cricket, Basketball, Oztag and Netball. Other one-day carnivals - throughout the year students can sign up at the PE staffroom or on the Sporting Classroom online page for the various one-day carnivals on offer including:

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

## Humanities

### Exploring Intelligence T/A (A new Interdisciplinary Enquiry Course)

This course suits students who are the active learners and seek to understand human development via technological advancements and global issues drawing on key skills and concepts from the Humanities, Global Studies, Sciences, Media and all key learning areas, as they explore and challenge audiences through showcases to the school and wider communities. As part of the [ACT Education Future of Education strategy](#) Canberra College is offering students the opportunity to enrol in this student designed and directed project-based learning inquiry course as part of either their Accredited or Tertiary study and careers pathways. Centred around personalised learning plans and goals negotiated by each student and team, the course is part of the [BSSS Interdisciplinary Inquiry Course](#) which empowers each student to engage in designing their learning and engagement with the school and wider community in dynamic research, data analysis, problem-solving and collaboration at each stage of the course.

Success in this course requires learners who are:

- active researchers across diverse disciplines
- critical, deep thinkers who seek meaningful solutions to real world issues and contexts
- dynamic communicators who seek to make impacts for and with a range of audiences
- independent, active learners and problem-solvers
- able to learn collaboratively as part of teams
- adaptable, creative innovators who reflect on how and why they learn
- interested in understanding the future, now.

### English Courses

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

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

- English (T)
- Literature (T)
- Essential English (A)
- Contemporary English (A)
- English as an Additional Language or Dialect - EAL/D (T/A)
- EAL/D Bridging (A)

### Course Patterns in English Courses T

Both T and A courses, under the BSSS English Framework, are offered at the college. Each course aims to develop critical thinking, problem solving, literacy and communications skills of all students. Individual course and unit counselling is a key factor in selecting a course from within the suite of English courses that suits a student's individual interests and ambitions. Students must complete at least a minor course i.e. two semesters, from one of the following courses to achieve the ACT Senior Secondary Certificate:

- English (T)
- Literature (T)
- Essential English (A)
- Contemporary English (A)
- English as an Additional Language or Dialect - EAL/D (T/A)
- EAL/D Bridging (A)

## Course Patterns in English Courses T

**English (T)** is available as a minor and major

**Literature (T)** is available as a minor and major

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

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

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

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

## English (T)

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

### List of Units – 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

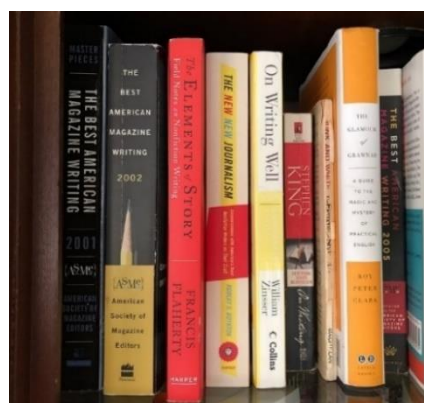
In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating 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 and further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective, and the text and context.



## Literature (T)

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

### List of Units – Literature (T)

#### Unit 1: Ways of Reading and Creating

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

#### Unit 2: Intertextuality

Unit 2 develops 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 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 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 audiences. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal.

## Essential English (A)

### Course Pattern

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

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

### List of Units – Essential English (A)

#### Unit 1: Comprehending and Responding

This unit focuses on 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 learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of text types.

#### **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 reasoned responses to them. Students develop independent points of view and analyse how ideas, attitudes and values are represented. An emphasis will be placed on articulating and constructing clear, logical and sustained arguments, and demonstrating an understanding of purpose, audience and context.

## **English as an Additional Language or Dialect T/A**

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

EAL/D is a subject for students whose first language is not English and their English is not at the standard required to actively participate in English T, Literature T or Essential English. This is a subject for students who need to learn more English basic skills, and abilities. This subject is accepted by universities instead of English. This subject prepares students for studies at TAFE/CIT, University and for work.

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

### **Course Patterns**

- A major in EAL/D is made up of 3.5 standard units of EAL/D or 2.5 standard units of EAL/D and 1 standard unit of English, Literature or Essential English.
- A minor in EAL is made up of 2 standard units of EAL/D.

#### **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 ideas within different cultures is analysed. Effective and independent research skills are consolidated throughout the unit.

#### **Unit 4: Issues and Attitudes**

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

## History T/A

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

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

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

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

Pre-Modern History (T/A) and Modern History (T/A).

This is available as a minor. A major, major minor and double major is available if a unit 4 from any of these courses is completed.

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

This course combines units from the following courses:

- Ancient History T
- Modern History T

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

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

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

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

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

## Ancient History

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

The four units include:

### Unit 1 — Investigating the Ancient World

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

### Unit 2 — Ancient Societies

Students will have the opportunity to examine topics such as Ancient Mycenae, Sparta, the Trojan Wars, Old Kingdom Egypt, Minoan culture or Qin & Han China. This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, 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 18<sup>th</sup> 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 introduces the pre-modern world. It looks at the factors that transformed societies in this period. It also explores the problematic and contestable nature of the evidence, both written and archaeological, that has survived. In addition, students will investigate the contested nature of interpretations and representations of this evidence. This unit focuses on issues relevant to the investigation of the pre-modern world.

#### **Unit 2 — Golden Ages**

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

#### **Unit 3— Conflict and Collaboration**

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

#### **Unit 4 — Power and Obedience**

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

### **Modern History**

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 resources available, teacher expertise and student ability and 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 introduces 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 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–present day. It aims to build students' understanding of the contemporary world — that is, why we are here at this point in time.

## Philosophy T/A

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

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

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

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

### Course Patterns

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

### Knowledge and Knowing

In this unit, students investigate and interrogate the nature of knowledge claims, and their assumptions and foundations. They evaluate claims to knowledge in a variety of academic and popular contexts. Students critically analyse the epistemologies of knowledge claims by applying established epistemological arguments and their own insights and propositions, including logic and First Nations Australian epistemologies.

### Existence and Reality

*In this unit, students explore the nature of existence and reality. They interrogate the philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including Metaphysics. Students examine their assumption of their own existence, and that of others, and apply their experience of this existence to evaluate claims about the fundamental nature of how they exist and the reality that they exist in, including notions of origin, self, transformation, and death.*

### Judgement and Value

*In this unit, students explore the nature of judgement and value. They evaluate these philosophies to universal and particular human dilemmas and consider the significance and effects of their conclusions. They critically analyse the validity of individual and collective judgements around value.*

## Philosophy in the World

*In this unit, students investigate issues in the world, applying significant philosophical theories and methods to better understand the beliefs, judgements and thinking of the actors involved, and to assist in the construction of their own robust and well-informed beliefs. Students relate the issues to their own lived experience to find parallels and give insights into their own conduct, assumptions and thinking.*



## Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12.

# Languages

## Chinese T/A

### Beginning Chinese

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

### Continuing Chinese

This course is designed for students with at least two years' previous study of Chinese. The four language skills of speaking, listening, reading and writing are practised with special emphasis placed on communication. The practical content of the course

### Advanced Chinese (T only)

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

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

## French T/A

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

### Beginning French

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

## Continuing French

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

## Advanced French (only T)

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

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

## German T/A

### Beginning German

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

### Continuing German

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

## Japanese T/A

### Beginning Japanese

This is a course in conversational and written Japanese for students with no previous study of the language. It

aims to develop speaking and listening skills in Japanese required for basic conversation, travel, further study and enjoyment. The course aims to develop writing and reading skills by teaching the hiragana and katakana scripts and some kanji. Students will also gain an insight into aspects of Japanese culture and lifestyles.

### Continuing Japanese

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

### Advanced Japanese (only T)

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

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



Japanese Excursion 2021

## Italian T/A

### Beginning Italian

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



### Continuing Italian

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

### Advanced Italian (T only)

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

## Mathematics

### Specialist Mathematics (T)

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

#### List of Units

##### Unit 1: Specialist Mathematics

- Combinatorics
- Vectors in the plane
- Geometry

##### Unit 2: Specialist Mathematics

- Trigonometry
- Matrices
- Real and complex numbers

##### Unit 3: Specialist Mathematics

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

##### Unit 4: Specialist Mathematics

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

### Specialist Methods Mathematics (T)

Students taking *Specialist Methods Mathematics* should have an extremely high level of achievement in Year 10 Mathematics at Level 1 or Extended. This can be taken as a minor or Major. It must be undertaken if you are doing Specialist Maths. You should have very good algebra skills to undertake this course. You **cannot** do Mathematical Methods and Specialist Methods at the same time.

##### Unit 1: Specialist Methods Mathematics

- Functions and graphs
- Trigonometric functions
- Counting and probability

##### Unit 2: Specialist Methods Mathematics

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

##### Unit 3: Specialist Methods Mathematics

- The logarithmic function
- Further differentiation and applications
- Integrals

##### Unit 4: Specialist Methods Mathematics

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

## Mathematical Methods (T)

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

### List of Units

#### Unit 1: Mathematical Methods

- Functions and graphs
- Trigonometric functions
- Counting and probability

#### Unit 2: Mathematical Methods

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

#### Unit 3: Mathematical Methods

- Further differentiation and applications
- Integrals
- Discrete random variables

#### Unit 4: Mathematical Methods

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

## Mathematical Applications (T)

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

### List of Units

#### Unit 1: Mathematical Applications

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

#### Unit 2: Mathematical Applications

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

#### Unit 3: Mathematical Applications

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

#### Unit 4: Mathematical Applications

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

## Essential Mathematics (A)

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

### List of Units

#### Unit 1: Essential Mathematics

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

#### Unit 2: Essential Mathematics

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

#### Unit 3: Essential Mathematics

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

#### Unit 4: Essential Mathematics

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

# Science

**Physics, Chemistry and Biology are Australian Curriculum courses.**

## Biology (T/A)

### *List of Units*

#### **Biodiversity and Connectedness**

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

#### **Cells and Organisms**

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

#### **Heredity and Continuity of Life**

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

They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make

predictions about future changes to populations. The development of investigative skills and their application continues with emphasis on critical thinking and thesis essay writing.

#### **The Internal Environment**

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

## Chemistry (T)

### *List of Units*

#### **Chemical Fundamentals: Structure, Properties and Reactions**

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

#### **Molecules: Interactions and Reactions**

In this unit, students explore the characteristic properties of water, gases, aqueous solutions, acids and bases. They learn how rates of reaction can be measured and altered to meet particular needs and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students investigate the behaviour of gases with respect to volume, pressure and temperature.



## Equilibrium, Acids and Redox

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

## Structure Synthesis and Design

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

## Physics (T)

### List of Units

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

### Linear Motion and Waves

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

### Thermal, Nuclear and Electrical

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

### Gravity and Electromagnetism

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

## Revolutions in Modern Physics

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

## Human Biology (T/A)

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

### List of Units

#### The Essentials of Human Life

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

#### The Aging Human Body

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

#### Human Health and the Environment

This unit investigates the impact of environmental conditions upon the health of humans both at the individual and population level. The environmental causes of disease will be considered, based on the nature of the risk: biological, chemical, physical and social. Mental illness will be investigated as well as its causes, symptoms and treatment. Major mental health issues that affect teenagers will be considered in order to give the content real world relevance for the students.

## Treating the Human Body

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

## Negotiated Unit

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

## Pre-Med (R) Preparing for Medical and related Careers

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

- Q&A sessions with visiting health professionals
- Visits to working healthcare environments such as nursing homes, Red Cross blood bank and hospitals.

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



## Design Environments T/A

### Architectural Design

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

### Landscape Architecture

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

### Interior Design

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



## Design & Graphics T/A

### Design Applications

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

### Design for Client Brief

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

### Visual Communication

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

### Negotiated Study

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



## Design & Emerging Technologies T/A

### Design Processes

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

### Product Design

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

### Design for Manufacturing

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

### Innovation and Design

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

## Timber Products A

### Working with Timber

This unit is designed to familiarise students with workshop procedures using timber. Students learn the fundamentals of working safely with timber products, using and naming selected tools and materials correctly. Students learn to use selected hand and power tools, machinery, make joints and follow a given design to complete the projects undertaken in this unit.

### Techniques in Timber Manufacture

This unit is designed to develop skills in the workshop using timber and other materials. Students learn the fundamentals of workshop safety requirements, including attitudes and behaviours. They learn techniques for the manufacture and use of jigs, as well as tool maintenance for both power and hand tools. Students make decisions about appropriate jointing techniques according to the product. They learn communication skills such as reading plans and drawings, measurement and scale, as well as the reasons for selecting particular materials for a given task.

### Creating to a Design Brief or Plan

This unit focuses on sustainable workshop practices and procedures, including interpretation of plans and the concept of the design brief and the design process. They explore the nature and properties of materials to fulfil a design brief. Students learn about the selection of appropriate materials and calculate cost of production, including the whole manufacturing process. They learn communication skills such as to actively listen, and to reflect on and implement feedback from clients.

### Timber Project

In this unit students create a project of their own design, or modify an existing design, to meet a particular need. Using a project timeline, students learn to manage the entire construction of a project, from conception to delivery. They consider the choice of appropriate materials, finishes and techniques, in accordance with the project requirements, proactively managing risks associated with constructing the product in the workshop

## Hospitality (A/V)

*(Industry Based Course)*

### Hospitality Essentials

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures.

### Hospitality Operations

Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. Students investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. They analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others.

### Hospitality Industry

Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

### Hospitality Management

In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations.

## Food Studies (A)

### Food and Health

In this unit, students select and use appropriate ingredients, equipment and techniques to produce quality food items, and use hygienic and safe practices in the selection, handling and storage of food. Students demonstrate safe practices in the use of equipment and appliances. Students develop an understanding of the nature of food, nutrition and the relationship of food to health.

### Food Choices

In this unit students develop knowledge and understanding of the functional properties, sensory characteristics, and processes applied to a range of foods in different applications. They evaluate the sustainability of food packaging. Students learn about the factors that influence food choices and food production. They use a problem-solving approach to explore and apply a range of techniques and processes for producing food products.

### Food Communities

In this unit students explore how cultural communities experience food in a variety of local, regional and global contexts to understand the cultural significance of the food and its role in people's lives customs and traditions. They develop intercultural understanding through the medium of food. Students develop an understanding of a range of consumption patterns and food practices and the relationship to cultural community context.

### Contemporary Food

In this unit, students develop an appreciation of the strengths and weaknesses of emerging and contemporary food and food products in society and make informed and ethical decisions as consumers. They explore factors that contribute to innovations in the quality, styles, forms and availability of food. Innovations and contemporary trends are explored in the preparation and presentation of foods, such as advertising and consumer demand, sustainable food production, the desire for novelty, food styling and the impact of social media.

## Information Technology (A/T/V)

Information Technology provides opportunities for learners to enhance their problem-solving abilities across a range of cutting-edge domains. Students can choose a combination of Digital Technologies, Networking and Cyber Security, and Robotics and Mechatronics. Students can elect to study courses in a broad range of combinations depending on their interests and needs. These combinations include double majors (two streams of IT), a single major, a major/minor, minors, or even a bespoke variety of units to create your own major.

Students can gain vocational competencies towards formal VET (Vocational Education & Training) Certifications. In particular, Certificate II in Information Technology and Digital Media will be a steppingstone for future study at CIT. This vocational study includes the option of Structured Workplace Learning (SWL) or engagement in a Schools Based Apprenticeship (ASBA).

## Digital Technologies – (A/T/V)

Digital Technologies allows students to investigate computing through the lenses of Software Engineering and Computer Science. Students will grow their understanding of Digital Technologies to create dynamic solutions and meaningful applications. This course has a strong focus on developing problem-solving skills in technical environments, collaboration, time management, and communicating solution ideas. Students who enjoy understanding how technology works or solving logical problems would likely thrive. Students who thrive in this environment will find themselves well situated for future academic study and careers in Information Technology, Software Engineering, and Computer Science.

## Digital Assets -

Digital Assets introduces and develops students' knowledge and understanding of programming by solving a range of foundational problems from Computer Science and Software Engineering. Topics covered include programming, debugging, code design, documentation, and a foundational understanding of data structures and algorithms.

## Digital Applications -

*Digital Applications explores the question of how we design code to solve real-world solutions. Topics covered include Software Engineering principles to simplify code for complex problems and application design and development.*

## Digital Solutions - (Y12)

Digital Solutions continues to grow students understanding of Software Engineering and Computer Concepts. Topics covered include more advanced knowledge of Data Structure and Algorithms and their use in solving real-world problems as they build solutions and applications to significant real-world problems.

## Networking and Security – (A/T/V)

Networking and Security provide students opportunities to learn the foundation of Computer Networking, Network Administration, and Cybersecurity. Students will build core skills through building networks for the real world, programming with scripting languages and system commands. Students will utilise their skills to hack codes ethically, reverse engineer programs, and exploit shell programs in a range of Capture The Flag (CTF) competitions. This course has a strong focus on developing problem-solving and investigation skills. Students who enjoy understanding how technology works, picking apart complex problems, and learning through building and breaking things would likely enjoy this subject.



## **Networking Administration and Security –**

Networking Administration and Security provide students with the knowledge and understanding to engineer, administer, and secure Computer Networks. Students will grow their knowledge and experience of networking through practical labs and challenges in defensive and offensive environments. Topics covered scripting in python and bash, system commands, and standard networking protocols and services. Students will gain experience developing networks on both standard training tools such as packet tracer, build physical networks, and competing in Capture The Flags (CTFs).

## **Designing and Securing Enterprise Networks –**

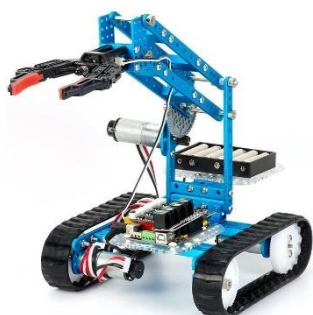
Designing and Securing Enterprise Networks extend students understanding of Network Administration from small networks to more complicated solutions which involve networked systems across multiple sites.

## **Cloud and Distributed Systems**

Cloud and Distributed Systems focuses on growing students understanding of modern computer networking solutions by combining multi-site configurations, mixing cloud services, and the Internet of Things.

## **Networking and Cybersecurity (Yr 12)**

Networking and Cybersecurity explore the limitations and vulnerabilities of networked systems. Students will grow their knowledge into deeper understanding by honing their skills in Capture The Flag environments where they take the role of both Blue and Red actors and compete against each other.



## **Engineering Studies T/A**

### **Engineering processes & concepts**

Students learn about engineering design processes and concepts, and how they are used to develop and optimise solutions to problems, with reference to sustainability, cost and the life cycle of an engineered solution. They explore and investigate existing products, materials and components in response to a design brief. Students design and create working models or prototypes of their solutions.

### **Future Challenges & Innovations**

In this unit, students learn about emerging societal, global and environmental challenges, and the potential for innovative engineering and emerging technological solutions. They explore and research future global challenges. Students research and understand the implications, ethical and otherwise for new innovations to develop novel engineering solutions to these challenges.

### **Engineering Systems**

This unit focuses on engineering systems and how multiple components operate and interact, to serve a single function as a solution. Students learn about the broader context of an engineering solution taking a holistic view. Systems that may be explored include building, mechanical, electrical or mechatronic systems. Students explore user needs, including user needs analysis and requirements, and breaking design problems and solutions into smaller parts. They create design solutions using scientific concepts, mathematical tools and computer-based simulations.

### **Applied Engineering**

In this unit, students learn how engineering design processes, including project management, are applied to solve existing problems. They explore real world problems of increasing complexity requiring project-based solutions. Students use guidelines and a context to apply knowledge of the engineering process and theory, to develop and respond to design briefs.

## Metal Products A

### Working with Metal

This unit is designed to familiarise students with workshop procedures using metal. Students learn to work safely with metal products, using and naming selected tools and materials correctly. Students learn to use selected tools and machinery to follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

### Techniques in Metal Manufacture

This unit explores metal manufacturing skills. Students learn the fundamentals of working safely with a variety of metal manufacturing processes including gas and arc welding. They learn to use a range of metal work tools in a variety of fabrication processes to follow a given design to complete the projects undertaken in this unit. Students learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

### Welding and Cutting Skills

This unit is designed to develop welding and mechanical cutting skills. Students learn the fundamentals of working safely with gas and arc welding. Students learn to use a range of mechanical cutting machinery and processes, and continue to develop skills in welding. They investigate emerging technologies in global metal manufacturing. Students follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes, as well as strategies to solve problems.

### Metal Project

This unit is designed to develop project management skills. Students create a project from a design brief or modify an existing design to meet a particular need, using skills such as machining and welding. They consider the choice of appropriate materials and techniques, the project timeline and the economic use of materials. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

## Design and Textiles T/A

The Design & Textiles course focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium. This will empower students to utilise design thinking in different contexts. Students learn about the design and related industries by exploring, fundamentals of design, emerging technologies, textile futures, history and culture, sustainability and ethics.

Students apply innovation, creativity, problem solving, collaboration and project management skills in making appropriate design solutions.

Design and Textiles is an interdisciplinary course of study and forms the basis for further education and employment in the design fields such as interior design or decoration, personal styling, fashion design, industrial design, costume design, production manufacture, architecture, landscape architecture and textile technologies.

### List of units

#### Design Aesthetics

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

#### Design for Purpose

This unit examines how designers create for end purpose, using relevant criteria and considering the user's experience. Students engage using a range of textile mediums to design solutions and create a product with consideration given to needs, purpose and product performance.

#### Design for Futures

This unit examines the future of design within the context of textiles. Students examine technological tools and processes to create solutions and/or products for the 21<sup>st</sup> century, with special consideration given to sustainability.

## Design for Communication

This unit examines communication theories, methodologies and meanings within the area of design and textiles. Students develop skills in effectively disseminating ideas to convey visual messages in the design, making and promotion of solutions and/or textiles products. They utilise a range of tools to communicate and make meaning.

## Negotiated Study

In this unit students investigate a contemporary “wicked problem”. Wicked problems are complex and challenging. The design process is used to frame the problem and create a solution.

This unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning.



## Tourism and Event Management T/A

The study of Tourism and Event Management engages students with the role of the tourism and event management industries, and the structure, scope, and operation of these services. Students examine socio-cultural, legal, environmental, and economic aspects, as well as opportunities and issues across local, national, and global contexts. Events are explored in tourism, workplace, and community contexts. Students explore tourism and event management as businesses, and gain understanding of their impact on the economy. They develop communication and interpersonal skills, including customer service and empathy, and business skills, including networking, management, and marketing

## List of Units

### Tourism and Event Industries

Students develop understanding of tourism and event management industries locally, nationally, and globally. They examine the nature, scope, scale and impacts of tourism and event management industries. Students investigate the operations of contemporary tourism and events enterprises, including business, technology, innovation, and customer service skills.

### Places and Products

Students develop understanding of local, national and global, destinations, events and products. They analyse the interaction between social, cultural, economic, and environmental factors and the tourism and events industries, and how they have changed over time. Students analyse and compare tourism and events products and services to provide advice to clients. They examine marketing strategies that manipulate customer preferences about places and products. Students undertake business planning and they engage in budgeting and costing, and marketing.

### Trends Issues and Challenges

Students examine contemporary trends, issues, challenges, and opportunities facing the tourism and events industries. They investigate factors contributing to growth or decline in popularity of places, products and events, and examine changes in consumer demands and expectations. Students apply knowledge and problem-solving skills to analyse the changes that occur over time to develop understanding current and future challenges and opportunities. They assess the challenges and opportunities offered by cultural, social, and historical factors, and develop understanding of the importance of working within and across cultures, including indigenous communities.

### Managing Events and Tourism

Students investigate tourism and event operations and management and implement their own tourism or event operation. They consider the role of tourism policy, government organisations and legislation in regulating tourism and event management, including



Workplace Health and Safety compliance They develop understanding of inter-cultural communication and examine DRAFT ACT BSSS Tourism and Event Management A-T-M-V Course 2022-2026 10 considerations for negotiating with clients. Students critically analyse skills in managing relationships by complying with regulation and resolving and evaluating conflict situations among diverse cultural groups.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least THREE standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.



## Registered R Units

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

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

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

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

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

- Sport and Recreation
- Work Exploration
- Community Services (must be organised through the college)
- College-based (CCConnect)
- Personal Development: Life Skills
- Drama production
- Jazz Band
- Film Society

