Senior Studies Guide 2021
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Welcome to St John Paul II College – The Senior Years

Our core philosophy is that every student is unique and needs to be self-managing, resilient and equipped with the skills to deal with an increasingly complex world. A standard education program, which delivers the same content in the same way to all will leave some students behind, whilst failing to extend other students’ potential. The right education for students needs to respond to their specific needs, harness their individual passions, and welcome their families into the learning process. Our educational approach of self-directed learning is even more pertinent in the senior years.

Moving into the senior years, students will:

- Continue to develop a strong sense of self and of a life with meaning and purpose in an inclusive Catholic faith community
- Be known and cared for in an intimate environment with all of the advantages offered by much larger colleges
- Benefit from the low student to teacher ratio for personalized learning
- Reap all of the benefits of our self-directed learning approach and continue to develop university and work-ready skills
- Receive one-on-one support from their Mentor Teacher
- Develop their leadership skills as they shape the future directions of the College
- Develop independence and good habits within a structured approach to the freedoms offered by the senior system
- Gain guidance and confidence through an extensive transition program into Year 11 and beyond.

Choosing Courses at JPC

As part of their full senior package, students at JPC are expected to study 6 courses per semester in Year 11. This can be decreased to 5 courses per semester in Year 12. Where a student undertakes an Australian School Based Apprenticeship (ASBA), the number of courses may be adjusted. The combination of the courses studied needs to meet the requirements of the BSSS for the chosen package type. The package type chosen will depend on the students’ chosen pathway.

There are two types of packages that students can study:

**Standard Package: ACT Senior Secondary Certificate (SSC)**
The SSC will be awarded on completion of an educational program approved by the College as having a logical pattern of study and which includes the equivalent of at least 17 standard units. At last 12 of these units must be A, T, M, H, C or E units. A minimum of 4 different courses (A, T, M, H, C, E) must be studied from at least three different course areas and at least one of these must be English.

**Tertiary Package: ACT Senior Secondary Certificate (SSC) and Tertiary Entrance Statement (ATAR)**
This package allows a student to meet the requirements for entrance into university.

Students must complete the equivalent of 20 standard units organised in a logical pattern of study.
These must include at least 18 standard units (A, C, E, T, M, H) of which at least the equivalent of 14 standard units must be T or H. The units must be arranged into courses to form one of the following patterns:
- five majors or
- four majors and one minor or
- three majors and three minors
Of these major and minor courses:
- at least three major courses and one minor course must have been classified T or H
The student must also sit the ACT Scaling Test (AST) in Year 12.
What to consider when choosing courses

- What are your strengths and passions? Students tend to achieve better in courses that they have an interest in rather than those that they feel they ‘need’ or think ‘score or scale well’.
- Don’t overspecialise when picking courses and subjects. Studying a range of subjects provides a rounded, broad education.
- All students in the ACT must study English.
- All students at JPC must study a minimum of a minor (2 semesters) of Religious Studies. Students will complete this minor in Year 11, allowing flexibility to continue their study for a major or, potentially choose another course to study as a minor.
- All students are encouraged to continue their study of Mathematics at a level appropriate to their planned pathway. Mathematics is increasingly being made a prerequisite for tertiary study.
- Any requirements of post-school institutions (University, CIT, other training organisations)

Advice and Academic Counselling

Advice and counselling will be available to students throughout the transition to Year 11, from Year 11 to Year 12, and during Year 12 to post-school career or study pathways. The formal Transition Week during Term 2, Year 10 provides students with the opportunity to explore a number of career planning tools, to attend course information sessions, and to speak with post-school institutions such as universities, CIT, and other training organisations. The week will culminate in a meeting of students and families with experienced staff members to select appropriate subjects for Year 11 study.

Students studying a ‘T’ package who are seeking admission to university will be offered ‘estimate scores’ at key points during their Year 11 and 12 studies. This will enable them to make informed decisions as to their possible post-school university options. Guidance and advice will be available to students in relation to the combination of their subjects when they are making decisions to change subjects or their accreditation from ‘T’ to ‘A’.

Students studying a standard package will be given advice and guidance regularly in relation to post-school pathways, career and vocational opportunities that may be available to them. Students wishing to undertake an Australian School Based Apprenticeship (ASBA) during their Year 11 and 12 studies will usually begin their training during Year 11. ASBAs usually involve a component of on-the-job training with an employer, combined with off-the-job training through a Registered Training Organisation. Opportunities exist for ASBAs in a variety of fields including: information technology, automotive, community services, business administration, carpentry, sport and recreation, retail, hairdressing, general construction and animal services. The Independent Learning Time (ILT) timetable structure ensures that students are able to undertake the external requirements of an ASBA and other vocational training without impacting upon formal ‘face-to-face’ timetabled classes.

Where a student studies a Vocational course, they can achieve a nationally recognised Certificate or a Statement of Attainment (should they not complete the required number of competencies for that qualification). At JPC, vocational courses are delivered under an (Memorandum of Understanding) MoU arrangement with St Francis Xavier College (RTO 88024) as the Registered Training Organisation. Students may be eligible for Recognition of Prior Learning (RPL) in their vocational studies. They should speak with their class teacher or Leader of Learning for more details as to the process involved for RPL. All students who study a vocational course at JPC receive a Vocational Education student handbook and further information pertaining to competency-based assessment processes.

ANU Extension provides an enhanced learning experience for Year 11 and 12 students in ACT schools and colleges. ANU Extension students enrol in an ANU academic award program and are able to undertake courses in sciences, engineering, mathematics and Asian languages. Those students who successfully undertake studies in ANU Extension may be eligible to articulate into an ANU bachelor degree program and receive credit towards the bachelor degree for the studies successfully completed. Students interested in H courses can discuss these with staff at JPC and consult the information contained on the ANU Extension webpage (http://extension.anu.edu.au) for details of the application and selection process.
The mentoring relationship becomes even more significant in the senior years as Mentor Teachers help to guide
and support students and families through the emotional rollercoaster of late adolescence. Working closely with
both the student and the family the Mentor Teacher is able to act proactively rather than in a reactive manner
to situations that may arise. The Mentor Teacher can draw upon support services within the College such as the
Assistant Principals, Leaders of Learning and Wellbeing and the College Careers Advisor, as well as experts in
well-being and mental health, to ensure students have timely access to the assistance they may require.

The Mentor Teacher also supports students through the academic demands of the Year 11 and 12 program,
helping them stay on track to achieve their goals. This includes the tracking of their attendance and academic
progress to minimise the risk of voiding units of work.
## Courses available for study at JPC

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Pathways
Students are encouraged to undertake a range of Courses in different course areas. There is scope, however, for students with a passion within an area to be able to study a range of units from particular courses to form their own Majors. Only specified courses can be added together under BSSS identified ‘umbrella’ courses.

English/Literature
The course consists of a combination of units from the following courses:
- English T
- Literature T
All units from these courses may be included in an English/Literature course providing there is no duplication of content.

An English/Literature minor consists of a combination of 2-3 units from these courses.

Where students study 1 – 3 units in each of English and Literature, two minor courses will be awarded.

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

An English/Literature major minor consists of a combination of at least 6 units which must include at least Unit 4 from either English or Literature.

An English/Literature double major consists of a combination of 8 units from English and Literature.

The English/Literature subjects exist within a single meshing group at the College, with the same weighting and assessment requirements, and marking of assessment tasks moderated at task level.

Behavioral Science
This course consists of a combination of units from:
- Psychology A/T
- Sociology A/T

All units from these courses may be included in a Behavioral Science course providing there is no duplication of content. It is possible to complete a Major in Psychology and a Major in Sociology, and to merge these into a Double Major Behavioral Science course. For Tertiary students, the decision to merge the Majors or leave separate will be made at the end of Year 12, with the decision based on maximising the student’s course score. The Behavioral Science subjects exist within a single meshing group at the College, with the weighting, assessment requirements and marking of assessment tasks moderated at task level.

Design & Technology
This course consists of a combination of units from the following courses:
- Design & Emerging Technologies A/T
- Design & Graphics A/T
- Designed Environments A/T
- Textiles & Fashion A/T
- Engineering T

All units from these courses may be included in a Design & Technology course providing there is no duplication of content. It is possible to complete a Minor, Major Minor or Double Major depending of the availability of units from these courses. The Technologies subjects exist within a single meshing group at the College, with the same weighting and assessment requirements, and marking of assessment tasks moderated at task level.
**Information Technology**
This course consists of a combination of units from the following courses:

- Robotics & Mechatronics A/T
- Digital Technologies A/T

The Information Technology subjects exist within a single meshing group at the College, with the same weighting and assessment requirements, and marking of assessment tasks moderated at task level.

**History**
The course consists of a combination of units from the following courses:

- Ancient History A/T
- Modern History A/T
- Pre-Modern History A/T

We offer History Integrated A/T, consisting of two units of Ancient History and 2 units of Pre-Modern History, which allows a History Major. Depending on the point in the two-year delivery cycle, students completing only 2 units within a single year will achieve either a Minor in Ancient History or a Minor in Premodern History. Otherwise, a History minor consists of a combination of 2-3 units from any these three courses.

A History major can also consist of a combination of at least 4 units from History Integrated or Modern History.

A History major minor consists of a combination of at least 6 units, from either History Integrated or Modern History.

A History double major consists of a combination of at least 7 units, from History Integrated or Modern History.

The History subjects exist within a single meshing group at the College, with the same weighting and assessment requirements, and marking of assessment tasks moderated at task level.

**Specialist Mathematics**
Students studying Specialist Mathematics T must be studying Specialist Methods T concurrently.
The following rules apply:

- A Specialist Mathematics major-minor consists of a major (4 units) in Specialist Methods and a total of 2.0 units of Specialist Mathematics.
- A Specialist Mathematics double major consists of a major (4 units) in Specialist Methods and a minimum of 3.0 units of Specialist Mathematics.
- Students who complete a major in Specialist Methods and fewer than 2.0 units of Specialist Mathematics will include these units in a major in Specialist Methods.

**Specialist Methods**
This course can be studied in conjunction with Specialist Mathematics to form a major minor or double major in Specialist Mathematics (as above).

- Students who complete a major in Specialist Methods and fewer than 2.0 units of Specialist Mathematics will include these units in a major in Specialist Mathematics.
- If students start their study in Specialist Mathematics T course and conclude their course in Mathematical Methods T course then they are awarded the appropriate course in Mathematical Methods T.
- Students studying a combination of Mathematical Applications T course with Mathematical Methods T course or the Specialist Methods T course will be awarded a course in Further Mathematics.
The Senior Timetable

The Senior Timetable is structured in the same way as the Junior Timetable: an eight line, five-day timetable. There are five lessons in a day, of one hour each, with a 5-minute movement time between each lesson.

**Semester 1:**
For **Weeks 1-4** there are three one-hour long lessons per week, per line. During these weeks, students may have 6 hours of study lessons where they have no formal scheduled classes. Students will have access to designated Senior Spaces during their study lessons.

From **Week 5** the middle third of the week is devoted to Independent Learning Time (ILT). This will involve flexible on-line learning by students. Teachers will schedule 1 ½ - 2 hours of curriculum content per subject per week. Students will access this work through Moodle (the on-line learning platform). Teachers will monitor student access to Moodle for their subject to ensure that the curriculum is accessed by students.

**Exam week** will be designated for Senior Examinations. AST preparation/practice exams for those Year 11 and 12 students studying a T package.

After exam week, Year 11 and 12 will have a formal Feedback and score checking session for each subject.

**Semester 2:**
From **Week 1** to **exam week** the middle third of the week is devoted to Independent Learning Time. This will involve flexible on-line learning by students. Teachers will schedule 1 ½ - 2 hours of curriculum content per subject per week. Students will access this through Moodle (the on-line learning platform). Teachers will monitor student access to Moodle for their subject to ensure that the curriculum is accessed by students.

**Exam week** will be designated for Senior Examinations. AST preparation/practice exams for those Year 11 students seeking a T package.

After exam week, Year 11 and 12 will have a formal Feedback and score checking session for each subject.

**Use of ILT to meet the Senior Timetable requirements**
For each of their subjects, students will need to allocate the equivalent of 1 ½ - 2 hours during ILT. This time may be used by teachers for scheduling assessment tasks, the presentation of orals, access to practical learning spaces and tutorials. Students are able to readily access one on one academic support and guidance from a range of teachers. As teachers are “on the floor” rather than behind a classroom door teaching another class, senior students can easily seek individual assistance from multiple teachers from a range of disciplines in the one day or even a single lesson.

ILT has the flexibility to easily enable to delivery of senior programs and support students with particular gifts and talents to access internal and external programs. During this time, students will be able to access a variety of external learning experiences and opportunities outside of the College without impacting upon formal classes. This includes Structured Workplace Learning for vocational subjects, commitments to training such as School Based Apprenticeships and the ability to access gifted and talented opportunities such as elite sporting programs and University ‘H’ courses.
Assessment

St John Paul II College has a policy of continuous assessment throughout each semester as per the ACT Board of Senior Secondary Studies (ACT BSSS) Policy and Procedures. The relative importance of each task type varies from course to course and is taken from the Course Framework for that particular course. Colleges are required to use Course Frameworks achievement standards as the basis for assessment and reporting on units.

Cross marking, moderation and discussions with Leaders of Learning and Wellbeing and other teachers are standard procedures to ensure that teachers maintain common assessment standards as per the ACT BSSS moderation process. For each unit of study, students are to receive a written outline of the unit – the Unit Outline. This can be in hard copy, or electronically on Moodle.

When setting assessment tasks, teachers are to ensure that they consult the relevant Course Framework, Course document, and the BSSS Principles Underlying Assessment Procedures. Where courses have been combined or meshed to create a ‘Scaling Group’ (Tertiary courses only), teachers within the scaling group and their Leaders of Learning and Wellbeing also undertake discussion and consultation when determining assessment tasks.

A full copy of the Senior Assessment Policy can be found on the College Website: https://www.jpc.act.edu.au/year-11-12-2/senior-assessment-handbook/ and on Moodle, on the Senior Studies Page.

Unit Outline
Students have access to a Unit Outline for each of their classes by the end of the second week of each semester. This outline is available to students on the class Moodle page. The unit outline will include the following information:

- Course name
- Unit name
- Unit value
- Date (Semester, Year)
- Summary of the content
- Assessment tasks
- Assessment criteria
- Dates on which the assessment tasks are due
- Weightings of tasks
- VET Competencies (For vocational programs)
- Training Package qualification name (For vocational programs)
- Grade descriptors
- Moderation procedures (internal and external)
- Meshing procedures where required
- Method of unit score calculation
- Penalties for late and non-submission of work
- Appeals processes
- Plagiarism penalties
- Course information, including any course requirements and pre-requisites
- Procedures for calculating course scores

Students studying Vocational Courses will undertake a dual assessment regime. The Accredited Course component of their assessment will be completed using A-E grading as per the BSSS Achievement Standards for that particular unit. The Vocational assessment of the course will be competency based. Students will be assessed using a satisfactory or not satisfactory marking tool that will then be used for the overall determination of Competent or Not yet competent.
Completion of Assessment
Students are encouraged to submit work on time as this is a valuable organisational skill and a key tenet of assessment condition standardisation. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date. All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.

Students are required to substantially complete all assessment items that contribute to the assessment of a unit and submit these by the published due date, unless adequate documentary evidence is provided demonstrating due cause. Students submitting less than 70% of unit assessment will be deemed to have voided the unit. This unit cannot be used as part of the Year 12 Senior Secondary Certificate and will not count towards tertiary entrance. Students submitting assessment tasks after the published due date, without previously being granted an extension, will have a late penalty applied.

When submitting assessment tasks, it is a requirement of the BSSS that students verify the originality of their work. Students must attach a completed copy of the Declaration of Original Work to any task completed outside of the classroom. Copies of this are available on Moodle on the Senior Studies page. Students in Years 11 and 12 are required to submit assessment that has been completed out of class through the Turnitin portal within Moodle. This will generate a report indicating the ‘similarity index’ for the task presented. Turnitin will also identify where a student has plagiarised the work of another student at the College.

Late Penalties
- In accordance with the BSSS policy, mark penalties for non-submission of work, including failure to present oral presentations on the scheduled day, will apply in tertiary courses.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted.
- The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score. Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.
- A Notional Zero is defined as the mark that is between 10% of a standard deviation below the lowest score awarded and a score of zero for the assessment task. The teacher of the unit should consult with their Leader of Learning and Wellbeing and the Assistant Principal prior to awarding a notional zero score.
- Students studying accredited courses will be penalised either with numerical penalties. Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as ‘Not submitted’. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.

Students voiding a unit in Religious Studies are required to meet the minimum requirements of a minor across their two years of study. This may involve studying an additional unit in Religious Studies in Year 12.

Application for an Extension of the due date
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission. The Request for an Extension form is available from Leader of Learning and Wellbeing and is also located on Moodle on the Senior Studies page.
- This must be made to the relevant Leader of Learning and Wellbeing, after consultation with the class teacher, at least three school days before the task is due.
- Completion of an application does not mean automatic granting of an extension.
Breaches of Academic Discipline

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student. In designing assessment tasks, teachers should ensure that the tasks lend themselves to uphold academic integrity and advice is given to students on how they can avoid such breaches in a variety of formats.

Unless explicitly stated in the task instructions, students must not work together on a task. This also involves the sharing of research materials, notes and bibliography/reference list details.

Plagiarism is the presenting of someone else’s work as one’s own and includes words or ideas from the Internet, books, films, newspapers or other resource materials without acknowledging the source. It also includes using directly the work of a person helping with an assessment item such as an essay or assignment, and the submission of another student’s work as one’s own, such as in a test situation.

Examples of plagiarism could include, but are not limited to:

• submitting all or part of another person’s work with/without that person’s knowledge
• submitting all or part of a paper from a source text without proper acknowledgement
• copying part of another person’s work from a source text, supplying proper documentation, but leaving out quotation marks
• submitting materials which paraphrase or summarise another person’s work or ideas without appropriate documentation
• submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

If evidence or suspicion of plagiarism and/or dishonesty is identified in an assessment task, the incident will be investigated by the relevant Leader of Learning and Wellbeing and Assistant Principal, and penalties will be applied in accordance with the BSSS Plagiarism and Dishonesty policy.

Counselling of student/s involved is a key component of the process. The parents/guardians of the student/s involved will be fully informed of the process through regular contact and of the final outcome in writing. The College will maintain a central record of all significant breaches of discipline in relation to school-based assessment.

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

• reprimand of the candidate, except in cases where the candidate would have derived benefit from such breaches
• the making of alternative arrangements for the assessment (e.g. through a reassessment)
• the assessment marked without the material subject to the breach being considered
• imposition of a mark penalty appropriate to the extent of the breach
• cancellation of the result in the particular component of the assessment concerned
• cancellation of the total assessment result in the unit/course concerned
• cancellation of all the candidate’s results for Years 11 and 12 in assessments conducted.

Right to Appeal

Students have rights of appeal at every stage of the assessment process. The ACT system operates a hierarchy of reviews and appeals. A student should ideally try and resolve an issue relating to marks, grades and scores with the teacher of the unit or relevant Leader of Learning and Wellbeing before lodging a formal College appeal. A clear distinction should be made between a teacher-student review of assessment and the formal College appeal. Should the student wish to pursue a formal appeal, then there are specific steps that should be followed as set out in the BSSS Policy and Procedures for Appeals. http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal
Attendance

It is expected that students will attend all scheduled classes/contact time including Independent Learning Time/structured learning activities for the units in which they are enrolled, unless due cause and adequate documentary evidence is provided. It is the student’s responsibility to provide this documentation in a timely manner.

A full copy of the Senior Attendance Policy can be found on the College Website: https://www.jpc.act.edu.au/our-community/jpc-parents/policies/ and Moodle on the Senior Studies page.

Any student whose attendance falls below 90% of scheduled classes/contact time/structured learning activities in a unit, without due cause and adequate documentary evidence, will be deemed to have voided the unit. The Principal has the right to exercise discretion in special circumstances, if satisfactory documentation is supplied.

Students are required to attend their Pastoral Care class each day.

Year 11 students are required to attend Pastoral Care every day. In Term 1, Year 11 students are to remain at College until the end of the school day. From Term Two, subject to College and parent permission, students will be allowed to leave the College at the end of their last lesson of the day. They must sign out as they leave. This privilege may be revoked if a student misses timetabled classes or behaves inappropriately whilst in College uniform.

Year 12 students are required to attend Pastoral Care every day. Subject to parent and College permission, Year 12 students will be allowed to leave the premises after recess if they do not have College commitments. They must sign out as they leave and sign in on return. This privilege may be revoked if a student misses timetabled classes or behaves inappropriately whilst in College uniform.

All senior students are required to attend College assemblies, College Masses and all sports carnivals and Community Days.

Longer Term Absences in Years 11 and 12
Approval of leave for students in Years 11 and 12 will only be granted in exceptional circumstances and in keeping with BSSS requirements. Leave for family holidays will not normally be approved in Year 11 and 12. Any request for special leave must be made in writing to the Principal in advance of the absence being planned. The approval of such a request is not automatic and is at the discretion of the Principal.
Course Descriptions

Religious Studies

Religious Studies (T/A)

Religious Studies is the study of identity, beliefs, community, society, human behaviour and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence as understood and manifested across different religious traditions and cultures. Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners. Religious Studies engages students in a dynamic process of making meaning of the world. Religious Studies is an interdisciplinary course.

World Religions (T/A)

The World Religions Course teaches students about world religions and spiritual traditions, their contexts, development and core beliefs, influential figures and their contribution to world history. Students analyse a variety of different religious and spiritual beliefs and practices, to encourage empathy and understanding of diversity. World Religions is an interdisciplinary course. It addresses how religion and spirituality relates to other socio-cultural factors including language, ethnicity, race, sexuality, gender and class. Students learn how religion and spirituality play a role in a wide variety of modern issues.

The Religious Studies and World Religions courses provide flexibility and choice for teachers and students. Units will be offered across both of these courses.

Unit Descriptions

Semester One

Exploring Meaning
Students examine how humanity has sought to understand and express the fundamental questions of existence over time, across cultures and in diverse places. Students explore the origin, meaning and purpose of religious, mystical, spiritual or transformative experiences, and the impact of these on human experience.

Semester Two

A Good Life
Students examine moral and ethical principles of various religious and spiritual traditions that express what it means to live a 'good life'. Students explore and critique personal, communal, and institutional ethical practices and moral responsibilities prompted by, or in reaction against, religious and spiritual traditions that aim to foster fulfilment and a 'good life'.

Semesters 3 and 4

Students will be offered a range of the following modules:

Expressions of Faith and Spirit
Students investigate how religious and spiritual traditions and beliefs shape, form and support creative expression. Students explore forms of communication, such as literature, textiles, art, architecture, oral storytelling, music, digital technology, drama and dance, that seek to explain or illustrate religious and spiritual ideas or experiences. The unit also examines how religious and spiritual expression impacts on and interacts with, groups in society.

Continuity, Change and Diversity
Students examine how religious and spiritual traditions have responded to change and diversity. They explore continuity and change within traditions, beliefs and values, as well as responses to discovery and innovation.
Religion and Popular Culture
Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and influence popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two belief systems must be studied in depth.

Influence, Community, Culture and Power
Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two belief systems must be studied in depth.

Narratives and World Views
Students examine the origins and function of religious and spiritual narratives in a minimum of two different religious and spiritual traditions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts. A minimum of two belief systems must be studied in depth.

Globalisation and Religion
Students examine the process of globalisation and its impact on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in the global world. Students examine how religions and spiritualities can play a role in shaping globalisation. They explore the concept of a global ethic and challenges for the future. A minimum of two belief systems must be studied in depth.

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.

Assessment Criteria
Students will be assessed on the degree to which they demonstrate:
• knowledge and understanding
• skills.

Assessment Task Types

<table>
<thead>
<tr>
<th>Religious Studies (T/A)</th>
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<tbody>
<tr>
<td><strong>Suggested Tasks:</strong></td>
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<tr>
<td>• interview based report</td>
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<tr>
<td>• commentary</td>
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<tr>
<td>• annotated bibliography</td>
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<tr>
<td>• in-class essay</td>
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<td>• debate</td>
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<td>• portfolio</td>
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<td>• fieldwork</td>
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<td>• viva voce</td>
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<td>• document/source analysis</td>
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<tr>
<td>• report</td>
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<tr>
<td>• role play</td>
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<tr>
<td>• research and design report</td>
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<tr>
<td>• test/exam</td>
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<tr>
<td>• empathetic response</td>
</tr>
<tr>
<td>• writing task</td>
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<tr>
<td>• response to stimulus</td>
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<tr>
<td>• exposition</td>
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<tr>
<td>• extended response</td>
</tr>
<tr>
<td>• essay</td>
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<tr>
<td>• website</td>
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<tr>
<td>• multimodal presentation</td>
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<tr>
<td>• creative response</td>
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<tr>
<td>• interview</td>
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<tr>
<td>• discussion forum</td>
</tr>
<tr>
<td>• practical project</td>
</tr>
<tr>
<td>• workshop</td>
</tr>
<tr>
<td>• oral(seminar)</td>
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</table>

Weightings in A/T 1.0: No task be weighted more that 40% for a standard 1.0 unit
English
Refer also to Pathways on Page 8 for advice on flexible options for the formation of majors in the English area.

Literature (T)

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Unit Descriptions

**Literature 1: Ways of Reading and Creating**
This unit 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 response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

**Literature 2: Intertextuality**
This unit develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts.

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

**Literature 4: Literary Interpretations**
This unit develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal.
<table>
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<tr>
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Student may respond in analytical forms such as short response, essay, review, close textual analysis, multimodal, oral Presentation | 40-60% |
| Creating         | Students may create imaginative, entertaining, persuasive, interpretative or informative texts  
Students may create in oral, written or non-written forms  
All creative tasks must include an explanation of creative choices | 20-30% |
| Investigating    | Plan, enquire into and draw conclusions about texts and/or key unit concepts  
Students may respond in forms such as reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives | 20-30% |

- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 5 - 15 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Written responses in Year 11 (800 - 1000 words), in Year 12 (1000 - 1200 words).
- Creative choices must be supported in either a rationale or a statement of aims with annotations or footnotes (400-600 words recommended).
**English (T)**

English focuses on developing students’ analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

**Unit Descriptions**

**English 1: Communication of Meaning**

In this unit, 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. 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.

**English 2: Representations through Texts**

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

**English 3: Comparative Texts**

In this unit, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged.

**English 4: Perspectives**

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

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- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 5 -15 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Written responses in Year 11 (800 - 1000 words), in Year 12 (1000 - 1200 words).
- Creative choices must be supported in either a rationale or a statement of aims with annotations or footnotes (400-600 words recommended).
Essential English (A)

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including everyday, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Unit Descriptions

**Essential English 1: Comprehending and Responding**
This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts.

**Essential English 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 make inferences about the purposes and the intended audiences of texts. Students 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.

**Essential English 3: Understanding Perspectives**
This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text’s meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations.

**Essential English 4: Local and Global**
This unit focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts.
### Course Assessment Types

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Students may respond in analytical forms such as short response, essay, report writing, review, letters, multimodal, blog, email, oral presentation                                                                                                                                 | 40 - 60%    |
| Creating   | Students may create imaginative, entertaining, persuasive, interpretative or informative texts  
Students may create in oral, written or non-written forms (e.g. diary entries, short stories, letters, websites, character interviews, short film)  
All creative tasks must include an explanation of creative choices                                                                                                                                               | 20 - 30%    |
| Investigating | Plan, enquire into and draw conclusions about texts and/or key unit concepts  
Students may respond in forms such as note taking, paraphrasing, reports, interviews, film making, oral presentation, independent research, writing for publication                                                                                     | 20 - 30%    |

- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 3 - 7 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Creative choices may be stated in a rationale or statement of aims plus annotations.
Mathematics

Refer also to Pathways on Page 8 for advice on flexible options for the formation of majors in the Mathematics area.

Studying Mathematics in Years 11 and 12

There are five Mathematics courses offered at JPC in Years 11 and 12 to meet the academic needs of students.

The five courses are:

- Specialist Mathematics (T)
- Specialist Methods Mathematics (T)
- Mathematical Methods (T)
- Mathematical Applications (T)
- Essential Mathematics (A)

The Specialist Methods (T) course will allow students to undertake a single major in Mathematics at a higher level than Mathematical Methods or be combined with Specialist Mathematics units to form a Specialist Mathematics Major-Minor or Double-Major.

Choosing Your Mathematics Course

The Australian Senior Secondary Curriculum Mathematics courses have been designed to be taken as sequential units that develop students’ understanding of mathematical concepts, increasing in levels of sophistication and complexity over the two years. The courses are complementary and there is almost no common content between courses.

For these reasons, it is important that students choose their courses carefully as it will not be possible to change courses after the first two weeks of a semester and be credited with a unit in Mathematics for that Semester. Changing courses at the semester break will still be possible, but will be more difficult as concepts introduced in previous units are assumed knowledge in later units and are developed further.

It is recommended that students complete topics from the Australian Curriculum Mathematics 10A curriculum when considering studying Specialist Mathematics, Specialist Mathematical Methods and Mathematical Methods.

When selecting a Mathematics course for Years 11 and 12, students need to consider their level of achievement in Mathematics in Year 10, as well as the requirements of the courses and careers of interest to them. It is important to seek the guidance of the Leader of Learning for Mathematics and your teacher when making these decisions. A number of Tertiary institutions have re-instituted the requirement that students have studied a Mathematics course during Years 11 and 12.

Requirement

A practical requirement for Specialist Mathematics, Specialist Methods Mathematics and Mathematical Methods is that students have access to their own graphics calculator. The Texas Instruments TI-84 Plus calculator is recommended.
Specialist Mathematics (T)

Specialist Mathematics must be taken in conjunction with the Specialist Methods course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Unit Descriptions

Specialist Mathematics 1
This unit includes three topics. Geometry includes discussion of developing mathematical arguments and the opportunity to summarise and extend students’ studies in Euclidean Geometry; of great benefit in the later study of topics such as vectors and complex numbers. Combinatorics provides techniques that are very useful in many areas of including probability and algebra. Vectors in the plane provides new perspectives on working with two-dimensional space, and serves as an introduction to techniques that can be extended to three-dimensional space in Unit 3.

Specialist Mathematics 2
This unit contains three topics, ‘Trigonometry’, ‘Matrices’ and ‘Real and complex numbers’. ‘Matrices’ provides new perspectives for working with two-dimensional space, ‘Real and complex numbers’ provides a continuation of the study of numbers. ‘Trigonometry’ contains techniques that are used in other topics in both this unit and Units 3 and 4. All of these topics develop students’ ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Specialist Mathematics 3
This unit contains three topics, ‘Complex numbers’, ‘Vectors in three dimensions’, and ‘Functions and sketching graphs’. The study of complex numbers is extended to the polar form. The study of functions and techniques of calculus is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors is extended to three-dimensional vectors, vector equations and vector calculus. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in 3-dimensional space.

Specialist Mathematics 4
This unit contains three topics: ‘Integration and applications of integration’, ‘Rates of change and differential equations’ and ‘Statistical inference’. The study of differentiation and integration of functions is continued, and the techniques are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

Course Assessment Type

<table>
<thead>
<tr>
<th>Task Type</th>
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</thead>
<tbody>
<tr>
<td><strong>Tests</strong>: Multiple choice, Short answer or Extended questions</td>
<td>40-75%</td>
</tr>
<tr>
<td><strong>Non-Test Tasks (in-class)</strong>: Validation activities, Modelling, Investigations, Problem solving, Journals, Portfolios, Presentations, Practical activities</td>
<td>0-60%</td>
</tr>
<tr>
<td><strong>Take Home Tasks</strong>: Modelling, Investigations, Portfolios, Practical activities</td>
<td>0-30%</td>
</tr>
</tbody>
</table>
Specialist Methods Mathematics (T)

This course can be studied in conjunction with Specialist Mathematics to form a major minor or double major in Specialist Mathematics. Students studying Specialist Mathematics T must be studying Specialist Methods T concurrently. The major themes of Specialist Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation.

Unit Descriptions

Specialist Methods Mathematics 1
This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed and used to introduce the key concepts of a function and its graph. The study of trigonometric functions begins with consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and graphs of trigonometric functions are examined. The study of probability begins with a review of the fundamentals and the introduction to the concepts of conditional probability and independence.

Specialist Methods Mathematics 2
In this unit exponential functions and logarithms as their inverses are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, geometrically, and algebraically. Calculus concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Specialist Methods Mathematics 3
In this unit study of the logarithmic function is extended. The study of calculus continues by introducing: the derivatives of exponential and trigonometric functions and their applications; basic differentiation techniques, the concept of a second derivative, its meaning and applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Derivatives of logarithmic and exponential functions are explored.

Specialist Methods Mathematics 4
In this unit simple linear regression is considered for bivariate data. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. Students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population.

Course Assessment Type

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</table>
Mathematical Methods (T)

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Unit Descriptions

Mathematical Methods 1
Simple relationships between variable quantities are reviewed, and the key concepts of a function and its graph. Probability and statistics with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

Mathematical Methods 2
Exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications and their recursive definitions are applied. Rates and average rates of change are followed by the key concept of the derivative as an ‘instantaneous rate of change’. Concepts are reinforced numerically, geometrically and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

Mathematical Methods 3
The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications and Integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables, together with their uses in modelling random processes involving chance and variation. The purpose is to develop a framework for statistical inference.

Mathematical Methods 4
The logarithmic function and its derivative are studied. Continuous random variables and their applications are examined. Probabilities associated with continuous distributions are calculated using definite integrals. An introduction to one of the most important parts of statistics- statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. Inference is restricted to estimating proportions in two-outcome populations.

Course Assessment Types

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</tr>
</tbody>
</table>
Mathematical Applications (T)

Mathematical Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Unit Descriptions

Mathematical Applications 1
This unit has three topics: ‘Consumer arithmetic’, ‘Algebra and matrices’, and ‘Shape and measurement’. ‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides fertile ground for the use of spreadsheets. ‘Algebra and matrices’ continues the study of algebra and introduces matrices. ‘Shape and measurement’ extends to the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis is on applying these skills in a range of practical contexts, including those involving 3-dimensional shapes.

Mathematical Applications 2
This unit has three topics: ‘Univariate data analysis and the statistical investigation process’, ‘Linear equations and their graphs’, and ‘Applications of trigonometry’. ‘Univariate data analysis and the statistical investigation process’ develops students’ ability to organise and summarise univariate data in by conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge to solve practical problems involving non-right-angled triangles in both 2 and 3-dimensions, including problems involving the use of angles of elevation and depression, and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.

Mathematical Applications 3
This unit has three topics: ‘Bivariate data analysis’, ‘Growth and decay in sequences’, and ‘Graphs and networks’. ‘Bivariate data analysis’ introduces methods for identifying, analysing and describing associations between pairs of variables, including the least-squares method as a tool for modelling and analysing linear associations. ‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population or the decrease in the value of a car over time. ‘Graphs and networks’ introduces the language of graphs and how graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations.

Mathematical Applications 4
This unit has three topics: ‘Time series analysis’, ‘Loans, investments and annuities’, and ‘Networks and decision mathematics’. ‘Time series analysis’ continues the study of statistics by introducing the concepts and techniques of time series analysis. ‘Loans and investments’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Course Assessment Type

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<tr>
<td>Take Home Tasks: For example: Modelling; Investigations; Portfolios; Practical activities</td>
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</table>
Essential Mathematics (A)

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

Unit Descriptions

**Essential Mathematics 1**
This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity, and the interpretation of graphs. Two contexts which could be used in this unit are Mathematics and foods and Earning and managing money.

**Essential Mathematics 2**
This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Two possible contexts which could be used in this unit to achieve this goal are Mathematics and cars and Mathematics and independent living.

**Essential Mathematics 3**
This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs, and data collection. Two possible contexts which could be used in this unit to achieve this goal are Mathematics and design and Mathematics and medicine.

**Essential Mathematics 4**
This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, and loans and compound interest. Two possible contexts which could be used in this unit are Mathematics of finance and Mathematics of travelling.

Course Assessment Types

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<td><strong>Take Home Tasks:</strong> For example: Modelling, Investigations, Portfolios, Practical activities</td>
<td>0-30%</td>
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</tbody>
</table>
Behavioural Science
Refer also to Pathways on Page 8 for advice on flexible options for the formation of majors in the Behavioral Science area.

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. The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Unit Descriptions

Psychology 1: Individual Differences
This unit examines individual differences in human cognition and behaviour using theories to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

Psychology 2: Into the Mind
This unit examines the biological basis of human cognition and behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

Psychology 3: Psychology of Wellness
This unit examines the factors that influence physical and mental wellbeing. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

Psychology 4: Psychology in Society
This unit examines the role of how humans think act and feel in a social setting. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

Course Assessment Types

<table>
<thead>
<tr>
<th>Task Type</th>
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<th>Inquiry</th>
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<tbody>
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<td>A test may include:</td>
<td>Suggested tasks may include:</td>
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<tr>
<td></td>
<td>• multiple choice</td>
<td>• oral presentation</td>
</tr>
<tr>
<td></td>
<td>• short answer responses</td>
<td>• experimental report/survey</td>
</tr>
<tr>
<td></td>
<td>• extended response</td>
<td>• literature review</td>
</tr>
<tr>
<td></td>
<td>• in-class essay</td>
<td>• essay</td>
</tr>
<tr>
<td>Weightings in T and A</td>
<td>40 - 60%</td>
<td>40 - 60%</td>
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<tr>
<td>Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.</td>
<td>Suggested guidelines for an oral presentation: A 5 - 8 minutes T: 8 - 15 minutes</td>
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</tbody>
</table>
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. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Unit Descriptions

**Unit 1: Identity**
This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

**Unit 2: Sociology of social Justice**
This unit explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

**Unit 3: Cultural Icons**
This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

**Unit 4: Power & Institutions**
This unit explores the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the ‘big picture’ of society, and explore the ways in which their lives are shaped by forces outside of their control.

<table>
<thead>
<tr>
<th>Course Assessment Types</th>
<th>Sociology (T/A)</th>
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<tbody>
<tr>
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<td><strong>Test</strong></td>
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</tbody>
</table>

**Note** - In 2021, Unit 1 and Unit 3 will be completed.
Languages

BSSS regulations require the compulsory completion of a Language Eligibility form prior to enrolment approval.

Continuing Chinese (T/A)

The continuing course is for students who have studied the language in Years 9 and 10. It is also for native speakers who did not complete primary school education in a Chinese-speaking region or attended some Chinese classes at community schools (in an English-speaking country). Learning the Chinese language strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of the Chinese language (including linguistic and stylistic features), of culture, and of the process of communication. A focus on functional language skills empowers students with lifelong language skills to take into their future lives both for work and leisure.

Unit Descriptions

Continuing Chinese 1: The Individual
This unit builds on students’ previous skills in Chinese language, learning how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language. Students are asked to reflect on their own culture and sense of self and to analyse how language and culture influence identity.

Continuing Chinese 2: Society and Community
Students learn how different communities are organized. They learn through a range of Chinese texts how to engage in diverse cultural practices and consider these in relation to their own. Students compare the structure of Chinese speaking communities to their own and reflect on the role of language.

Continuing Chinese 3: The Changing World
Students learn how values and culture shape an understanding of, and interaction with, issues that impact our world such as the environment and immigration. Students explore through Chinese texts, challenges and opportunities to share responsibilities and the impact of change on Chinese speaking communities.

Continuing Chinese 4: Diverse Perspectives
Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They creative awareness through reflecting on diversity of cultural expressions in the arts and sciences.

Course Assessment Types

<table>
<thead>
<tr>
<th>Inquiry based tasks 40%</th>
<th>In class tasks 60%</th>
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<tbody>
<tr>
<td>Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production</td>
<td>Individual spontaneous production of language in response to an unseen stimulus/questions</td>
</tr>
<tr>
<td>Examples:</td>
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</tr>
<tr>
<td>- Blog/Vlog</td>
<td>- Oral interview</td>
</tr>
<tr>
<td>- Debate</td>
<td>- Sustained writing</td>
</tr>
<tr>
<td>- Interview</td>
<td>- Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</td>
</tr>
<tr>
<td>- Report</td>
<td>- Listening, speaking, reading and writing should be assessed in an in-class environment at least once in an academic year.</td>
</tr>
<tr>
<td>- Seminar</td>
<td>- News website</td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>- Multimodal text with intercultural questions</td>
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</tr>
</tbody>
</table>

31
Continuing French (T/A)

The Continuing French Course builds on knowledge and skills developed by students in their Year 9 and 10 studies of French. The nature of the French language (including linguistic and stylistic features), of culture, and of the process of communication are studied through a variety of topics and themes. A focus on functional language skills during class interactions empowers students with lifelong language skills to take into their future lives both for work and leisure.

Unit Descriptions

**Continuing French 1: The Individual**
This unit builds on students’ previous skills in French language, learning how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language. Students are asked to reflect on their own culture and sense of self and to analyse how language and culture influence identity.

**Continuing French 2: Society and Community**
In this unit students learn how different communities are organized. They learn through a range of French texts how to engage in diverse cultural practices and consider these in relation to their own. Students compare the structure of French speaking communities to their own and reflect on the role of language in such communities.

**Continuing French 3: Changing World**
In this unit students learn how values and culture shape an understanding of, and interaction with issues that impact our world such as the environment and immigration. Students explore through French texts, challenges and opportunities to share responsibilities and the impact of change on French speaking communities.

**Continuing French 4: Diverse Perspectives**
In this unit students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They creative awareness through reflecting on diversity of cultural expressions in the arts and sciences.

Course Assessment Types

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<td>Individual spontaneous production of language in response to an unseen stimulus/questions</td>
</tr>
</tbody>
</table>

Examples:
- Blog/Vlog
- Debate
- Interview
- Report
- Seminar
- News website
- Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)
- Multimodal text with intercultural questions
- Tutorial

Examples:
- Oral interview
- Sustained writing
- Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)

Listening, speaking, reading and writing should be assessed in an in class environment at least once in an academic year.
Physical Education and Health

Exercise Science (T/A)

Exercise Science examines some theories of the biology, physiology, biomechanics & psychology in context with their relationship to elite performance and participation in physical activity. The course helps students develop insights into the science underpinning sports performance and movement. When students undertake practical activities in Exercise Science they gain knowledge through experiential learning. This course prepares students for further study and provides pathways into careers such as physiotherapy, sport and injury prevention, fitness training and allied health.

Unit Descriptions

Unit 1: Anatomy and Physiology of the Human Body
In this unit students will examine and explore the structure and function of musculoskeletal and cardio respiratory systems and analyse how these systems adapt and adjust to the demands of physical activity. Students will investigate these systems from a cellular to systemic level allowing them to develop an understanding of how each system acts as an enabler or barrier to physical performance. Students may be introduced to other systems such as the nervous and endocrine systems.

Unit 2: Factors Affecting Performance
In this unit students will examine the physiological, psychological and behavioral theories that influence athletic performance. Students will be introduced to factors affecting performance and develop basic insights into the science underpinning the management of sports injuries and athletic mindset. Students will examine and explore how the extent and intensity of sports participation relates to the incidence of sports injuries. Students will explore a range of technical and scientific approaches for maintaining the physical and mental well-being of athletes.

Unit 3: Preparation for Training and Performance
In this unit 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. Students will explore a variety of training and nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

Unit 4: The Body in Motion
In this unit students will explore the biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production. Students will apply a variety of methods used to analyse movement patterns and examine the physiological adaptations to exercise. Students will investigate the biomechanical and physiological factors that influence athletic performance.

Note - Units in Exercise Science are run over a two year cycle and for 2021 Units 1 and 2 will be completed.
## Course Assessment Types

<table>
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<tr>
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<tr>
<td>● research essays</td>
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<td>● practical laboratories</td>
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<tr>
<td>● assignments</td>
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<td>● presentations</td>
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<tr>
<td>● reports</td>
<td></td>
<td>● orals</td>
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<tr>
<td>● exam/tests</td>
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<td>● physical activity tasks</td>
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<td>● multimedia tasks</td>
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<td>● practical tests</td>
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<td>● reflective diaries</td>
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<td>● campaigns &amp; case studies</td>
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<td>● journals</td>
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<td>● debates</td>
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<td>● portfolios</td>
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<td>● seminars</td>
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<tr>
<td>● logs</td>
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<td>● field trips</td>
</tr>
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</table>

### Weightings in T / A Units

- 40 - 60%
- 40 - 60%

### Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.
- Suggested guidelines for an oral presentation: A 5 - 8 minutes T: 8 - 15 minutes.
Health and Wellbeing (T/A)

Health and Wellbeing is the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing. Students who study Health and wellbeing develop the ability to analyse influences and make decisions on health at an individual, community and global level.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns. They analyse the nature and purpose of health and broader wellbeing and develop insights into how values, behaviors, priorities and actions reflect the complex contexts in which people live.

Health and Wellbeing provides students with skills and knowledge to understand the role of health in the context of society and the mechanisms necessary to promote health for individuals and communities at national and global levels.

Health and Wellbeing prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies.

The course lays a foundation for both tertiary and vocational studies.

Unit Descriptions

Unit 1: Individual Human Health
Students will identify and understand influences on individual health and examine the indicators and determinants of their health. Students investigate individual human development across the lifespan which involves a series of orderly and predictable changes, which can be classified as biological, behavioral, environmental and social. Students will evaluate influences on individuals such as media and reflect on personal and social actions to promote and improve health outcomes for individuals.

Unit 2: Health in Australia
Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for 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. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

Unit 4: Global Health and Human Development
Students will examine the role of international organisations including the UN and WHO in combating inequality. Students explore current issues on global health and review strategies designed to promote health and sustainable human development globally, as well as government and non-government contributions to international health programs.

Note - Units in Health and Wellbeing are run over a two year cycle and for 2021 Units 1 and 2 will be completed.
**Course Assessment Types**

### Health and Wellbeing (T/A)

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| Weightings in T / A Units | 40 - 60% | 40 - 60% |

### Additional Assessment Advice
- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.
- Suggested guidelines for an oral presentation: A 5 - 8 minutes T: 8 - 15 minutes.
Outdoor and Environmental Education (T/A)

Outdoor & Environmental Education is designed to provide students with skills and knowledge to enjoy the environment with a specific focus on mental health and physical wellbeing. It provides skills allowing students to safely and respectfully participate in physical activity in diverse outdoor environments. It allows students to challenge and to develop their social and leadership skills.

This intention of this course is to prepare students for lifelong physical and recreational activity as well as employment pathways.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the environment and physical activity in the outdoors.

The study of Outdoor and Environmental Education provides pathways to further study in both tertiary and vocational areas as well as providing foundations for life-long enjoyment of the outdoors and respect for the environment.

Unit Descriptions

**Unit 1: Discover Outdoor Environments**
Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical well-being. They work with others to respectfully and safely participate in activities in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

**Unit 2: Planning and Management**
Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity.

**Unit 3: Responsibility of Self and Others**
Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

**Unit 4: Sustainable Outdoor Recreation**
Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

*Note* - Units in Outdoor and Environmental Education are run over a two year cycle and for 2021 Units 1 and 2 will be completed
### Course Assessment Types

**Outdoor and Environmental Education (T/A)**

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| Weightings in T / A Units | 40 - 60% | 40 - 60% |

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- Suggested guidelines for a written task: A 500 - 800, T 800 - 1500 words.
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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. They learn about and practice ways of maintaining elite performance. This course prepares students aspiring to participate in elite sport.

The study of Sports Development provides pathways to further study in both tertiary and vocational areas as well as providing foundations for future involvement in elite sport as a competitor, official or administrator.

Unit Descriptions

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 context of developing and maintaining an elite athlete.

Unit 3: Athletes in Society
Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

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.

Note - Units in Sports Development are run over a two year cycle and for 2021 Units 1 and 2 will be completed

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Science

Biology (T/A)

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time in Australia and globally.

Unit Descriptions

**Units 1 & 2: Biodiversity & Interconnectedness, and Cells & Multicellular Organisms**

Students examine relationships between structure and function in a range of biological systems, from ecosystems to single cells and multicellular organisms. They analyse abiotic and biotic ecosystem components and interactions, using classification systems for data collection, comparison and evaluation, and investigate the interdependent components of the cell system and the interacting systems in multicellular organisms.

**Units 3 & 4: Heredity & Continuity of Life, and Maintaining the Internal Environment**

Students examine the continuity of biological systems and how they change over time in response to external factors. They connect system interactions at the molecular level to system change at the organism and population levels. Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modeled and predicted; connect these patterns to population dynamics and apply the theory of evolution by natural selection to examine changes in populations. Students investigate system change and continuity in response to changing external conditions and pathogens; homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and consider factors that encourage or reduce the spread of infectious disease at the population level.

Course Assessment Types for T and A courses

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Chemistry (T)

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy.

Unit Descriptions

**Unit 1:** Chemical Fundamentals uses models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions.

**Unit 2:** Molecules develops an understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

**Unit 3:** Equilibrium and Redox Reactions investigates models of equilibrium in chemical systems; applies these models in the context of acids and bases and redox reactions, including electrochemical cells; and explains and predicts how a range of factors affect these systems.

**Unit 4:** Structure, Synthesis and Design uses models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and considers current and future applications of chemical design principles.

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Earth and Environmental Science (T/A)

The ways in which interactions between Earth systems influence Earth processes, environments and resources is studied through a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components.

Unit Descriptions

Units 1 & 2: Introduction to Earth Systems and Earth processes (Covered in 2021)
Students are introduced to the Earth system model and to the ways in which the Earth spheres interact and are related by transfers and transformations of energy. In Introduction to Earth Systems, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. In Earth Processes, students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy.

Units 3 & 4: Living on Earth and The Changing Earth
Students use the Earth system model and an understanding of Earth processes, to examine Earth resources and environments, as well as the factors that impact the Earth system at a range of spatial and temporal scales. In Living on Earth, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In The Changing Earth, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments.

Course Assessment Types for T and A Courses

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Flight (T/A)

Students will explore air transport’s impact on contemporary life and is a critical global concern, influencing social, economic and security issues. Scientific concepts, skills and scientific literacy are developed within an aviation context, assisting students in pursuing a career in a range of occupations in the civil or military aviation fields, or other highly technical, science-based industries.

Unit Descriptions

Unit 1: Aviation (Semester 1 2021)
Students study the principles underpinning flight, focusing on the history of manned aircraft; the physics of flight, lift and control; and the structure of powered and non-powered aircraft. They use mathematics in quantitative and qualitative physics of flight.

Unit 2: Meteorology and Human Factors (Semester 2 2021)
Students study meteorology and its application to aviation and the limitations of aircraft operation and design based on human physiological limitations. They use maths in quantitative and qualitative descriptions.

Unit 3: Navigation and Flight Planning
Students study the principles and practices of aircraft navigation, including the relationship between longitude and time, chart reading skills, route planning, and the use of radio navigation aids.

Unit 4: Commercial Aviation
Students study specific aspects of the aviation industry and aircraft operation, including the operation of rotary wing aircraft. They use maths in the quantitative and qualitative observations on the physics of flight.

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Human Biology (T/A)

Students relate structure of the human body to function and how integrated regulation allows individuals to survive in a changing environment and maintain homeostasis. They research new discoveries that are increasing our understanding of the causes of dysfunction which lead to new treatments and preventative measures.

Unit Descriptions

**Unit 1: The Essentials of Human Life (Semester 1 2021)**
Students learn about cell replication in human embryos and study stem cell research as the foundation for the growing therapeutic treatment of degenerative diseases. Students conduct real or virtual dissections, microscopic examination of cells and tissues and consider the ethical considerations that apply to the use of living organisms in research.

**Unit 2: The Aging Human Body (Semester 2 2021)**
Students explore the development of the human body from birth to adult, and a range of illnesses that relate to age and how disease relates to tissue function. They explore stem cell research and its link to degenerative disease treatment and the associated ethical, social and legal issues.

**Unit 3: Human Health & the Environment**
This unit investigates the impact of environmental conditions such as air, water and soil pollution, chemical exposures, climate change, and ultraviolet radiation on human health at the individual and population level. Mental illness will be described, and major mental health issues that affect teenagers will be considered in order to give the content real world relevance for the students.

**Unit 4: Treating the Human Body**
Students examine the growth of research and knowledge about the functioning of the human body that informs the treating illness, and also consider alternative ways of treating illness in Australia. The exploration of both non-invasive and invasive diagnostic techniques of illness will be explored and how cultural context and environment may affect the diagnosis and treatment of patients.

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Physics (T)

Physics aims to explain a wide range of phenomena that occur in the Universe using a comparatively small number of assumptions, models, laws and theories, which are explored and developed - their predictions are tested by making observations and quantitative measurements, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics. The concept of energy is used to explain diverse phenomena, and more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena.

Unit Descriptions

Unit 1: Linear Motion and Waves
This unit investigates energy production by considering heating processes, radioactivity and nuclear reactions, and energy transfer and transformation in electrical circuits.

Unit 2: Thermal, Nuclear and Electrical
This unit describes, explains and predicts linear motion, and investigates the application of wave models to light and sound phenomena.

Unit 3: Gravity and Electromagnetism
Students are introduced to more complex models that enable them to describe, explain and predict a wider range of phenomena. This unit investigates models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and uses the theory of electromagnetism to explain the production and propagation of electromagnetic waves.

Unit 4: Revolutions in Modern Physics
Students are introduced to more complex models that enable them to describe, explain and predict a wider range of phenomena, including, very high speed motion and very small scale objects. This unit investigates how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter, and the Standard Model of particle physics.

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Studies of Society and the Environment (SOSE)

Australian and Global Politics (T/A)

The challenge of politics is how leaders can best serve the needs of their population. There are a range of views on how this is best achieved through government, which differ on the system, size, purpose, roles and responsibilities, political beliefs, and rights of civilians. Therefore “Australian and Global Politics” is the study of power, influence, authority, legitimacy, conflict and political systems within Australia and across the globe.

Unit Descriptions

**Unit 1: Power, Politics and Political Thought**
This unit introduces students to the key concepts of power, authority and legitimacy that underpin the way decisions are made by States, Nation States, groups and individuals. Students analyse a variety of ideologies (political beliefs) and how they affect political institutions.

**Unit 2: Comparative Politics – Democracies**
Students analyse the concepts and practices underpinning modern democratic states. They interpret the principles and historical factors that lead to development of liberal and social democracy, as well as investigate the nature and structures and institutions of the political systems in countries such as Australia, the United States, India or Japan.

**Unit 3: Oligarchy and Authoritarianism**
Students investigate monarchial, dictatorial and authoritarian forms of government as well as emerging democracies. They assess differences between democracies and other forms of government, legitimate and illegitimate, and their relative influences on social, cultural, moral, political and economic systems.

**Unit 4: International Relations**
This unit explores the key concepts of sovereignty, nation, and international order through a study of actors, institutions and systems in international relations. Students are able to investigate these concepts in the context of foundational ideas, Australia’s Role on the World Stage, the quest for peace through global governance, conflict and threats in global security, and the interconnectedness of the economy in global politics.

Course Assessment Types

<table>
<thead>
<tr>
<th>Task types</th>
<th>Test</th>
<th>Research, investigation and analysis</th>
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</thead>
<tbody>
<tr>
<td>A test may include the following:</td>
<td>Suggested tasks:</td>
<td></td>
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<tr>
<td>• document study</td>
<td>• research assignment</td>
<td></td>
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<tr>
<td>• case study</td>
<td>• e.g. written report, essay</td>
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<tr>
<td>• multiple choice</td>
<td>• oral presentation</td>
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<tr>
<td>• short answer response</td>
<td>• seminar</td>
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<td>• interview</td>
<td>• digital presentation</td>
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<tr>
<td>• extended response</td>
<td>• moot</td>
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<tr>
<td>• in-class essay/report</td>
<td>• mock trial</td>
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<tr>
<td>Weighting in A/T 1.0</td>
<td>40 - 60%</td>
<td>40 - 60%</td>
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</table>

*Note - In 2021 we are covering Unit 1 Power, Politics and Political Thought and Unit 2 Comparative Politics - Democracies*
Business (T/A)

This course introduces students to the main aspects involved in running or managing a business; this includes marketing, ethics, human resources, leadership, finance and operations. The elective choices are listed below, and topics are chosen based on student interest and staff expertise. The course is taught at both a Tertiary level, (for students considering university study), and Accredited, for students studying a trade (interested in becoming an independent contractor).

Unit Descriptions

**Unit 1: Changing Business Environment**
Students investigate the new challenges and opportunities presented in the modern business world. They analyse two of the following aspects.
- Ethics and Business
- The Nature of Business (Small Business)
- Globalisation
- Entrepreneurship

**Unit 2: Relationship Management**
This unit analyses the ways that businesses maintain relevance in the eyes of their market and consumer base. Two of the following aspects are studied in depth.
- Marketing
- Media and Communication
- Market Research

**Unit 3: Planning for Current Context**
Students focus on either the financial or operations aspects of how companies operate, then put forward their own detailed plan for a hypothetical business.
- Financial Management
- Operations Management
- The Business Plan

**Unit 4: Business Challenges**
This unit examines the Human Resource (HR) aspects of a business, with direct focus on change management and developing people. It is an insight into the principles of good management, best practice and the cutting-edge programs employers have developed in this space across the globe.
- Change Management
- Developing People

Course Assessment Types

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<td>A test may include the following: In-class essay/report; case study; multiple choice; short answer response; interview; extended response</td>
<td>Suggested tasks: research assignment e.g. business plan/ written report / essay; oral presentation; seminar; digital presentation; business simulation; interview response; case study; portfolio of practical exercises; scenario/situation</td>
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</tbody>
</table>

Weighting in T/A 40-60% 40-60%

Suggested length for written tasks - A: 500-800 words, T: 1000 -1500 words
Suggested length for an oral presentation - A: 5 - 8 minutes, T: 8 – 10 minutes

Note - In 2021 we are covering Unit 1 Changing Business Environment and Unit 2 Relationship Management
Economics (T/A)

The economic problem is that while we have unlimited wants and needs, we only have limited resources. This field analyses theories and models that can ease the issues that arise meeting this challenge, in addition to how incentives can change behaviour.

Unit Descriptions

**Unit 1: Economic Principles; Price Mechanism**
This unit introduces initial concepts, models and relationships. The ‘Economic Principles’ elective gives students an overview of the critical theories underlying the course. Meanwhile, ‘Price Mechanism’ analyses the interaction between buyers and sellers, and how changes in demand and supply impact this relationship.

**Unit 2: Market Failure; Theory of the Firm**
This unit extends the theories learned in the previous semester, and focuses on how they can be applied to the free market. ‘Market Failure’ examines positive and negative externalities along with how government intervention can address these issues. ‘Theory of the Firm’ analyses market structures and the main economic theories that drive how businesses operate.

**Unit 3: Macroeconomics**
Macroeconomics focuses on large scale and broader factors and measures. Students study the issues and theories of this branch of economics, alongside its influence on government and business decisions.

**Unit 4: Globalisation Economics & Economic Development**
Students analyse how the integration of freer markets and international trade have impacted nations and trading blocs. Also, how globalisation has changed our understanding of the economic problem. ‘Economic Development’ examines the metrics, models and strategies that can boost economies across the globe.

Course Assessment Types

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<tr>
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<tr>
<td><strong>A</strong></td>
<td>A test may include the following: In-class essay/report; case study; multiple choice; short answer response; interview; extended response</td>
<td>Suggested tasks: research assignment e.g. written report, essay; oral presentation; seminar; digital presentation; business simulation; interview response; case study; portfolio of practical exercises; scenario/situation</td>
</tr>
</tbody>
</table>

| Weighting in A/T | 40 - 60% | 40 - 60% |

Suggested length for written tasks - A: 500-800 words, T: 1000 -1500 words
Suggested length for an oral presentation - A: 5 - 8 minutes, T: 8 – 10 minutes

*Note - In 2021 we are covering Unit 1 Economic Principles, Price Mechanism and Unit 2 Market Failure, Theory of the Firm*
Global Studies (T/A)

Global Studies is a Year 11 & 12 course that analyses major world conflicts, current issues and the legacy of historical conquests. It is interdisciplinary, as it combines aspects of history, politics, economics, legal studies, sociology and philosophy. Students enrolled should be interested in current events, wanting to learn more about the origins of these challenges, and potential pathways forward.

Unit Descriptions - Note: All case studies will be driven by student interest and current events at the time of study.

**Global Actors**

Students investigate the nature and origin of key organisations and nations (known as 'actors') within contemporary global politics. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. **Possible Case studies:** UNHCR, World Health Organization, North Korea, Greenpeace, USA, and China

**Global Processes**

Students learn about the purpose, nature, and origins of global processes in the international order, and how these impact relationships across the world. They critique these processes in how they facilitate trade, limit conflict, and improve the lives of people across the globe. **Possible Case studies:** UN Security Council, IMF, International Court of Justice, ASEAN, and The G20

**Global Challenges**

Students explore significant contemporary issues that pose challenges to global actors and processes, and to individuals around the world. They also predict pathways forward, and argue for potential solutions to these problems. **Possible Case studies:** Organised crime, Terrorism, Cybersecurity, Climate Change, and Pandemics

**Global Opportunities**

Students study the progress and change that 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. **Possible Case studies:** Human development, Green New Deal, Tech Innovations, and Microfinancing

<table>
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<tr>
<th>Course Assessment Types</th>
<th>Examples</th>
<th>Weighting (3-5 tasks)</th>
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</thead>
<tbody>
<tr>
<td>Test</td>
<td>Written</td>
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<td>Document Study</td>
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<td></td>
<td>Examination</td>
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<td></td>
<td>In Class task/essay (T: 600 - 800 words; A: 400 - 600 words)</td>
<td>20-40%</td>
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<tr>
<td>Extended Writing</td>
<td>Written</td>
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<td></td>
<td>Research Essay/ Depth Study (at home)</td>
<td>1000 - 1500 words (T); 600-1000 words (A)</td>
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<td>Open Response</td>
<td>Oral OR Recording</td>
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<td>Presentation</td>
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<td>Debates</td>
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<td>Seminar</td>
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<td>Panels</td>
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<td>Websites</td>
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**Note** - Oral presentations Year 11 (8-10 minutes), Year 12 (10-12 minutes)

**Note** - In 2021 we are covering Unit 1 Global Actors and Unit 2 Global Processes
History Integrated (T/A)

Refer also to Pathways on Page 8 for advice on flexible options for the formation of majors in the History area.

History Integrated is designed to incorporate both Ancient and Pre-Modern History units, allowing a year of each as determined by student interest. Students also have the flexibility of switching into the Modern History course and having those units count towards a major. Anyone with an imagination, who values the past, and is interested in the causes and legacy of key moments in history should consider this course.

In this curriculum, Ancient History is defined as early human communities to the end of late antiquity (650 CE), while the Pre-Modern era is 400-1750 CE. Available as a Minor or Major. A minor could be any combination of the following units. A Double Major can be achieved if the course is completed along with Modern History.

Unit Descriptions

**Unit 1: People, Power and Authority**
Students investigate an ancient society and evaluate the significance of an individual within their historical context. Specific emphasis is placed on the nature and exercise of power and authority within the period.
- Case studies include;
  - Later Han and the Three Kingdoms; Liu Bei
  - Rome; Julius Caesar

**Unit 2: Reconstructing the Ancient World**
This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, as well as key events and individuals of the historical period.
Case studies include;
- Athens, Sparta and the Peloponnesian War
- Pompeii and Herculaneum

**Unit 3: Transformation**
Students evaluate factors that transformed societies and contest the validity of the surviving evidence. Students study two of the following;
- Big Trouble in Western Europe (Viking Expansion)
- Islam and the Rest (Arab Peninsula)
- Invasion and Assimilation (Mongols)
- The Sky is Falling (Black Death)

**Unit 4: Conflict**
This unit examines the interaction of societies and the reciprocal impact of their meeting. It focuses on the analysis of differing perspectives and the origin, purpose, values and limitations of the remaining sources. Students study two of the following;
- Mongols and Ching
- The Silk Road
- Incans – Conquerors and conquered
- Khmer Empire
### Course Assessment Types

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Examples</th>
<th>Weighting (3-5 tasks)</th>
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</thead>
</table>
| **Historical Investigation/Depth Study** | Written • Research Essay / Depth Study (at home) 1000-1500 words (T); 800-1000 words (A)  
• Essay (in class) 800 - 1000 words (T); 600-1000 words (A) | 30-60% (T)  
20-60% (A) |
| **Document Study/Source Analysis** | Written • In-class response  
• Test | 20-40% (T & A) |
| **Empathetic and/or Critical Response** | Written or Oral • Empathetic writing  
• Diaries  
• Speech / Seminar  
• Podcast / vodcast  
• Field reports  
• Debates | 20-40% (T & A) |

**Note:** Speech / Vodcasts Year 11 (8-10 minutes), Year 12 (10-11 minutes)

*Note - In 2021 we are covering Unit 1 People, Power & Authority and Unit 2 Reconstructing the Ancient World*
Legal Studies (T/A)

A basic understanding of the law is important for everyone. Legal Studies allows students to analyse the law, its institutions and processes. They develop their knowledge and understanding about how legal systems impact on the lives of citizens, seek to balance the rights and responsibilities of individuals, the community, and governments, in an effort to achieve justice and equality for all.

Unit Descriptions

Unit 1: Crime, Justice & The Legal System
Students analyse the complexities and limitations of the criminal justice system. By examining a range of criminal law cases, they grapple with the balance of community interest and individual freedoms.

Unit 2: Civil Law & Resolution of Disputes
This unit examines how civil disputes are managed through the courts and other processes such as mediation. By examining a range of civil law cases they learn to appreciate the inherent difficulties of this field.

Unit 3: Law, Government & Society
Students analyse legal rights from varying political, economic and social perspectives. They focus on two of the following areas based on student interest and staff expertise;
- The Australian Legal and Political System
- Politics and the Law
- Consumers and the Law
- Birth, Life and Death
- Young People and the Law

Unit 4: International Relations & The Law
This unit focuses on Australia’s international legal and political obligations and responsibilities. It also analyses the interrelationships between domestic and international law, and the challenges of terrorism and foreign conflicts.

Course Assessment Types

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<tr>
<td>- Document study</td>
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<td>- Examination</td>
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<td>- Case study;</td>
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<td>- Dispute resolution;</td>
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<td>- Creative response;</td>
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Weighting in A/T

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<td>40 - 60%</td>
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</table>

Suggested length for written tasks - A: 500-800 words, T: 1000 -1500 words
Suggested length for an oral presentation - A: 5 - 8 minutes, T: 8 – 10 minutes

Note - In 2021 we are covering Unit 1 Crime, Justice and The Legal System and Unit 2 Civil Law & Resolution of Disputes
Modern History (T/A)

This course encourages students to analyse the recent forces that have shaped today’s world. Anyone with an imagination, who values the past, and is interested in the causes and legacy of key moments in modern history should consider this course. Students also have the flexibility of switching into the History Integrated course, and having those units count towards a major as they see fit.

Available as a Minor or Major. A minor could be any combination of the following units. A Double Major can be achieved if the course is completed along with Modern Integrated.

Unit Descriptions

Unit 1: Understanding the Modern World
Students investigate the history of two periods and the global consequences of their occurrence. They evaluate the significance of these events and their enduring legacy.
- The Age of Imperialism
- The American Revolution

Unit 2: Change in the 20th Century
This unit analyses significant movements within this period that amended social attitudes and circumstances. Two case studies are examined, and they are linked to the previous semester’s case studies.
- Decolonisation
- The Civil Rights Movement in the USA

Unit 3: Modern Nations
Students study the characteristics of modern nations and the crises they have faced. They evaluate the strategies of governments in maintaining stability and fulfilling their goals.
- Germany 1918-1945
- China 1937-1976

Unit 4: The Modern World Since 1945
This unit examines the significant and distinctive features of the today’s world. It is designed to develop students’ understanding of the contemporary and how we arrived at this point.
- The Struggle for Peace in the Middle East
- A Globalised World

Course Assessment Types

<table>
<thead>
<tr>
<th>Task Assessment Types</th>
<th>Examples</th>
<th>Modern History (T/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Investigation/Depth Study</strong></td>
<td>Written</td>
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<tr>
<td><strong>Task Type</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Weighting (3-5 tasks)</strong></td>
</tr>
<tr>
<td>Written</td>
<td>• Research Essay / Depth Study (at home)</td>
<td>30-60% (T) 20-60% (A)</td>
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<td></td>
<td>1000 1500 words (T); 800-1000 words (A)</td>
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<td>Written or Oral</td>
<td>• Empathetic writing</td>
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<td>• Debates</td>
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Note: Speech / Vodcasts Year 11 (8-10 minutes), Year 12 (10-11 minutes)

Note - In 2021 we are covering Unit 3 Modern Nations and Unit 4 The Modern World Since 1945.
Business Services (A/V)
BSB20115 Certificate II in Business and Statement of Attainment BSB30115 Certificate III in Business

A course in Business Administration fosters interest and career pathways in:

Data Processing/Applications Support Officer, Office Assistant, E-Business Project Manager, Call Centre Manager/employee, Desktop Publisher, Administration Assistant, Clerical Worker, Data Entry Operator, Receptionist, Manager, Human Resource Assistant, Customer Service Assistant, Office Administrator, Project Manager, Small Business Management, Event management, Travel expert, NPO Volunteer.

This qualification reflects the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The Business Administration Studies Course is designed to provide students with the opportunity to develop practical real-world skills preparing the student with the multiple skills required to work in modern offices. It incorporates both on-the-job and school-based training. This course aims to provide students with the foundation knowledge and the elementary skills required to assist a business or organisation to function and connect to its customers and community.

This qualification is recognised as an entry-level qualification for employment in the Business Services Industry and provides opportunity to:

- Maintain and update information and file systems, both electronic and physical
- Answer telephones and directing enquiries to appropriate personnel
- Send and answer emails and redirect enquiries to appropriate personnel
- Use a range of business/office equipment and technology
- Provide client services, make appointments and handle client enquires
- Organise work schedules to meet outcomes
- Develop basic computer skills for the workplace.
- Gain skills in reading and writing job application
- Gain skills in resume writing

Students will be involved the all aspects of preparing for and running local, national or international robotic competitions. Students will experience event management first through a non-for-profit organisation within the ACT. Involvement as a volunteer during Year 11 and 12 will be recognised and awarded as a Structured Work placement.

Structured Workplace Learning (SWL)
Students are encouraged to complete a minimum of 27.5 hours in an Industry Placement.

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time or holidays.

Structured Workplace Learning provides the context for:

- Enhanced skill development
- practical application of industry knowledge
- assessment of units of competency

enhanced employment opportunities
Vocational pathways provide students with appropriate skills, knowledge and attitudes to:

- make informed decisions on seeking a career in the Business and customer service related industries
- gain employment skills to move directly into a career in Business
- complete a Certificate II in Business and a Statement of Attainment for competencies awarded toward a Certificate III in Business by the end of Year 12 at SFX
- gain credit transfer to higher qualifications in retail, tourism hospitality, information technology and business administration, and those with a specific administration focus such as legal or medical post Year 12
- Work part time while studying or traveling

Year 11
Qualification: **BSB20115 Certificate II in Business**
Training Package: **BSB Business Services**

To achieve this qualification, 12 units of competency must be completed:

- 1 core unit
- 11 elective units
- (0.5) Structured Workplace Learning (SWL) optional but recommended

Students will complete the following competencies:

- **BSBWHS201** Contribute to health and safety of self and others (Core)
- **BSBCUS201** Deliver a service to customers (Elective)
- **BSBIND201** Work effectively in a business environment (Elective)
- **BSBINN201** Contribute to workplace innovation (Elective)
- **BSBCMM201** Communicate in the workplace (Elective)
- **BSBITU211** Produce digital text documents (Elective)
- **BSBITU212** Create and use spreadsheets (Elective)
- **BSBITU213** Use digital technologies to communicate remotely (Elective)
- **BSBSUS201** Participate in environmentally sustainable work practices (Elective)
- **BSBWOR203** Work effectively with others (Elective)
- **BSBWOR204** Use business technology (Elective)
- **BSBITU312** Create electronic presentations (Elective)

Year 12
Qualification: Statement of attainment in **BSB30115 Certificate III in Business**
Training Package: **BSB Business Services**

- **BSBITU312** Create electronic presentations (Elective)
- **BSBWOR203** Work effectively with others (Elective)
- **BSBITU306** Design and produce business documents (Elective)
- **BSBITU307** Develop keyboarding speed and accuracy (Elective)
- **BSBITU309** Produce desktop published documents (Elective)
- **BSBITU311** Use simple relational databases (Elective)
- **BSBCUS301** Deliver and monitor a service to customers (Elective)
- **BSBWOR301** Organise personal work priorities and development (Elective)
- **BSBINM301** Organise workplace information (Elective)
Assessment Requirements

- Assessment strategies may include:
  - Observation
  - Student Demonstration
  - Questioning
  - Written tasks
  - Tests

As this is a vocational course, students will need to provide to the College their USI (Unique Student Identifier) before being enrolled in the course and to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link [http://www.usi.gov.au/Pages/default.aspx](http://www.usi.gov.au/Pages/default.aspx)

Further USI information can be found at [http://www.usi.gov.au/About/Pages/default.aspx](http://www.usi.gov.au/About/Pages/default.aspx)

St Francis Xavier College, Registered Training Organisation, National Code 88024
Technologies

Design and Emerging Technologies (T/A)

Design and Emerging Technologies is a dynamic course that offers students a range of career pathways in design related fields such as engineering, industrial design, graphic design, interior design, and project management, at both professional and vocational levels. Each unit gives students the opportunity to follow a scaffolded design process to develop and produce innovative design solutions and practical projects, in a range of focus areas. Students will gain an understanding of how the selection and use of technologies contributes to a sustainable and improved future. The use of the schools advanced Computer Aided Design and Computer Aided Manufacture technologies (such as Laser and CNC) are key components of this course. Students will apply design thinking and creativity through structured, collaborative and project-based learning. They learn to solve problems, develop practical skills and apply critical thinking in the development of new ideas. The students design portfolio records the design process and development stages being followed as they refine their communication, interpersonal and project management skills, and to reflect on their own learning. This course encourages students to consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end.

Unit Descriptions

Design Processes
A design process is the central framework that designers use to create innovative ideas and solutions. 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 centered 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; social, ethical and environmental responsibilities to create, test and evaluate this design solution. Draft for public consultation

Negotiated Study
In this unit, students will study an area of special interest within Design and Emerging Technologies to be decided upon by a class, group(s), or an 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 appear in the unit.
## Course Assessment Types

### Design and Emerging Technologies (T/A)

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Design and Graphics (T/A)

The study of Design and Graphics focuses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies (in particular Adobe products) and other processes appropriately, to design and create graphic solutions. Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects. Design and Graphics provides pathways in a range of related fields such as graphic design, architecture, digital 3D modelling, industrial design, engineering, interior design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

Unit Descriptions

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 Clients
In this unit, students learn how to interpret a design brief based on needs analysis and task identification. They research the client’s 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.

Graphic Communication
In this unit, students learn to use graphics to inspire, inform or persuade an 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.

Design for Screen & Media
In this unit, students learn to develop designs for a range of platforms including social media, video sharing, digital newspapers and mobile platforms. They use research to understand how the relevant technology can be used to meet the requirements of the given brief. Students develop skills to solve problems in converting products across multiple platforms. Students build knowledge of data conversion, data storage and data manipulation. They create media files, drawing on the technical aspects of design within a digital framework.

Negotiated Study
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**Designed Environments (T/A)**

This is an exciting new Course on offer at JPC for the first time in 2021.

Designed Environments focuses on the fields of architecture, interior design, urban design, landscape and sustainable building design. This course gives students opportunities to explore the concept that good design has the power to transform and provide lasting solutions that improve our lives. It considers sustainability, aesthetics, human interaction, ergonomics, the ethical use of space and functionality. Students apply problem solving skills in making appropriate design solutions to create attractive and functional spaces such as playgrounds, buildings and galleries.

Designers apply creative and open approaches to defining and solving problems, to enable businesses and industries to overcome rigid or outdated ways of doing things. Design has applications in the creation and improvement of cities, buildings, transport networks, furniture, websites, processes, bridges, landscapes and environment. Designers are innovators who enhance the way we live and interact with the world around us.

In Designed Environments, students will apply design and systems thinking, and design processes to investigate and refine ideas. They will plan and evaluate design solutions to develop innovative design projects, services and environments. Students will learn about the design process and its application, and develop research skills, computational thinking and a range of communication skills. They will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

A course of study in Environmental Design forms a pathway for further study in areas such as building design, civil engineering, and architecture, interior design, set design and landscape design, concepts design and furniture design.

**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.

**Town Planning & Urban Design**
Town Planning and Urban design are concerned with shaping cities, towns and regions by managing the development, infrastructure and services in order to make them attractive and convenient for people who live there. Students learn that design concepts include sustainability, aesthetics, human interaction, the ethical use of space and functionality.
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.

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| Weightings in A 1.0 Units | 30-70% | 30-70% |
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**Digital Technologies (T/A)**

This course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies. Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products. Through the study of Digital Technologies, students present, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving. Students are exposed to a range of strategies for managing projects and communicating their ideas from ideation to development and launch. Understanding the value of collaboration with others and the importance of stakeholder input in the design of a product is a critical part of developing any solution, including the selection of appropriate technologies and platforms. This course serves as a basis for further education and employment in the IT industry in a range of fields including programming, web development, robotics and games development.

**Unit Descriptions**

**Digital Assets**

The focus of this unit is on developing the students’ understanding of the building blocks of larger systems and developing the skills necessary to effectively design and develop digital assets for more complex data-driven systems. Students will develop the skills and knowledge required to interpret and create their own digital assets for a range of purposes and audiences. They analyse discrete components of existing processes and products, examining how they interact within a system and/or re-design and develop assets.

**Digital Systems**

The focus of this unit is on managing and understanding the complexity of a data-driven system by examining the individual components involved in its operation and the interconnectedness of those components. Students will develop the skills and knowledge required to analyse and examine existing systems. They will design and build their own simple systems, making use of the interconnected nature of various digital assets.

**Digital Solutions**

The focus of this unit is creating appropriate data-driven solutions to authentic problems, and on developing students’ understanding, and application, of a design process. Students will develop the skills and knowledge required to analyse and examine existing solutions to known problems and produce their own solutions to existing problems. They will focus on understanding how to choose and apply a design process to create a relevant solution for a client’s needs.

**Structured Project**

The focus of this unit is on developing students’ ability to conceive, define, analyse, develop, and publish of a data-driven project. Students will develop and refine their design skills and knowledge in order to create and develop a project using a clearly defined structure in an authentic context. They will focus on effectively applying a design process to inform and develop their project.

**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.

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Robotics and Mechatronics (T/A)

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems. Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing. Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

Unit Descriptions

Building & Programming Circuits
This unit of study provides opportunities for students to learn about the components of electronics and the design and construction of electronic systems. Students will use design methodologies to investigate, strategise, prototype, evaluate and critically analyse the construction of electronic systems being mindful of and practising Workplace Health and Safety compliance. Students will gain the skills and knowledge necessary to apply the design process using electronics to create innovative and sustainable systems.

Digital & Analog Interactions
This unit of study provides opportunities for students to learn to identify and respond to a real-world need and justify creation of a complex control system. Students will investigate and program microcontrollers and control systems. Students will apply the design process to design interface circuits, prototype and construct systems to receive input and collect data from sensors and provide meaningful output.

Robotics & Mechatronic Systems
This unit of study provides opportunities for students to investigate the development of robotics and mechatronic systems. Students critically analyse the effect that robotics and mechanised systems have on human society, built and natural environments and general well-being. Students will use the design process to create and control a product/solution incorporating mechanical, electrical and control systems.

Applications of Robotics
This unit of study provides opportunities for students to investigate the role of robots and other intelligent machines, including artificial intelligence, machine learning, etc, and the design, construction and application of robotic systems. Students will use system architecture methodologies and the design process to complete a project; prototyping, constructing and evaluating an innovative system. Students will analyse their results and present their findings with justification.

Negotiated Study
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Timber Products (A)

This course provides students with knowledge, understanding and skills relating to work inside the industry & services domains of constructing timber products. Broadly, students learn about industry practices, processes, procedures and concepts e.g. technical information, materials, sustainability, equipment and work health & safety (WHS). Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training. Students learn to use tools and timber materials to create products. They learn skills that are useful life-long or as a transition to Vocational Education and Training (VET) pathways, employment or further education.

Unit Descriptions

**Working with Wood**
Students familiarise with workshop procedures using wood and timber. They learn the fundamentals of working safely with timber products, using and naming selected tools and materials correctly. They learn to use selected hand and power tools, machinery, make joints and follow a given design to complete projects. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

**Techniques in Working with Wood**
Students learn the fundamentals of workshop safety requirements, including attitudes and behaviours. They learn techniques for the manufacture and use of jigs, and 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 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 of 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. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.

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**Weightings in A**

| 30-40% | 60-70% |
Design & Textiles (T/A)

In this course students learn about the textiles and the fashion industry by exploring; fundamentals of design, emerging technologies, textile and fashion futures, history and culture, sustainability and ethics. Through this course students can establish a basis for further education and employment in the design fields such as interior personal styling, fashion design, industrial design, costume design, production manufacture and textile technologies.

Unit Descriptions

Textiles 1: Design Applications
Students examine aesthetics and design theory. This course provides opportunity to engage with established methodologies for generating creative textile design concepts, to investigate and experiment with strategies for idea generation and creative product development.

Textiles 2: Design for Purpose
In this unit students examine how designers create for end purpose. Students engage using a range of textile mediums to design and create products with consideration given to needs, purpose and performance.

Textiles 3: Design for Futures
In this unit students examine the future of design within the context of textiles. Students examine technological tools and processes to create products for the 21st century, with special consideration given to sustainability.

Textiles 4: Design for Communication
Students examine communication methodologies and meanings that effectively disseminate ideas and convey visual messages in textiles and design.

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<td>workshop</td>
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<tr>
<th>Weightings in A 1.0 Units</th>
<th>30-70%</th>
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<tr>
<td>Weightings in T 1.0 Units</td>
<td>40-60%</td>
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Construction Pathways (C) – CPC20211 – Certificate II in Construction Pathways

A course in Construction allows students to be a:

Builder, Carpenter, Concreter, Wall and Floor Tiler, Plaster, Project Manager, Estimator, Trades Assistant, Bricklayer, Painter and Decorator, Construction Assistant, electrician, Plumber, Floor Polisher

This course is designed for students who intend to pursue a career in the construction industry and associated trades or would like to build an interest in this area. This course aims to provide students with the foundation knowledge and the elementary skills required to work in the building and associated trades.

Training occurs in the purpose built SFX Trade Training Centre. The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.

The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

The unit CPCCWHS1001 Prepare to work safely in the construction industry, is designed to meet OHS regulatory authority requirements for OHS induction and must be achieved before access to any building and construction work site. White card and Asbestos training component of Work safely in the construction industry, is delivered by CIT. Students are required to make a part payment and the college covers the remaining amount. The payment breakup is decided each year. The Student cost in 2019 was $55 plus the $30 government charge for the physical White card. More information is available on request.

These are nationally recognised vocational courses with competency standards from the Construction, Plumbing and Services Training Package. It is intended that students studying this course can achieve a Certificate I in Construction and a Certificate II in Construction Pathways or a Statement of Attainment for competencies attained.

These qualifications are recognised as an entry-level qualification for employment in the construction industry and provides opportunities to:

- Gain knowledge of the building sector and appreciate sustainable work practices
- Use a range of standard carpentry and construction materials and tools
- Develop practical skills in brick and block laying, formwork and framing
- Prepare sites for construction and following standard clean up procedures
- Read and interpret plans, following building specifications and accurately applying measurements and calculations
- Apply basic levelling procedures
- Participate and engage in practical activities both on and off site
- Work safely in the construction industry
- Undertake a Structured Workplace Learning
Structured Workplace Learning
Students are encouraged to complete an Industry Placement

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as an Australian School Based Apprenticeship (ASBA).

Structured Workplace Learning provides the context for:
- Enhanced skill development
- Practical application of industry knowledge
- Assessment of units of competency
- Enhanced employment opportunities.

Vocational pathway
This course provides the student with appropriate skills, knowledge and attitudes to:
- Gain credit transfer to higher qualifications in the Building and Construction Industry make an informed decision on seeking a career in the Building and Construction Industry
- Gain employment skills to move directly into a career in the Building and Construction Industry
- Undertake further courses at CIT
- Facilitate entry into an Australian Apprenticeship
- Work part time while still studying or travelling

Qualification CPC20211 Certificate II in Construction Pathways
Training Package: CPC08 - Construction, Plumbing and Services
Duration: Two-year course studied across year 11 and 12

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

To achieve this qualification, 12 units of competency must be completed:
- 6 core units
- 6 elective units.

(0.5) Structured Workplace Learning (SWL) Unit highly recommended

- CPCCCMM1012 Work effectively and sustainably in the construction industry (Core)
- CPCCCMM1013 Plan and organise work (Core)
- CPCCCMM1014 Conduct workplace communication (Core)
- CPCCCMM2001 Read and interpret plans and specifications (Core)
- CPCCCMM1015 Carry out measurements and calculations (Core)
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry (Core)
- CPCCCMM2004A Handle construction materials (Elective)
- CPCCCMM2006 Apply basic levelling procedures (Elective)
Assessment Requirements
Assessment strategies may include:
- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

As this is Vocational Course students will need to provide to the College their USI (Unique Student Identifier) before being enrolled in the course and to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link http://www.usi.gov.au/Pages/default.aspx

Further USI information can be found at http://www.usi.gov.au/About/Pages/default.aspx
St Francis Xavier College, Registered Training Organisation, National Code 88024

Note: SFX has returned to delivering the C2 and SoA C3.
Hospitality (A/V)
SIT10216 Certificate I in Hospitality
SIT20316 Certificate II in Hospitality
SIT20416 Certificate II in Kitchen Operations*

This course provides students with opportunities that promote an appreciation and understanding of industry workplace culture and practices, as well as engaging them in examining and evaluating the impact of social, cultural and environmental issues from a hospitality perspective.

Through the theoretical and practical components of this course, students are provided with opportunities to develop skills, concepts, processes and attitudes necessary for effective participation in a demanding, dynamic commercial industry environment.

The Hospitality industry offers full and part-time employment opportunities that encompass flexible working hours, making it particularly attractive to young people as a part-time or second job.

Hospitality has been identified as a national skills shortage area.

This course provides students with the knowledge, skills and attitudes to enable them to make informed decisions on seeking careers in Hospitality and help them gain employment in the Hospitality Industry. This is a ‘hands-on’ course and students will be expected to undertake workplace learning in the school canteen while studying hospitality.

It is intended that students studying this course will achieve a:
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate II in Kitchen Operations

These are nationally recognised vocational courses with competency standards from the Hospitality Training Package.

There qualifications provide pathways for students wanting to continue to post school study of a Certificate III in Commercial Cookery; and/or, work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and institutions such as aged care facilities, hospitals, prisons, and schools.

This course aims to provide the student with appropriate skills, knowledge and attitudes to:
- make an informed decision on seeking a career in the Hospitality Industry
- gain employment skills to move directly into a career in Hospitality or other industries
- undertake further courses in Hospitality at CIT
- work part time while still studying

Competencies are only studies once over the two-year period. Some competencies from Certificate I also count towards Certificate II.

*Delivered through MoU

Structured Workplace Assessment

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an ongoing basis as an Australian School Based Apprenticeship (ASBA).
Extension opportunities:
Students are offered the opportunity to complete the following additional competencies through

- **Access Recognised Training:**
  - SITHFAB002 Provide responsible service of alcohol

Students contribute a part payment for the competency. During 2019 Students opted for delivery of RSA only and the part payment required was $45. It is anticipated that the part payment for 2021 will be a similar cost. The College manages the enrolment and delivery of this course for students.

- CIT offers a short course in RSA and Bar Service. Students are advised when this course is available, and students manage their own enrolment and participation independently.

- An overnight excursion to Sea World Resort Gold Coast is offered each year. Students can tour the Resort and engage in practical application of skills and knowledge acquired during their studies. Practical experience at the Resort counts towards the course required service periods. There is a minimum number of participants required for the excursion to proceed and the cost is covered by the students.

Certificate I Hospitality - first year of study
Qualification: SIT10216 Certificate I in Hospitality
Training package: SIT - Tourism, Travel and Hospitality Training Package
Duration: Completed at the end of the first year of study

To achieve this qualification, 6 units of competency must be completed:
- 3 core units
- 3 elective units.

Students will complete the following competencies:

- **BSBWOR203** Work effectively with others (Core)
- **SITXCCS001** Provide customer information and assistance (Core)
- **SITHFAB004** Prepare and serve non-alcoholic beverages (Elective)
- **SITXWHS001** Participate in safe work practices (Core)
- **SITXFSA001** Use hygienic practices for food safety (Elective)
- **SITHIND002** Source and use information on the hospitality industry (Elective)
- **SITXINV002** Maintain the quality of perishable items (Elective)
- **SITHCCC001** Use food preparation equipment (Elective)

Assessment Requirements
- Assessment strategies may include:
  - Observation
  - Practical Tasks
  - Questioning
  - Written tasks
  - Online Activities

In this course students will study competencies relating to workplace skills and basic food preparation including several of the core competencies for all Hospitality certificates. Safe and hygienic work practices are discussed and applied through practical experiences. Students learn about the commercial kitchen and learn and refine industry related skills when working in the kitchen. They will also learn to present food to a standard suitable to serve to customers.
Students will also have the opportunity to extend their teamwork and communication skills. In the kitchen, there will be an emphasis on appropriate food storage and the production of non-alcoholic drinks. They learn how to work with others and cater for the individual needs of customers. To assist them to learn front of house service skills students will be involved in the running of some basic cafés and workplace activities in the canteen.

Participation in these units should enable students to:
- Integrate the use of hygiene procedures and food safety
- Use health, safety and security procedures in daily work activities
- Understand functions of food preparation equipment
- Prepare simple dishes within commercial time constraints
- Access information and update knowledge on the hospitality industry
- Apply simple workplace calculations in daily activities
- Prepare and serve non-alcoholic drinks in an appropriate manner
- Store perishable foods correctly

**Certificate II Hospitality - second year of study**
The Certificate II students operate a cafe within the school community, which includes both table service and takeaway opportunities throughout the year. These operations incorporate both food preparation and food service sections of the course. There is also a night restaurant and other functions run at school by the Hospitality students, which are compulsory for students to participate in, as well as a variety of other optional food service opportunities for students to be involved in.

**Qualification: SIT20316 Certificate II in Hospitality**
Training package: SIT - Tourism, Travel and Hospitality Training Package
Duration: Completed after the second year of study

To achieve this qualification, 12 units of competency must be completed:
- 6 core units
- 6 elective units.

**Students will complete the following competencies:**
- BSBWOR203 Work effectively with others (Core)
- SITHFAB004 Prepare and serve non-alcoholic beverages (Elective)
- SITXWHS001 Participate in safe work practices (Core)
- SITXFSA001 Use hygienic practices for food safety (Elective)
- SITHIND002 Source and use information on the hospitality industry (Core)
- SITXINV002 Maintain the quality of perishable items (Elective)
- SITHFAB007 Serve food and beverage (Elective)
- SITHFAB005 Prepare and serve espresso coffee (Elective)
- SITXCCS003 Interact with customers (Core)
- SITXCOM002 Show social and cultural sensitivity (Core)
- SITXFIN001 Process financial transactions (Elective)
- SITHIND003 Use hospitality skills effectively (Core)

**Assessment Requirements**
- Assessment strategies may include:
  - Observation
  - Practical Tasks
  - Questioning
  - Written tasks
  - Online Activities
Participation in these units will enable students to:

- Prepare and present a variety of menu items in a commercial kitchen
- Provide effective hospitality service to customers
- Prepare and serve non-alcoholic beverages, including expresso coffee, using appropriate equipment
- Plan, organise and implement food and beverage service procedures
- Interact with customers to provide service and assistance
- Communicate with customers and colleagues from diverse backgrounds
- Process payments for products and services and reconcile takings

Throughout this course the emphasis is on practical activities relating to café and catering experiences. These experiences are an integral part of the course and allow the students to showcase the skills they have learned throughout their Hospitality course.

As this is Vocational Course students will need to provide to the College their USI (Unique Student Identifier) before being enrolled in the course and to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link


Further USI information can be found at http://www.usi.gov.au/About/Pages/default.aspx

SFX, Registered Training Organisation, National Code 88024
The Arts

Dance (T/A)

The study of Dance enables learners to engage in innovative and creative thinking and learn how the body can communicate concepts and ideas in an interesting and creative way. Dance involves physical movement, creative collaboration and exposes students to different artists, performances and styles. Students experience dance as choreographers, performers and audience members. They physically explore, understand and apply dance technique and performance skills to engage an audience. Students create choreography and utilise composition practices to their dance works. Students develop their knowledge and understanding of national and international dance styles, techniques and artists. The study of Dance enables students to further develop their creativity, resilience and discipline. They are provided with opportunities to work and perform on various stages, gaining exposure to the dance industry and providing continuity with relevant future studies in the field of dance and performance.

Unit Descriptions

Unit Dance 1: Contemporary Dance
This unit includes the study of pioneers of modern and postmodern dance. Students develop knowledge, understanding and skills of contemporary dance performance, composition and appreciation. They perform solo and group contemporary dances, learn repertoire and develop movement sequences.

Dance 2: Dance and Entertainment
The focus of this unit is Musical Theatre and the various sub genres and styles. In this unit students explore Dance as Entertainment. Students will be given the opportunity to stage dance productions, similar to Broadway and the West End, for the purpose of entertaining various audiences.

Dance 3: Dance in the Community
Students explore various sub groups of our community, learning how to teach, develop and involve community groups in dance. This allows students to understand and experience the positive benefits of dance and performance in community events such as: Floriade and Dance Fest run by Ausdance ACT.

Dance 4: Dance in Our time
This unit includes study of Jazz/Funk/Hip-Hop (JFH) and/or Contemporary Dance. Students learn about Hip- hop Culture and current pop culture trends within Dance. They explore current popular national and international dancers, choreographers and dance companies and will experience the audition process and the role of a choreographer.

Note – units in Dance are run over a two-year cycle and for 2021, Units 3 & 4 will be completed.

Course Assessment Types

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<tr>
<th>Task Types</th>
<th>Making</th>
<th>Responding</th>
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<tr>
<td>Suggested tasks may include but not limited to:</td>
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<tr>
<td>• Improvisation</td>
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<td>• composition</td>
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<td>• response to stimuli</td>
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<td>• development of original works</td>
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<td>• response to texts</td>
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<td>• choreography of original works</td>
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<td>Suggested tasks may include but not limited to:</td>
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<tr>
<td>performances (e.g. repertoire, technical exercises and sequences)</td>
<td>Minor (in-class) performances Major performance/s (with an audience)</td>
<td>analytical/research essay</td>
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<td>seminar presentation (e.g. PowerPoint, oral) of research material</td>
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<td>performance review</td>
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<td>journal/log book</td>
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<td>in-class essay</td>
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<td>T/A Courses</td>
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Drama (T/A)

The study of Drama enables learners to engage with and become innovative thinkers. They experience Drama as artists and audience members. In broad terms, learning in Drama involves collaborating and performing, learning from different perspectives to create and interpret drama. Students are active in their learning; working independently and collaboratively to develop problem solving skills. Students play, improvise, rehearse, refine and perform scripted and devised theatre to engage and communicate with an audience.

Students interpret Drama by exploring different performance theories, genres and styles of theatre. This encourages a critical consumption of the world around us, developing lifelong skills for future situations. The study of Drama extends skills in teamwork, negotiation, critical and creative thinking, and life skills while also providing continuity with many tertiary and industry courses.

Unit Descriptions

**Drama 1: Voice and Movement**
This unit allows for exploration of unique movement and physical theatre approaches and revered theories. Students take on the role of both performer and director to devised experimental performances to challenge the audience’s perspective.

**Drama 2: Community Theatre**
The focus of this unit is to investigate how theatre can be used by communities as a tool to express their concerns and seek resolution of issues. Students study an impactful script and have the opportunity to create a unique piece of ensemble theatre that explores an issue of their choosing, for a target audience.

**Drama 3: Comedy**
This unit explores the many facets of comedy in performance. Students learn and experiment with different styles of comedic acting and grapple with an Absurdist Theatre script. Students experience the audition process and have real-life industry exposure in the larger Canberra community.

**Drama 4: Theatre for Young People**
The focus of this unit is understanding the value of theatre specifically designed for young people. Students will devise and perform theatre for a specific age group, to explore the importance of establishing interaction and rapport between performers and their audience.

*Note - Units in Drama are run over a two-year cycle and for 2021 units 3 and 4 will be completed.*

**Course Assessment Types**

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<th>Task Type</th>
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<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
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</table>
| Task Types | - Improvisation  
- Design of production elements  
- Composition  
- Response to stimuli  
- Development of original works  
- Response to texts | - Performances (e.g. plays, exercises, interpretation)  
- Minor (in-class) performances  
- Major performance/s (with an audience) |
| T/A Courses | 40-60% | 40-60% |
Media (T/A)

The study of Media allows students to develop their understanding of what can influence our perception and understanding of the world around us. Students experience media as producers and audience members, by making media products that engage audiences and by critically interpret media products.

Students apply skills when creating media products, learning about media codes and conventions, representation, production processes and different technologies. When interpreting media, students investigate the origins, influences and theories of communication to create informed opinions about media practices and the creation of media products.

Students delve into the influence of media on society, our lifestyles and our communication skills. Students are given the opportunity to explore media practices, elements, genres and styles. Students are also offered real industry experiences through the multiple production aspects including the manipulation techniques to create meaning through applied technologies.

Unit Descriptions

Media 1: Media Foundation
This unit introduces technical, symbolic and narrative elements, as well as production and media issues. Students investigate the basic codes and conventions of media communication and production. This allows students to experience the production process when creating a media product in different mediums and for different audiences.

Media 2: Popular Culture
Students undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. Students create a music video experiencing pre-production, production and post-production process.

Media 3: Documentary
This unit examines the nature of and concepts related to Non-Fictional forms of Television through a study of television genres. Non-Fictional forms of television genres to study may include current affairs, news, documentary television, and reality television. Students will be given the opportunity to create a documentary of their own style on a subject of their choosing.

Media 4: Television Fiction
This unit explores the social, cultural and aesthetic impact of narrative-based, fictional forms of television, through a study of television genres. Fictional forms of television genres to study may include sitcom, soap opera, drama, science fiction, action, and, children’s television. Students create segments of a feature length fictional television episode experiencing the creative process through pre-production, production and post-production.

Note - Units in Media are run over a two year cycle and for 2021 units 1 and 2 will be completed.
### Course Assessment Types

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<tr>
<th>Task Types</th>
<th>Making</th>
<th>Responding</th>
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|            | Suggested tasks may include but not limited to:  
• short film, radio, sound, print media, digital media, blogs, animation, storyboards, scripts, design (set/costume/studio), apps, podcast, review, critiques. | Suggested tasks may include but not limited to:  
• seminars, video diary, public relations campaigns, advertising campaigns, outside broadcast, live broadcast, web design, mobile media, pitch, design briefs, workplace scenarios, proposals, homage, trailer, documentary, graphic novel, interactive media, user controlled content and press releases. | Suggested tasks may include but not limited to:  
• essays, exams, short answer, critiques, seminars, panels, orals, presentations, research assignment, evaluations, production folio, reports, blogs, journals, portfolio, reviews and podcasts. |

| T/A courses | 40% - 60% | 40% - 60% |
Music (T/A)

Music is a creative art form that allows students to explore, compose and perform music within the studied unit. Students develop solo and ensemble techniques as they progress in their rehearsals through collaborative and interactive communication with other ensemble members to refine their performance skills.

Students also learn how to be critical thinkers when listening to, and analysing music and use these aural skills to notate the music they hear. This helps students learn the techniques and skills required through the elements of music to compose and arrange their own music based on, or inspired by music studied. Students delve into the history of specific genres and explore how music is composed and what significance music had on social and cultural contexts.

Learning music helps students with life skills through the development of pathways in the brain. Studying music encourages development in problem solving, critical thinking, cognitive function, public speaking and social skills. Students are also exposed to real life music industry careers and pathways. Students are highly recommended to have studied Music in Year 9 and/or Year 10 prior to commencing Senior Music study.

Unit Descriptions

**Music 1: The Blues**
During this unit, students learn a range of blues songs from genres such as Boogie Woogie, Chicago Blues, R n B and Country Blues. Students adapt the characteristics of Blues music including improvisation and soloing, to compose and perform their own songs. Students develop and understanding of the evolution, function and importance of Blues music within society and explore the influences that Blues music has on today’s music.

**Music 2: Film Music**
In this unit, students will learn how music enhances the emotions in film. They will use the elements of music in order to create a mood to influence an audience by composing original music that directly reflects a particular scene of a movie. They will explore the role of music director and how they are involved in the making of a film and are offered real life industry exposure.

**Music 3: Music of the 70s and 80s**
Students turn back the clock to explore the timeless music of the 70s and 80s. Students look at multiple genres such as disco, rock, funk and soul and explore the characteristics of each and what makes each genre so unique. Students then use these characteristics to compose their own music. Students also form ensembles to perform songs from the 70s and 80s as well as perform solo pieces.

**Music 4: Swing**
In this unit, students will study the history of swing music and learn the characteristics displayed by Benny Goodman, Glenn Miller and Count Basie. Students will learn to compose their own swing music inspired by these three composers as well as perform solo and in an ensemble to develop their skills in playing in a band. Students will learn to improvise over a chord progression in an ensemble and develop communication skills with other ensemble members.

*Note: Units in Music are run over a two-year cycle and for 2021 units 3 and 4 will be completed. It is highly recommended that students study Music in Year 9 and/or Year 10.*
<table>
<thead>
<tr>
<th>Task Types</th>
<th>Making (Creating)</th>
<th>Performing (Responding)</th>
<th>Musicology (Musicology)</th>
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<tbody>
<tr>
<td><strong>1 Task:</strong></td>
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<tr>
<td>Original complete work</td>
<td>A: 24 bars – 1.0 unit 12 bars – 0.5 unit</td>
<td>A minimum of two performances to be presented per standard unit (1.0 value), or one work per half unit (0.5 value).</td>
<td>One or Two tasks per semester (1.0 Value) to be set or one task per half semester (0.5 Value). A variety of assessment task types must be used over the course (defined to be a minor) Task types include: • Research assignment/essay Minimum word count: A: 500 - 800 words T: 800-1200 words M: 100 words Task content must include elements of historical and analytical concepts, and music theory. • Seminar/analysis Minimum duration: A &amp; T: 8-20 mins Task content must include elements of historical and analytical concepts, and theory. It is recommended that support material (e.g. sound and video clips) does not exceed 20% of the presentation. • Exam The exam task must be comprehensive with a multi-focus i.e. recall, aural/listening, analysis and application of music theory. Examples of question styles in the exam are theory/analytical questions, short answer questions and short essay questions. • In-class essay Must only be used when completing more than one musicology task per semester unit except when undertaking a 0.5 unit. Minimum word count: A: 300 words (open book) T: 500 words</td>
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<td>Minimum:</td>
<td>T: 32 bars – 1.0 unit 16 bars – 0.5 unit</td>
<td>At least one work should directly relate to the unit of study. Each performance should be a minimum of 2 minutes. Task types include: • Solo or ensemble work(s) • One movement of a work (this is equivalent to one performance piece)</td>
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<td><strong>2 Tasks:</strong></td>
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<td>Two original works Minimum:</td>
<td>A: 12 bars each</td>
<td>Electronic music presentation must include a live performance with a lecture performance presentation (see below)</td>
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<td>Minimum:</td>
<td>T: 16 bars each</td>
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<td>OR</td>
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<tr>
<td>One original work Minimum:</td>
<td>A: 12 bars</td>
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<tr>
<td>Minimum:</td>
<td>T: 16 bars</td>
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<tr>
<td>OR</td>
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<tr>
<td>One original work Minimum:</td>
<td>A: 12 bars</td>
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<tr>
<td>Minimum:</td>
<td>T: 24 bars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An arrangement Minimum:</td>
<td>A: 12 bars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum:</td>
<td>T: 24 bars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A folio of composition tasks Minimum:</td>
<td>A: four 4 bar tasks</td>
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</tr>
<tr>
<td>Minimum:</td>
<td>T: four 8 bar tasks</td>
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</tr>
</tbody>
</table>

| T Courses | 30-40% | 30-40% | 30-40% |
| A Courses | 30-50% | 25-40% | 25-40% |
Photography (T/A)

The study of photography enables students to experience photography as producers and as audience members. Students will learn by making photographic works that communicate to audiences by taking on the roles of photographers, viewers and critics.

Students will be active in their learning, exploring and mastering the use photographic technology, techniques and equipment. Students will also interpret photographic works, exploring different elements, genres, styles and production in the construction of meaning.

Students will explore how Photography influences our perception and understanding of the world, learning to think critically of what they see in the media and the construction of the images. Students will be provided with the opportunity to work independently and collaboratively to create photographic works. They are provided with opportunities to develop leadership, team building and photographic skills in both in the studio and outside of the classroom, while also providing continuity with many tertiary and industry courses.

Unit Descriptions

Photography 1: Digital Photography
In this unit, students are introduced to the foundational skills and techniques required for producing and editing images. This involves using a variety of digital and photographic materials – such as DSLR cameras and Adobe editing software. Students will create photographs and investigate key themes and artists, considering the nature and purpose of digital photography in different contexts.

Photography 2: Digital Photographic Practice
This unit builds on the knowledge and understanding of Digital Photography, introducing the concept of representation and truth in photography. Students will understand how images can be edited and manipulated to communicate intended meaning and master the use of more advanced skills and techniques of image editing software, like Adobe Lightroom.

Photography 3: Contemporary Photography
This unit introduces the practices and processes of contemporary photography and explores the merging of photography with consumer and popular culture. Students will investigate the conceptual nature of contemporary photography and experiment with techniques, mixed media and various image capturing. They will investigate the work of contemporary photographic movements and emerging artists.

Photography 4: Art Photography
In this unit students will explore ideas relevant to photography as art including exploring traditional fine art photographic materials. Students will be able to experiment with other mediums such as painting, sculpture and installation to further their creative practice. Students’ photographic works will highlight their own distinctive voice.

Note - Units in Photography are run over a two-year cycle and for 2021 units 1 and 2 will be completed.
<table>
<thead>
<tr>
<th>Task Types</th>
<th>Making</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
</tr>
<tr>
<td>• technical exercises</td>
<td>• technical exercises with evaluation</td>
<td>• research Essay/report</td>
</tr>
<tr>
<td>• creative exercises</td>
<td>• creative response</td>
<td>• in-class essay/report</td>
</tr>
<tr>
<td>• practical work teacher directed</td>
<td>• design brief</td>
<td>• artist review</td>
</tr>
<tr>
<td>• portfolio of work that demonstrates technical achievement and personal expression e.g.</td>
<td>• research for practical work</td>
<td>• gallery review</td>
</tr>
<tr>
<td>– themes</td>
<td>• documentation of conceptual and technical development of work</td>
<td>• test</td>
</tr>
<tr>
<td>– self-directed work</td>
<td>• creative responses</td>
<td>• oral presentation</td>
</tr>
<tr>
<td>– exhibition images</td>
<td>• critical reflections of own work</td>
<td>• seminar</td>
</tr>
<tr>
<td>– portfolio</td>
<td>• practical work with evaluation/ artist statement</td>
<td>• artist statement</td>
</tr>
</tbody>
</table>

Mode of presentations may include; Photographic processes, and/or a presentation of prints and portfolio with or without reflective component, workbook activities.

<table>
<thead>
<tr>
<th>Mode of presentations may include; written, oral or multi-modal (workbook, print or digital presentation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T courses 40-60%</td>
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<tr>
<td>A courses 40-60%</td>
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</tbody>
</table>
Visual Arts (T/A)

Visual Arts is a subject that equips students to navigate our visual world. Students are encouraged to be innovative thinkers and experience artworks as both artists and audience members.

In broad terms, learning in Visual Arts involves making and responding to artworks. Students make artworks that communicate ideas to audiences. They develop their knowledge of the design process, as well as different art styles, materials and techniques. The study of Art also develops skills in appreciation and critical thinking. Students learn about the formal qualities of artworks, artistic movements, traditions and the role of art throughout history.

Through studying Visual Arts students learn to see the world in new ways, and are challenged to consider new perspectives. Working individually and collaboratively, they explore topics such as culture, history, technology, the media, identity and the environment.

Visual Arts provides life-long skills in creative and critical thinking and offers continuity with many tertiary and industry courses.

Unit Descriptions

**Visual Art 1: Painting**
This unit provides an introduction to the history of painting, and students will develop their skills across a range of styles and techniques including acrylic, watercolour and oil painting. Students will apply these skills in creating a major body of work.

**Visual Art 2: Sculpture**
This unit provides opportunities for students to explore a wide range of sculptural materials, techniques and construction processes. Students with study traditional and contemporary sculpture, and create a series of 3D artworks exploring the portrayal of the human form throughout history.

**Visual Art 3: Culture and Identity**
Students investigate how identity is formed and expressed, and consider the role of history, traditions, stories, and the relationship between memory, place, and experiences. Students plan and create a body of work that reflects a chosen society, and analyse artworks that record and interpret a culture.

**Visual Art 4: Protest Art**
In Protest Art, students investigate images that have a social message and create a body of work around this theme. They examine the role of the artist to record, describe, celebrate and challenge ideas, by looking at topics such as propaganda, personal perspectives, and the relationship between the Arts and the Media. Students are encouraged to develop a voice and create artworks that comment on the world in which they live.

**Note** - Units in Visual Art are run over a two-year cycle and for 2021 units 1 and 2 will be completed.
<table>
<thead>
<tr>
<th>Task Types</th>
<th>Making</th>
<th>Responding</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Suggested tasks may include but not limited to the following:</td>
<td>Suggested tasks may include but not limited to the following:</td>
</tr>
<tr>
<td></td>
<td>• experimentation of media major work</td>
<td>• research task</td>
</tr>
<tr>
<td></td>
<td>• traditional and non-traditional art forms series of works</td>
<td>• essay</td>
</tr>
<tr>
<td></td>
<td>• two dimensional (2D) three dimensional (3D) four dimensional, (4D) art forms portfolio</td>
<td>• oral</td>
</tr>
<tr>
<td></td>
<td>• field study works</td>
<td>• exhibition review</td>
</tr>
<tr>
<td>T courses</td>
<td>40-60%</td>
<td>40-60%</td>
</tr>
<tr>
<td>A courses</td>
<td>40-60%</td>
<td>40-60%</td>
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</table>
Live Production and Services (R/C) – CUA20215 – Certificate II in Creative Industries

Course description
A course in Live Production and Services allows students to be a Stage Manager, Stagehand/Theatre Mechanist, Audio-visual Technician, Lighting Designer/Operator, Sound Designer/Technician, Production Crew Member, Film/Stage/Television Director and more.

This course aims to provide the student with appropriate skills, knowledge and attitudes towards:

- Sound design
- Lighting design
- Stage design
- Audio visual
- Stage Management
- Front of House
- Workplace Health and Safety

Live Production and Services is a nationally recognised vocational course with competency standards from the Creative Arts and Culture Training Package. It is intended that students studying this course across 3 years (Years 10, 11 and 12) are able to achieve a Certificate II in Creative Industries and a Certificate III in Live Production and Services, or a Statement of Attainment for the competencies attained.

Our Live Production and Services courses (Certificate II and III) are run offline 2 afternoons a week from 3:30-5:00pm. The Certificate II courses gains students a qualification and points as a registered unit which will also count towards the Senior Secondary Certificate. It is not, however, counted towards Majors or Minors.

Once students gain their Certificate II, they will have the opportunity to start working towards their Certificate III. The Certificate III course is run as a C course through the BSSS.

Students enrolled in both courses will be involved in the set-up and running of whole school events, live productions, concerts and our College Musical (every second year).

Students get to learn and work in the College’s professional theatre that boasts state of the art sound, lighting and audio-visual systems.

Subject Rationale
These qualifications are designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. They are also designed to reflect the role of individuals who work in technical production areas, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

These qualifications are very flexible and are designed to meet a broad range of industry needs. They include a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes (e.g. for audio, lighting). Other job roles include front of house assistant in a small venue and lighting/audio/staging assistant.

The Certificate II and Certificate III courses should enable students to:

- demonstrate the ability to work and learn individually and with others
- communicate effectively through production skills for a variety of audiences
- use a range of technologies and media to support learning and performance
- acquire a physical and verbal understanding of Performing Arts terminology
- demonstrate an understanding and implementation of Work Health and Safety (WHS)
• develop basic audio, lighting, staging, theming and various elements of production
• experience the interaction between performers, technicians and business
• provide technical support to performers, working as part of an ‘in house’ production team with
  industry conventions and practices
• finally amalgamate practical and production elements for independent and leadership practices in
  live theatre and events
• improve Language Literacy and Numeracy

**Student Group**
These courses are designed for students interested in the Entertainment industry. They focus on the
fundamental skills and underpinning knowledge required to pursue further training and work in a range of live
events.

It is envisaged that these courses will meet the needs of students with varying ability levels and interests who
wish to:

- Undertake related study at tertiary level and/or with private providers
- Enter the Entertainment industry and associated commercial industries and
- Work part time while still studying at school/college

**Structured Workplace Learning (SWL): Assessment**

As a part of the Certificate II and Certificate III courses, students will be given the opportunity to participate in a
structured work placement at local theatres. Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements
of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units
is competency based and reliant on the gathering of sufficient evidence from a student’s work placement.
Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS

**VET Qualifications**

**Qualification:** [CUA20215 Certificate II in Creative Industries](#)

**Training package:** [CUA] - Creative Arts and Culture Training Package.

To obtain a Certificate II Creative Industries, 10 units of competence must be achieved:

- 3 core units
- 7 electives

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing
Units of Competence achieved.

**Students will complete the following competencies:**

- BSBWOR203 Work effectively with others (Core)
- CUAWHS302 Apply work health and safety practices (Core)
- CUAIND201 Develop and apply creative arts industry knowledge (Core)
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
  (Elective/CIT delivery)
- CPCCWHS1001 Prepare to work safely in the construction industry (Elective/CIT delivery)
- CPCCCMM2010B Work safely at heights (Elective/CIT delivery)
VET Qualifications: CUA30415 Certificate III in Live Production and Services
Qualification: Training package: CUA - Creative Arts and Culture Training Package.

To achieve a Certificate III in Live Production and Services 15 units of competence must be achieved:
- 6 core units and
- 9 elective units of which:

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing units of Competence achieved according to the Standards for Registered Training Organisations 2015.

Students will complete the following competencies:
- BSBWOR301 Organise personal work priorities and development (Core)
- CPCCWHS1001 Work safely in the construction industry (Core CIT delivery/credit transfer)
- CUAIND311 Work effectively in the creative arts industry (Core)
- CUAWHS302 Apply work health and safety practices (Core CIT delivery/credit transfer)
- CUAPPR304 Participate in collaborative creative projects (Core)
- SITXCCS006 Provide service to customers (Core)
- CUALGT301 Operate basic lighting (Elective)
- CUASMT301 Work effectively backstage during performances (Elective)
- CUALGT305 Operate floor electrics (Elective)
- CUASTA301 Assist with production operations for live performances (Elective)
- CUASTA302 Install staging elements (Elective)
- CUASOU303 Operate staging elements (Elective)
- CUASOU304 Prepare audio assets (Elective)
- CUASOU306 Operate sound reinforcement systems (Elective)
- CUASOU308 Install and disassemble audio equipment (Elective)

Assessment Requirements
- Assessment strategies may include:
  - Observation
  - Student Demonstration
  - Questioning
  - Written tasks
  - Tests

As these are vocational courses, students will need to provide to the College their USI (Unique Student Identifier) before being enrolled in the course and to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link http://www.usi.gov.au/Pages/default.aspx

Further USI information can be found at http://www.usi.gov.au/About/Pages/default.aspx

St Francis Xavier College, Registered Training Organisation, National Code 88024
Careers

At St John Paul II College, the Leader of Learning (Careers) works with students to explore a range of career pathway opportunities.

Careers at JPC provides students with the following:
- The [https://jpc-careers.com/](https://jpc-careers.com/) website, which provides information and tools to succeed in career pathways.
- Weekly Career’s newsletter with current opportunities and information
- Career’s meetings
- University/TAFE information and presentations
- Work Experience programs
- Assistance with job applications and interview skills

Careers at JPC also supports the following:

Australian School Based Apprenticeships (ASBA’s)
School-based apprenticeships and traineeships allow students to work for an employer and undertake training towards a recognised qualification, while completing your secondary school studies.

Vocational Education and Training courses (see page 95)
Vocational Education and Training (VET) courses can provide you with industry skills, knowledge and experiences that prepare you for the world of work and further study after school.

E Courses
Externally delivered courses which lead to a nationally recognised vocational qualification (VET Certificate or Statement of Attainment) that is delivered by an external Registered Training Organisation (RTO).
Vocational Education and Training (VET) Courses

"Many parents are still inclined to encourage their children to go to university after leaving school, rather than consider a VET career pathway. Others are convinced that VET is only for traditional trades like plumbing and carpentry. We need to dispel those myths. "The fact is that VET qualifications lead to successful, meaningful, professional careers with great salaries and outstanding career prospects."

The Assistant Minister for Vocational Education and Skills, the Hon Karen Andrews MP November 23, 2017

What is a Vocational Education and Training (VET) qualification?

A vocational education and training (VET) qualification is a formal certification awarded by a training provider in recognition of the successful completion of an occupational or work-related knowledge and skills-based educational program.

A VET course can be a part of an ACADEMIC PACKAGE at JPC!

There are eight types of VET qualifications:

- Certificate I, II, III and IV
- Diploma
- Advanced Diploma
- Graduate Certificate
- Graduate Diploma.

Vocational Education and Training (VET) is study and training that enable students to gain qualifications for employment. It is designed to help students get the skills needed to enter and succeed in the workplace. VET is not just for traditional trades; it encompasses hundreds of different occupations and industries including areas such as Accounting, Retail, Hospitality, Technology and the Arts.

VET provides high-quality, nationally recognised training. The VET sector is based on strong partnerships between Governments, VET Institutions and Industry bodies.

Governments provide funding, develop policies, and provide regulation and quality assurance for the VET sector. Industry and employer groups contribute to training policies and priorities, as well as the development of qualifications to deliver skills to the workforce.

Australia’s VET sector is flexible, with multiple pathways to and from the Australian Qualifications Framework (AQF).

VET can be undertaken in schools, in the workplace, and in registered training organisations. Modes of delivery include full-time, part-time, online education, distance education, apprenticeships, traineeships and through Recognition of Prior Learning (RPL).

St John Paul II College is able to cater for student with a VET interest in a variety of ways. We currently have staff within the school and across the diocese trained to deliver VET in many areas. The system strength of VET means that alignment to academic programmes of study is contextual and relevant to the needs of the student into the future.
VET Courses at St John Paul II College

At this stage we are planning to offer the following courses on site in 2021

- Hospitality I
- Hospitality II
- Kitchen Operations II
- Business Services II and SoA III
- Construction Pathways II
- Live Production II & III

We are spoilt with a near new and technology innovative campus, up to date facilities, small class sizes and well-trained staff. As a system, what is not offered on site can be accessed through other Catholic schools across the Canberra region.

Interested in VET at JPC in 2021

- Look at the courses we provide onsite and apply to these as you would another subject for Senior Years.
- If you are interested in a VET course BUT it is NOT offered at JPC, speak with your Assistant Principal-House OR the Careers advisor to determine if this course can still be included in your academic package using system OR external providers.
- Note that a discussion will need to take place to work though how a VET course may impact on time required to work on others subjects.

Students studying a VET course in Years 11-12 may have the opportunity to undertake SWL placements. SWL provides on the job opportunities to apply the skills and knowledge they have gained in the classroom.

VET is an area within our College that continues to grow. The flexibility that Independent Learning Time (ILT) provides, lends itself well to alternative programs of study including ASBA’s, E- Courses and Distinction courses.

Your academic package is limited only by your imagination and students are invited to speak with the Career counsellor and/or the Assistant Principal-House, for further information.

https://www.myskills.gov.au/career-info/starting-your-career/
**Australian School-Based Apprenticeship (ASBA)**

**Can I have a JOB which involves a qualification that can go towards my Senior School studies?**

This can take the form of an Australian School-Based Apprenticeship (ASBA)

An ASBA offers students, 15 years of age or over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their education program.

An ASBA fits within a student’s study program whilst at school and can count toward their ACT Senior Secondary Certificate. Training is provided by a Registered Training Organisation (RTO). This may be the school, CIT or a private provider.

To be eligible for an ACT training contract an ASBA must:

- complete a minimum of 11 hours per week and a maximum of 20 hours per week if undertaking a Certificate II qualification. This includes eight hours of work and three hours per week of structured training
- complete a minimum of 15 hours per week and a maximum of 20 hours per week if undertaking a Certificate III qualification. This includes 12 hours of work and three hours per week of structured training.

**What are the benefits of an ASBA?**

Benefits include:

- valuable experience that provides pathways to future training and employment receiving, on successful completion, a nationally recognised vocational qualification along with the ACT Senior Secondary Certificate providing students with an opportunity to get a great head start in their career.

**How to get started?**

Students need contact the JPC Careers Advisor or your Assistant Principal- House. They will assist the student through the process, which will also involve a discussion with family as this is a significant decision. It is expected that the student is aware of a possible employer within the area of interest and needs support in completing paperwork and working through academic repercussions of doing an ASBA.

If students are currently employed, they could discuss the possibility of converting their current job into an ASBA.

**Unique Student Identifier (USI)**

Students enrolled in a VET course require a USI number as of January 2015. Certificates and Statements of Attainment cannot be issued to students unless a USI number is applied for and received. Additional qualifications may be required for students who wish to commence an ASBA depending on the type of ASBA. This may include the completion of a WHITE CARD and ASBESTOS certification. The College will communicate this as required to the students concerned.
**BUSINESS SERVICES**

(A,M,V)

BSB20115 Certificate II in Business
SoA BSB30115 Certificate III in Business

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Type</th>
<th>BSSS Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery</td>
<td>2-year course</td>
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<tr>
<td>Extension</td>
<td>ACU Passion 4 Business Program</td>
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<tr>
<td>Structured Workplace Learning</td>
<td>Optional but highly recommended</td>
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<tr>
<td>ASBA</td>
<td>Opportunity to complete a School Based Apprenticeship</td>
</tr>
<tr>
<td>Recognition</td>
<td>National VET Qualifications and Year 12 Certificate</td>
</tr>
</tbody>
</table>

**ABOUT**

These qualifications reflect the role of individuals in a variety of junior administrative positions who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

The course will also assist students to develop higher level skills in the following areas:

- Communication
- Teamwork in a business environment
- Problem solving
- Innovation and enterprise
- Planning and organising (prioritising)

**Deliver customer service**

**JOB ROLES**

Individuals with this qualification are able to perform roles, such as:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist
- Business Entrepreneur
- Junior personal Assistant

**PERSONAL REQUIREMENTS**

- Able to work methodically, accurately and neatly
- Good verbal and written communication skills
- Able to work as part of a team
- Neat personal appearance.

**FURTHER STUDY**

- Certificate III Business qualifications
- Certificate IV qualifications, for example:
  - Administration
  - Marketing
  - Human Resources
  - Business Sales
  - Diploma and Degree

**CAREER PATHWAYS**

Administration Officer, Administrative Assistant, Clerical Officer, Data Entry Operator, Information Desk Clerk, Office Assistant, Receptionist

**DUTIES AND TASKS OF AN ADMINISTRATIVE ASSISTANT**

Administrative assistants may perform the following tasks:

- Sort and distribute incoming mail to areas and staff within the organisation and dispatch outgoing mail
- Write business letters, reports or office memos using word processing programmes
- Answer telephone enquiries from customers, attend to visitors and assist other staff in the organisation with their enquiries
- Operate a range of office machines such as photocopying, computers and faxes
- File papers and documents
- Undertake other duties such as banking, credit control or payroll functions

**STUDENT OUTCOMES for Certificate II in Business**

These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Business.
CONSTRUCTION
CPC20211 Certificate II in Construction Pathways

COURSE DETAILS
Hours: 220 hours
Type: BS55 Course
Duration: 2 years
Unit Value: 4 Standard units
Specialisation: Yes- National OHS White Card and Asbestos Awareness Program
Exam: Yes
Structured Workplace: Highly recommended
Learning: Opportunity to complete a School Based Apprenticeship
Recognition: National Qualification and Year 12 Certificate

ABOUT
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop-fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate II is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

JOB ROLES
Trades assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erecting and dismantle formwork for footings and slabs on ground.

PERSONAL REQUIREMENTS
- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team.

CAREER PATHWAYS
This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. It is designed to introduce learners to the trade callings in the construction industry and provide credit towards a construction apprenticeship.

FURTHER STUDY
Apprenticeship, for example in
- Carpentry
- Bricklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

DUTIES AND TASKS OF A CARPENTER
Carpenters may perform the following tasks:
- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string and pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools, and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures
- Maintain and sharpen tools

STUDENT OUTCOMES for Certificate II in Construction Pathways
These are the outcomes of graduates surveyed six months after completing their training for Certificate II in Construction Pathways.

MySkills website
HOSPITALITY
(A.M,V)
SIT20216 Certificate I in Hospitality
SIT20316 Certificate II in Hospitality
SIT20416 - Certificate II in Kitchen Operations

*Delivered through MoU

COURSE DETAILS

<table>
<thead>
<tr>
<th>Type</th>
<th>BSSS Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Value</td>
<td>Cert I - 1 Year, 120 hours</td>
</tr>
<tr>
<td>Structured</td>
<td>Cert II - 2 Years, 240 hours</td>
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<tr>
<td>Workplace</td>
<td>Recommended hours apply for placement in the Canteen – also other options are available</td>
</tr>
<tr>
<td>Learning</td>
<td>Opportunity to complete a School Based Apprenticeship</td>
</tr>
<tr>
<td>ASBA</td>
<td>Excursions interstate/local</td>
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<tr>
<td>Extension</td>
<td>Service of Responsible Alcohol</td>
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<tr>
<td>Recognition</td>
<td>Bar Service</td>
</tr>
<tr>
<td></td>
<td>National Qualification Year 12 Certificate</td>
</tr>
</tbody>
</table>

ASSESSMENT

Assessment strategies may include:
- Observation
- Practical Tasks
- Questioning
- Written tasks
- Online Activities

HOSPITALITY COURSES have a strong emphasis on practical skills and café/catering experiences are an integral part of the course.

FURTHER STUDY

After achieving SIT20316 Certificate II, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries, further study at university/CIT for example:
- SIT20416 Certificate II in Kitchen Operations
- Certificate III in Commercial Cookery
- Certificate III in Hospitality
- Certificate III in Tourism
- Diploma of Event Management
- Certificate III Business Management
- Bar Courses RSA, Gaming

STUDENT OUTCOMES

These are the outcomes of graduates surveyed six months after completing their training:

**Certificate I Hospitality**

- Satisfied with Training: 94.9%
- Improved Work Skills: 74%
- 11% sagen average hours worked per week

**Certificate II Hospitality**

- Satisfied with Training: 95.8%
- Improved Work Skills: 91.1%
- Average hours worked per week: 46.4

All statistics are supplied by MySkills.

ABOUT

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes, coffee shops, function centres, conventions and event management. Skills and knowledge will prepare the students in providing effective hospitality service to customers.

JOB ROLES

- Bar attendant
- Bartender
- Café attendant / Waiter
- Catering assistant
- Food and beverage attendant
- Breakfast Cook
- Café Cook
- Fast-food Cook

GENERAL PERSONAL REQUIREMENTS FOR THIS FIELD

- Neat personal appearance
- A high level of personal hygiene
- Good communication skills
- Good memory
- Polite, friendly and patient
- Enjoy working with people
- Able to work as part of a team
- Able to handle money
- Able to cope with the physical demands of the job

CAREER PATHWAYS

Working in jobs such as the ones listed above can lead on to working as an Events Coordinator, an Environmental Health Officer, a Managerial role in a Club, Convention Centre, Resort, or Hotel.
# Live Production and Services

**CUA20215 - Certificate II in Creative Industries**

**RTO# 88024**

**Course Details**

<table>
<thead>
<tr>
<th>Hours</th>
<th>240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>BSSS Course</td>
</tr>
<tr>
<td>Duration</td>
<td>2 years</td>
</tr>
<tr>
<td>Unit Value</td>
<td>10 Units</td>
</tr>
<tr>
<td>Specialisation</td>
<td>Yes</td>
</tr>
<tr>
<td>Extension</td>
<td>Certificate III with Canberra Theatre and CIT</td>
</tr>
<tr>
<td>Work Placement</td>
<td>Structured Workplace Learning placement is highly recommended</td>
</tr>
<tr>
<td>ASBA</td>
<td>Opportunity to complete a School Based Apprenticeship</td>
</tr>
<tr>
<td>Recognition</td>
<td>National Qualification and Year 12 Certificate</td>
</tr>
</tbody>
</table>

**Assessment**

Assessment strategies may include:
- Observation
- Student Demonstration
- Questioning
- Written Tasks
- Tests

**Further Study**

- CUA40415 Certificate IV in Live Production and Technical Services
- CUA50515 Diploma of Live Production and Technical Services
- CUA50513 Diploma of Live Production Design
- CUA60213 Advanced Diploma of Live Production and Management Services

**Career Pathways**

Stage Director, Management, Audio and Lighting Technician

**Duties and Tasks for a Graduate of Entertainment**

- A sound technician's assistant may conduct microphone checks, ensure that the cables are properly plugged in and other tasks as directed by the sound technician.
- The fly operator operates the theatrical rigging system, and related devices within a theatre. The rigging apparatus is a system of ropes and pulleys that quickly, quietly and safely hoists components such as curtains, lights, scenery and stage effects.
- A follow spot operator operates a specialised stage lighting instrument known as a follow spot, to physically move a light to follow an actor on stage through the show. A follow spot can move, change size, beam width, and colour easily by hand.
- Lighting, Audio and Staging Assistants perform a mix of basic lighting, staging and audio duties in theatre venues.
- Props Assistants help to construct, shift, maintain and assemble props for theatre, television and film, or for arts events.
- Sound Assistants help to operate technical equipment to amplify, enhance, record, mix or reproduce sound. They may set up equipment, check batteries and recording stock, and operate simple equipment.
- Stagehands work backstage or behind the scenes in theatres, film, television, or location performance. Their duties include setting up and operating the scenery, lights, sound, props, rigging, and special effects for a production.
- Attendants work in arts and cultural environments such as galleries, museums, theatres, film and television production companies, providing visitor and guest support services.

**Student Outcomes for Certificate III in Live Production and Services**

These are the outcomes of graduates surveyed six months after completing their training for Certificate III in Live Production and Services.

- **Satisfied with Training:** 95%
- **Improved Work Status:** 37%
- **Salary:** $38,000

Timber Products
(A,M)

COURSE DETAILS

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<thead>
<tr>
<th>Hours</th>
<th>220 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
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<tr>
<td>Duration</td>
<td>2 years</td>
</tr>
<tr>
<td>Unit Value</td>
<td>4 Units</td>
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</table>

Opportunity to complete a School Based Apprenticeship and gain a nationally recognised VET qualification. Entering completed projects in competitions.

RECOGNITION

FURTHER STUDY – Vocational Pathways
Apprenticeship, for example in
- Cabinet Making
- Furniture Making
- Relevant competitive manufacturing qualifications

JOB ROLES
Employees work in a production environment in the manufacture of free-standing furniture or built-in cabinets for kitchens and bathrooms. Job roles include assistant cabinet maker, assistant installer of built-in cabinets for kitchens, bathrooms and other fitted cabinets, and production operator within a cabinet making enterprise.

CAREER PATHWAYS
Wood Machining Process Worker, Furniture Making Process Worker, Furniture Maker, Cabinet Maker, Wood Machinist, Production Manager, Furniture Designer

ABOUT

The study of Timber Products provides opportunities for students to engage with emerging technologies, make connections with industry, apply standards and practices through the manufacturing of their timber projects.

This accredited course is intended to meet the needs of students who have a general interest in industrial technology trades as well as those intending to choose a career pathway into traditional timber trades and related service industries. The course is delivered in the purpose built SFX Trade Training Centre.

Students develop relevant technical, vocational and interpersonal skills suitable for employment and further training. They can also develop skills, knowledge and experiences - such as teamwork, communication and Workplace, Health and Safety that are transferable to other industries.

ASSESSMENT

In this course, students will be assessed on their knowledge, understanding and skills in both theory, through tasks such as design folios and assignments, and practical work.

PERSONAL REQUIREMENTS

- Enjoy practical and manual activities
- Able to follow written instructions
- Able to work to a high level of accuracy
- Able to make mathematical calculations
- Good communication skills
- Good hand-eye coordination
- Able to work independently or as part of a team
- Free from allergies to dust.

MySkills website

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. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.
Definitions

Continuous Assessment
This means that instead of achievement being measured only by a single examination, other items such as research, practical work, written and oral presentations are considered as important contributions to the measurement of student outcomes. Assessment in the ACT is continuous school-based assessment. This means there are no external subject-based examinations.

ACT Board of Senior Secondary Studies (ACT BSSS)
The ACT BSSS (ACT Board of Senior Secondary Studies) is the certifying and regulatory body which delivers the ACT Senior Secondary Certificate and Record of Achievement and the ACT Tertiary Entrance Statement. It develops policy which applies to all ACT senior secondary colleges.

ACT Senior Secondary Certificate (SSC) and Senior Secondary Record of Achievement
The testamur and profile report listing the record of results achieved throughout Years 11 and 12 for all units successfully studied.

Tertiary Entrance Statement (TES)
Students who complete a Tertiary package are awarded a Tertiary Entrance Rank which reports the student’s ATAR and information on the T (and/or H) courses the student studied.

Australian Tertiary Admissions Rank (ATAR)
An ATAR (Australian Tertiary Admission Rank) is a percentile rank used by universities to assist in the selection of school leavers into entry into undergraduate courses. It is for students wishing to go to university directly from school (i.e. before they turn 21) and is obtained by all students with an eligible Tertiary Package at the end of their two years of study.

Standard Unit
One standard unit of study towards a Senior Secondary Certificate represents a minimum of 55 hours of classes over one semester.

Course Framework
Course Frameworks provide the basis for the development and accreditation of courses and a common basis for assessment, moderation and reporting. They take account of national directions in curriculum and assessment, enable the reporting of industry standards (where required) and support innovation in curriculum.

Course
A course consists of a combination of units with coherence of purpose. This coherence must be perceived before the student commence the course of study.
Courses have the following classifications:

A (Accredited) Course
These courses have been deemed by the ACT BSSS to be educationally sound and appropriate for students in Years 11 and 12.

T (Tertiary) Course
These courses have been deemed by the ACT BSSS to prepare students for higher education.

M Course
These (Modified) courses that have been deemed by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria.
**H Course**
H classification is given to a course that has been designed by the Australian National University and accredited by the BSSS and where successful completion of the course will be recognised towards an undergraduate degree.

**V (Vocational) Course**
These courses may lead to the award of a Vocational Certificate or Statement of Attainment.

**R (Registered) Unit or Course**
These courses are appropriate for students in Years 11 and 12 and are usually designed to provide personal development, recreational or community services activities.

**C Courses**
These courses are accredited vocational education and training programs appropriate for students in Year 11 and 12, which are delivered and assessed by Registered Training Organisations.

**E Courses**
E courses are vocational programs registered with the BSSS which lead to a nationally recognised vocational qualification (Certificate or Statement of Attainment) and are delivered by an external Registered Training Organisation.

**A Standard Package** for a Senior Secondary Certificate will be awarded on completion of an educational program approved by the College as having a logical pattern of study and which includes the equivalent of at least 17 standard units. A minimum of 4 different courses (A, T, M, H, C, E) must be studied from at least three different course areas and at least one of these must be English.

**A Tertiary Package** is a package of courses which allows a student to meet the requirements for entrance into university. Students must complete the equivalent of 20 standard units organised according to BSSS guidelines. These must include at least 18 standard A, C, E, T, M, H units of which at least the equivalent of 12.5 standard units must be T or H. The units must be arranged into courses to form at least the following patterns:
- five majors or
- four majors and one minor or
- three majors and three minors

Of these major and minor courses:
- at least three major courses and one minor course must have been classified T or H

The student must also sit the ACT Scaling Test (AST) in Year 12.

**Major**, a major is obtained by completing four standard units of a course.

**Minor**, a minor is obtained by completing two standard units (studying for the equivalent of one year).

**Major-minor**, a major-minor is obtained by completing six standard units of a course.

**Double-major**, a double major is obtained by completing eight units of a course.

**Unit Grade**
All students will receive a unit grade (A to E, S, V, R) based on the assessment tasks completed in the unit (T, A, M). The award of the grade at the end of each semester will be aligned with achievement standard in the relevant Course Framework.

A ‘V’ (Void) grade is given where a student has not met the attendance (attendance falls below 90% of scheduled classes without adequate documentary evidence: see JPC Attendance Policy) and assessment requirements (substantial completion and submission of at least 70% of the total assessment) of the unit and cannot be awarded an A-E grade.

An ‘S’ (Status) grade is awarded when a student has been unable to complete the unit through illness or misadventure, and the College does not have enough evidence to award an A-E grade.
Unit Score (Scaled score)
The purpose of scores in T units is to rank students for tertiary entrance. At the end of a unit, marks given on assessment tasks are combined to produce a Unit Raw Score. These raw scores are then scaled following BSSS procedures. Raw Scores are standardised to ensure:

- Unit scores are comparable from unit to unit throughout the course
- Unit scores are comparable across courses/subjects in a particular semester

Course Score
Course scores are based on scaled Unit Scores reported over the duration of the student’s program of study. For all course types the best 80% of unit scores combine to give the course score. The score indicates the ranking in the course in relation to other students in that course. Course scores in each course are scaled using the College’s AST results.

ACT Scaling Test (AST)
The ACT Scaling Test (AST) measures skills necessary for success at university. It is not dependent of curriculum content and facilitates the comparison and T and H course scores within and across colleges to enable the calculation of an ATAR for each T student.

Moderation
Moderation is the mechanism by which equivalence of result is assured across courses and across Colleges. Qualitative moderation or review is the reaching of consensus about the standard of students’ work within courses. This applies to individual tasks and overall unit grades and occurs both within Colleges and across the system at Moderation Days.

Statistical moderation occurs for students in T courses at the end of each unit within the college and at the end of their course of study when the ACT Scaling Test is used to place student assessment within T courses on the same scale, ensuring equivalence across courses within a college and across all colleges in the system.

Recognition of Prior Learning (RPL for VET Courses)
The RPL process enables students to seek acknowledgement of experience and skills they possess that are required in a particular Vocational Education course.

- Students who believe that they may be eligible for RPL should discuss this with their class teacher.
- They can then apply for the RPL through the Assistant Principal and relevant Leader of Learning and Wellbeing.
- Students applying for RPL need to supply evidence to support their application and will be required to attend an interview where they discuss their skills with an experienced teacher and relate them to the Course.

Appeal
Students have rights of appeal at every stage of the College assessment process: against individual assessments, unit grades or course scores, disciplinary action following a breach academic behaviour, but not against their ATAR. There are specific processes and time limits for an appeal to be lodged at both a College and System level.

Attendance
Explained absence
Absences that appear on a student’s attendance record, but do not count towards a Void grade. Examples of a ‘reasonable excuse’ to explain a student’s absence might include:

- illness, including recovery from major illness, injury or medical condition
- medical or dental treatment
- bereavement
- religious or cultural observation
- attendance at court or other legal hearings or meetings associated with hearings
• participation in sanctioned debates, eisteddfods, sports, musical or theatrical productions not directly arranged by the College
• participation in territory, interstate, national, or international sporting event or equivalent
• alternative lesson arranged by the College

Appropriate documentation
• Handwritten note detailing the reason for the absence. St John Paul II Absentee note is the preferred mode of communication.
• Medical certificate from a registered medical practitioner, psychologist, psychiatrist or other recognised professional treating the student for absences of more than three consecutive days. A medical certificate is also required when a student has an assessment task scheduled on this day.

Unexplained absence
Absences that appear on a student’s attendance record and count towards a Void grade. Examples of unacceptable excuses to explain a student’s absence might include and are not limited to:
• Deliberately avoiding a lesson
• Choosing to work on assessment
• Sleeping in
• Driving lessons
• Work commitments
• Failure to notify the College before leaving the premises
• Family holidays or extended visits overseas without Principal approval
• Failing to provide documentation of an absence within five school days of the return to school
Further Information and Publications

St John Paul II College

ACT Board of Senior Secondary Studies
http://www.bsss.act.edu.au/

ACT Senior Secondary System explained
http://www.bsss.act.edu.au/information_for_students/act_senior_secondary_system

ACT Qualifications
http://www.bsss.act.edu.au/information_for_students/act_qualifications

Equitable Assessment and Special Consideration
http://www.bsss.act.edu.au/information_for_students/equitable_assessment_and_special_consideration_in_assessment_in_years_11_and_12_student_guide

Scaling and the ATAR
http://www.bsss.act.edu.au/information_for_students/scaling_and_the_atar

ACT Scaling Test
http://www.bsss.act.edu.au/information_for_students/act_scaling_test

A Student’s Right to Appeal
http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal

Plagiarism Information for Students
http://www.bsss.act.edu.au/information_for_students/whats_plagiarism_how_to_avoid_it

What is Moderation?
http://www.bsss.act.edu.au/information_for_students/whats_moderation

University Programs
http://www.bsss.act.edu.au/information_for_students/what_additional_programs_are_available

University Admissions Centre
https://www.uac.edu.au/

Australian School Based Apprenticeships- BSSS information
http://www.bsss.act.edu.au/vet_information/australian_school_based_apprenticeships

Australian Apprenticeships
https://www.australianapprenticeships.gov.au/about

Canberra Institute of Technology
https://cit.edu.au/