SENIOR COURSE GUIDE 2024/25

Contents

Courses offered

Courses offered at the College for 2024 are outlined in this guide.

Please be aware that not all courses offered will run. The running of courses is contingent on the number of students selecting the course, College resources and staff expertise.

Unique Student Identifier

What is a Unique Student Identifier (USI)?

A USI is your lifelong education number. It creates an on-line record of your Australian training achievement in accredited Vocational Education Training (known as VET).

To participate in VET courses and training offered at St Francis Xavier College, students require a Unique Student Identifier (USI).

Use this link or go to **www.usi.gov.au** or further information about the USI and how to create yours. It will take a few minutes to register and is free of charge. You will need Government ID when registering (i.e., Medicare Card) to validate your identity.

Please **email a copy** of your USI to **careers@sfx.act.edu.au.**

Vocational Education & Training / ASBA

St Francis Xavier College
Registered Training Organisation
National Code 88024

Vocational Education

St Francis Xavier College is a Registered Training Organisation (RTO) which means that it is officially recognised and approved by the Australian Skills Quality Authority (ASQA) to deliver vocational education and training (VET) courses and content. The college operates under the National Code 88024, which is a unique identifier assigned to the RTO.

The College is required to comply with the Australian Quality Training Framework (AQTF) and the Standards for Registered Training Organisations 2015 and is committed to providing quality VET programs to its' students.

The purpose of vocational training and education in Senior schooling is to help a student gain the industry skills they need to enter and succeed in the workplace. VET courses can improve employability, help to explore career pathways and develop a desire to continue with vocational training and lifelong learning.

Students' VET results are reported on their Year 12 Certificate and also in the form of an AQTF Certificate (for full achievement), or Statement of Attainment (for partial achievement).

VET achievement does **not** contribute towards an ATAR.

VET at SFX is offered to senior students through elective courses and external training opportunities. Further details for detailed delivery can be found under the individual course section in this handbook and via www.training.gov.au.

Please be aware that not all courses offered may run. Delivery is contingent on the number of students selecting the course, College resources and staff expertise.

VET content currently offered includes:

- Certificate II in Hospitality
- Certificate II in Construction Pathways
- Certificate II in Workplace Skills
- Certificate III in Business
- Certificate II in Creative Industries
- A selection of competencies from the ICT training package
- RSA (Responsible Service of Alcohol)
- White Card
- Asbestos Awareness training
- First Aid

Australian School Based Apprenticeship (ASBA)

Australian School-Based Apprenticeships (ASBAs) can provide an additional and external vocational pathway and gives students the opportunity to achieve a VET qualification by combining paid work and training as part of their senior studies. For all ASBA enquiries please contact **careers@sfx.act.edu.au**

Design and Technology

- **Engineering Studies (T/A)**
- **Design and Technologies (T/A)**
- **Design and Textiles (T/A)**
- **Designed Environments (T/A)**
- **Metal Products (A)**
- **Timber Products (A)**
- **Food Studies (A/M)**
- **Hospitality Studies (A/T/M/V)**
- **Construction Pathways (A/M/V)**

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies across food, textiles, timber, metal, engineering and graphics, students develop dexterity and coordination through practical work. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Engineering Studies (T/A)

Engineering Studies focusses on students' utilising an investigative and innovative design process to integrate both the creative and technical requirements of problems into the development of engineered solutions.

Students will have the opportunity to research, problem solve, apply lateral thinking, mathematical and scientific principles, analyse and evaluate existing ideas, products, processes and solutions to problems.

Students will learn to generate imaginative and creative solutions of their own. They will communicate their ideas within the parameters and requirements of engineering-based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety.

This course prepares students for further study in engineering.

Course content

Engineering Systems
In this unit, students learn about engineering systems and how components operate and interact. They explore user needs, including user needs analysis and requirements and breaking design problems and solutions into smaller parts. Students create design solutions using scientific concepts, mathematical tools and computer-based simulations.

Engineering: Processes & Concepts
In this unit, students learn about engineering design processes and concepts and how they are used to develop and optimise solutions to problems. They explore and investigate existing products, resistant materials and components in response to a design brief. Students will design and create working models or prototypes of their solutions.

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

Future Challenges & Innovation
In this unit, students learn about emerging societal, global and environmental challenges and the potential for innovative engineering and emerging technological solutions. They explore and research global challenges. Students develop novel engineering solutions.

Negotiated Study
The Negotiated study unit requires students to consider an area of interest to them where an engineered solution can be developed. This is an independent process for students; a valuable learning approach that empowers students to make decisions about their own learning. Students engage in the full Design Thinking approach, and engineer a solution based on the identified needs of an individual, system, process or object. Students use their experiences, knowledge and skills acquired across their engineering studies to create a physical engineered solution or prototype, illustrating its capabilities to address the identified needs within the solution.

Assessment requirements

In this course, students will be assessed on their knowledge, understanding and skills in both the design process they apply and the design solutions they produce. The design process will be assessed through tasks such as design documentation, seminars, research tasks and reviews, while the design solutions will be assessed through tasks such as portfolios, prototypes and major works.

Design and Technologies (T/A)

Design and Technology offers students a range of career pathways in design and manufacture fields such as product manufacture, designed environments, furniture and jewellery at both professional and vocational levels. In addition, students will gain an awareness of roles in construction, town planning, material sciences and engineering.

Students studying technologies will learn about the design process and the manufacturing of solutions. They will apply problem solving skills through designing solutions which create aesthetic and functional spaces, and products which address real-world issues. Students will develop research skills, design thinking and a range of communication and practical skills through project-based learning. They will refine their interpersonal and intrapersonal skills including collaboration and project management. Students will be able to reflect on their own learning and evaluate and justify their processes and solutions.

Course content

Design and Technology is a course delivered due to its breadth of diverse units available through the BSSS course framework. Key units within Design focus on the Design Process, products, manufacturing, innovation, communication and designed environments. This allows the teacher to tailor the organisation of content to the cohort for each class. Below is an example content progression.

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

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

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.

Negotiated Study
In this unit, students will study an area of special interest within Design and 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.

Other possible units include: Town Planning and Urban Design, Product Design and Visual Communication.

Assessment requirements

In this course, students will be assessed on their knowledge, understanding and skills in both the design process they apply and the design solutions they produce. The design process will be assessed through tasks such as design documentation, seminars, research tasks and reviews, while the design solutions will be assessed through tasks such as portfolios, prototypes and major works.

Design and Textiles (T/A)

Design and Textiles focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium.

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. Students apply problem solving skills in making appropriate design solutions.

A course of study in Design and Textiles 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.

Course content

Design Aesthetics
This unit examines aesthetics and design theory. Students engage with established methodologies for generating creative textile design concepts, to investigate and experiment with strategies for idea generation and creative product development.

Design for Purpose
This unit examines 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.

Design for Futures
This unit examines 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.

Design for Communication
This unit examines communication methodologies and meanings that effectively disseminate ideas and convey visual messages in textiles and design.

Assessment requirements

In this course, students will be assessed on their knowledge, understanding and skills in both the design process they apply and the design solutions they produce. The design process will be assessed through tasks such as design documentation, seminars, research tasks and reviews, while the design solutions will be assessed through tasks such as portfolios, prototypes and major works.

Designed Environments (T/A)

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.

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.

Course content

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 and 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.

Independent Study
An optional area of study, dependent on teacher discretion and the student cohort. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

Assessment requirements

In this course, students will demonstrate knowledge of research, skills of ideation and design, prototyping production, solution testing and communication of their understanding. Technologies promotes deep learning, creativity and innovation.

Metal Products (A)

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

This 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 metal trades and related service industries.

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.

Course content

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

Techniques in Working with Metal
This unit is designed to familiarise students with workshop procedures and techniques in using different gauge sheet metal. Students learn to work safely with sheet metal products and the tools and equipment associated with light fabrication. Students follow a given design in the fabrication of a sheet metal product. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

Creating to a design brief or plan
This unit is designed to develop welding and thermal cutting skills. Students learn the fundamentals of working safely with gas and high voltage welding. Students learn to use a range of metal work tools such as welding, braising, soldering and thermal cutting to follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes, as well as strategies to solve problems

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

Assessment requirements

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.

Timber Products (A)

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.

Course content

Working with Wood
This unit is designed to familiarise students with workshop procedures using wood and timber. Students learn the fundamentals of working safely with timber products, using and naming selected tools and materials correctly. Students learn to use selected hand and power tools, machinery, make joints and follow a given design to complete the projects undertaken in this unit. 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
This unit is designed to develop skills in the workshop using wood, timber and other materials. Students learn the fundamentals of workshop safety requirements, including attitudes and behaviours. They learn techniques for the manufacture and use of jigs, as well as tool maintenance for both power and hand tools. Students make decisions about appropriate jointing techniques according to the product. They learn communication skills such as reading plans and drawings, measurement and scale, as well as the reasons for selecting particular materials for a given task.

Creating to a Design Brief or Plan
This unit focuses on sustainable workshop practices and procedures, including interpretation of plans and the concept of the design brief and the design process. They explore the nature and properties of materials to fulfil a design brief. Students learn about 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.

Assessment requirements

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.

Food Studies (A/M)

Food is fundamental to the survival of individuals, societies and the world as a whole and influences every aspect of life. The food industry has global, economic, environmental and cultural impacts. Underpinning this course is the theme of resource management essential to the health and wellbeing of individuals and the wider community.

Units included in this course develop an understanding of a diverse and changing world in relation to food and resource management and the safety and sustainability of food supply. Units will address social, economic and regulatory influences that impact on decisions about food use, production and consumption.

Units included in this course provide a balance between theoretical understandings and practical capabilities. The course recognises the importance of a practical approach to solving everyday life problems and provides students with the opportunity to develop management skills involved in the selection and manipulation of resources. Units will provide students with the skills, attitudes and understandings fundamental to effective, ethical functioning in a wide range of life roles and choices.

Students have opportunities to explore and develop food related interests and passions. These experiences have the potential to shape personal and professional goals, enhance individual and collaborative problem- solving abilities and provide foundations for informed decision making and life choices. Units included in this course encourage innovation and enterprise and enable students to display personal creativity and to refine and express personal values.

Course content

Food First
This unit investigates the reasons we eat food with particular emphasis on food for social and festive occasions. Students will prepare food for celebrations and will be involved in critically evaluating food preparation methods.

Nutrition for Life
Students study nutrition and related menu planning for the different stages of the life cycle. There is an emphasis on health-related issues for teenagers. Practical experiences will be used to emphasise the theoretical components.

Food and Culture in Australia
During this unit students will look at the development of and influences on Australian cuisine, from the use of bush foods to international cuisines.

Students will plan and organise social activities that illustrate cultural variances and prepare a range of foods from different cultures.

Independent Living
This unit helps students prepare for independent living and looks at consumer rights, management and budgeting. Students will plan and prepare a range of dishes, working within budgetary and time constraints.

Assessment requirements

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.

Hospitality Studies (A/T/M/V)

This combined BSSS and VET course provides students with opportunities that promote an appreciation and understanding of the Hospitality industry. Hospitality has been identified as a national skills shortage area.

In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate current management practices and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection.

Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures.

Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to prepare for work in the hospitality industry as well as skills for the 21st Century. They develop their ability to research, to think critically and to solve problems related to the food and hospitality industry.

By working with a range of people and practices, students develop their interpersonal and intercultural communication skills. They develop skills in customer service and establish and develop cooperative working relationships. Students' personal and social capabilities are reflected in respect for individual difference and the needs of others, due to diversity or disability. They learn the value of working independently, while also being able to respond to instructions or directions, and to work in a time pressure environment. A range of skills in entrepreneurship are also fostered.

Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provide a pathway to further tertiary studies.

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.

This is a 'hands-on' course and students will undertake workplace learning in the school canteen while studying hospitality. Students will also 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.

Vocational qualification

The course provides opportunities to complete a **Certificate II in Hospitality** VET qualification or a Statement of Attainment (partial achievement). This is a nationally recognised vocational Certificate from the Tourism, Travel and Hospitality (SIT) Training Package.

This qualification provides a pathway for students wanting to continue 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.

Structured Workplace Learning

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 competency through an external provider and industry partner, Access Recognised Training: SITHFAB021 Provide Responsible Service of Alcohol (R2).

Students contribute a part payment of $49 for the competency. The College manages the enrolment and delivery of this course for students.

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

Course information

Duration: Two year course studied across year 11 and 12
VET Qualification: SIT20322 Certificate II in Hospitality

VET component

To achieve this qualification, 12 units of competency must be completed, and these are embedded into the course over the period of study. There are 6 core units and 6 electives carefully selected to ensure your learning and achievement outcomes meet current industry demands. Your teacher will provide details of the competencies you are studying at course commencement and during each BSSS unit of study.

VET assessment is ongoing and includes these strategies:

- Observation
- Practical tasks
- Questioning
- Written tasks
- Online activities

BSSS units

Over the two year study period, the following units are studied (two per year)

- Hospitality Essentials
- Hospitality Operations
- Hospitality Industry
- Hospitality Management
- (Independent Study - optional)

Hospitality Essentials
In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

Hospitality Operations
Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. They investigate and evaluate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices.

Students analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. They plan, organise, prepare and

Hospitality Industry
Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills with customers. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve food and beverage products, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

Hospitality Management
In this unit, students develop an understanding of successful management practices. They examine influences on decision-making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

Independent study (optional unit)
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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.

IMPORTANT: Please refer to the Vocational Education & Training/ASBA information on page 5.

Construction Pathways (A/M/V)

This combined BSSS and VET 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, with the exception of plumbing, such as:

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

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 course requires all aspects to be delivered in this context.

Students will be provided with the opportunity 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 or ASBA

Vocational qualification

It is intended that students studying this course can achieve a **Certificate II in Construction Pathways** or a Statement of Attainment for competencies attained (partial completion). It is a nationally recognised vocational Certificate from the Construction, Plumbing and Services Training Package.

This qualification is an entry level qualification for employment in the industry, suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history. It provides a pathway for students wanting to continue post school study in the industry and:

- gain credit transfer to higher qualifications in the Building and Construction Industry
- gain employment skills to move directly into a career in the Building and Construction Industry
- facilitate entry into a full time Australian Apprenticeship

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.

Structured Workplace Learning provides the context for:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- enhanced employment opportunities.

Course information

Duration: Two-year course studied across year 11 and 12
VET Qualification: CPC20220 Certificate II in Construction Pathways

VET component

To achieve this qualification, 10 units of competency must be completed, and these are embedded into the course over the period of study. There are 5 **core** units and 5 **electives** carefully selected to ensure your learning and achievement outcomes meet current industry demands. Your teacher will provide details of the competencies you are studying at course commencement and during each BSSS unit of study. VET assessment is ongoing and includes these strategies:

- Observation
- Practical tasks
- Questioning
- Written tasks
- Online activities

The unit of competency CPCCWHS1001 Prepare to work safely in the construction industry, known as the '**White Card**', is one of the units of competence mandated in the course delivery. It is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before a person can gain access to any building and construction work site. The White card and Asbestos Awareness component for this unit of competence is delivered by CIT. Students may be required to make a part payment and the college covers the remaining amount. The payment breakup is decided each year and more information is available on request.

Extension opportunity

CIT are now offering the Statement of Attainment Course in Crystalline **Silica Exposure Prevention** 10830NAT to address the growing need for identifying and mitigating risks associated with exposure to crystalline silica dust in the building and construction industry. Students are advised when this course is available and students manage their own enrolment, fees and participation independently. Student work experience/placements cannot be approved without this.

Work Health and Safety (Crystalline Silica Awareness Training Course and Occupations) Declaration 2022 (the declaration) commenced in July 2022. Under this law, all workers in the specified occupations and those who are reasonably expected to be exposed to airborne silica dust as part of their work must complete 10830NAT – Course in Crystalline Silica Exposure Prevention before 1 July 2023.

BSSS units

Over the two year study period, the following units are studied (two per year)

- Industry Practices
- Construction Processes
- Innovations in Construction
- Construction Project
- (Independent Study - optional)

Industry Practices

In this unit, students investigate industry practices in construction used in residential and commercial contexts. They examine and implement the practices that are used to manage construction enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into structures. Students demonstrate Work Health and safety practices in the handling of equipment, materials and in working with others.

Construction Processes

This unit focuses on construction processes that combine construction skills and procedures to safely construct buildings and other structures to specifications using tools, digital tools, equipment and materials. Students interpret plans and specifications, using accurate measurements and calculations. They develop skills in the selection and use of materials, equipment and techniques to undertake construction projects. Students develop skills in collaboration, communication and reflection, as they work individually and with others to plan and complete projects.

Innovations in Construction

In this unit, students consider a range of emerging and future approaches to materials, techniques and processes in construction, locally, nationally and globally. They consider social, environmental and technological reasons for adopting innovative construction processes and materials. Students gain an understanding of a range of emerging and innovative methods to solve problems in these construction contexts. They examine the safety, sustainability and ethical considerations raised by emerging and future construction settings.

Construction Project

Students demonstrate and document industry practices and construction processes to create projects to specifications. Students apply a range of cognitive, communication, collaboration, technical and practical skills in their project. They apply knowledge, skills and understanding of industry practices and construction processes to solve problems and find solutions in their construction projects. Students are given specifications, including drawings and technical information, to complete projects.

Independent Study

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

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

IMPORTANT: Please refer to the Vocational Education & Training/ASBA information on page 5.

Digital Technologies

- **Business Services (A/M/V)**
- **Digital Technologies (T/A)**
- **Robotics and Mechatronics (T/A)**

Many career choices will require an in-depth knowledge of Information Technology and the employment opportunities within the Information Technology industry are expanding rapidly. Throughout these courses, the students will explore the fundamentals of programming and apply the skills to create desktop and mobile applications. The projects will include interactive media, smartphone applications, database design and graphical user interfaces.

The courses offered at St Francis Xavier College allow students to develop knowledge and skills in several areas through teacher led tasks, allowing them to specialise in a self-directed task of their choosing for their final semester.

There are no prerequisites for this course; however, a keen interest in how computers and computer-based systems function would be an advantage.

Business Services (A/M/V)

This combined BSSS and VET course is designed to provide students with the opportunity to develop practical real-world skills required to work in modern offices and business environments. 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.

Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes development of adaptable, competent, self-motivated individuals who consider safety and wellbeing in working collaboratively with colleagues. Students develop skills in communicating effectively, ethically, and appropriately, orally and in writing. They learn and apply communication protocols for a range of professional purposes.

A course in Business Services promotes 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.
Learning opportunities provided to the student includes:

- 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 your resume and job applications.

Vocational qualifications

This course provides opportunities to achieve a full Certificate or Statement of Attainment in a **Certificate II in Workplace Skills** and/or a **Certificate III in Business**. Both of these are nationally recognised vocational qualifications from the Business Services Training Package. The classroom teacher will discuss Certificate pathways and options with you.

The **Certificate II in Workplace Skills** reflects the role of individuals in a variety of entry-level Business Services job roles.

The **Certificate III in Business r**eflects the role of individuals in a variety of Business Services job roles, it is likely that these individuals are establishing their own work performance.

IMPORTANT: Please refer to the Vocational Education & Training/ASBA information on Page 5.

Structured Workplace Learning

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).

Course information

Duration: Two-year course studied across year 11 and 12
VET qualification/s: BSB20120 Certificate II in Workplace Skills and/or BSB30120 Certificate III in Business

VET component

For the **Certificate II** in Workplace Skills - 10 units of competency must be achieved, 5 core and 5 electives. For the C**ertificate III** in Business - 13 units of competency must be achieved, 6 core and 7 electives.

Units of competency are embedded into the course over the period of study; they are carefully selected by the teacher to ensure your learning and achievement outcomes meet your own individual needs and current industry demands. Your teacher will provide details of the competencies you are studying at course commencement, ongoing and during each BSSS unit of study. **VET assessment** is ongoing and includes these strategies:

- Observation
- Written tasks
- Student demonstration
- Tests
- Questioning

BSSS units

Over the two-year study period, the following units are studied (two per year):

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

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

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

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

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

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution.

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.

Course content

Digital Assets

The focus of this unit is on developing the students' understanding of digital assets. Digital assets function as the building blocks of larger systems and could be as small as a simple programming function, a 3D model or as large as a webpage or a 3D environment.

Students develop the skills necessary to effectively design and develop digital assets for more complex data-driven systems. They interpret and create their own digital assets for a range of purposes and audiences

Digital Applications

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 develop the skills and knowledge required to analyse and examine existing applications. Applications could be as simple as a static website or as complex as a distributed learning and management platform.

They design and build their own applications to further their understanding 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 develop the skills and knowledge required to analyse and examine existing solutions to known problems and produce their own solutions to existing problems.

They 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 a data-driven project.

Students 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 focus on effectively applying a design process to inform and develop their project.

The areas covered could include, 3D Modelling and Animation, Programming and Game/App development. With a major project in Semester 2 of Year 12.

Assessment requirements

- Design development task
- Product
- Exam
- Digital asset
- Major project

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.

Course content

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.

They will use design methodologies to investigate, strategise, prototype, test and critically analyse the construction of electronic systems. Students will gain the skills and knowledge necessary to apply a design process using electronics to create innovative and sustainable systems.

Digital & Analog Interactions
This unit of study provides opportunities for students to learn to 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 a design process to design interface circuits, prototype, construct and test 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, test and control a product or 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 technologies such as, but not limited to: artificial intelligence, machine learning, neural networks etc.

Students will investigate the design of a system, its' construction and application of automated technologies. They will use a design process to complete a project; prototyping, testing, constructing and evaluating an innovative system. Students will analyse their results and present their findings with justification.

This course is aimed at students that wish to complete a double major in Digital Technologies and wish to continue their studies in Robotics from Years 9 and 10. The Robocup Competition features heavily in this course. With the development, building and programming of robotics to solve real world problem.

Assessment requirements

- Design documentation
- Prototype
- Digital asset
- Major project

English

- **English (T)**
- **Literature (T)**
- **Essential English (A)**

English is compulsory at St Francis Xavier College. English is generally considered a subject of fundamental skills that are important for everyone in our society. But what are these skills? English teaches you how to write effectively for a purpose, how to speak in a way that engages your audience and how to read and view the work of others as a critical and informed audience. In the modern world, everyone needs to read and write as part of their normal life.

English is not just about preparing for a university course or for a job. English is also about understanding literature. When we read novels and plays or watch films we are participating in the shared culture of the world. There is no thought we think, or emotion we feel that is not represented somewhere in literature. We can become better people by reading literature that can make us understand our own thoughts and emotions.

English (T)

English (T) is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. English extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

Assessment requirements

- 8 - 10 minute oral presentation (1 per year): 30%
- 800 - 1000 word creative task: 35%
- 1000 word essay (during 2-hour exam): 35%

Literature (T)

Literature (T) Provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Literature deepens students' understanding of conventions common to different types of composition and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.

Assessment requirements

- 8–10 minute oral presentation (1 per year): 30%
- 800 word creative task: 30%
- 1000 word essay (during 2 hour exam): 40%

Essential English (A)

Essential English (A/M) is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students' language, literature and literacy skills, which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

Assessment requirements

- 6–8 minute oral presentation (1 per year): 30%
- 600–800 word creative task: 35%
- 600–800 word essay (60 minute exam period): 35%

Health & Physical Education

- **Exercise Science (T/A)**
- **Physical Education Studies (A)**
- **Outdoor and Environment (A)**
- **Sports Development (T/A)**

The Physical Education Department offer both accredited and tertiary courses within the Senior School. Students should take care in selecting courses in line with their academic abilities and their vocational aspirations.

The courses offered in the Physical Education Department are designed to prepare students for University and other educational institutions as well as vocational opportunities.

The Exercise Science (T) course has a greater emphasis on theoretical assessment compared to the Physical Education and Outdoor Education courses. Exercise Science (A) is for those students that have an interest in the theory behind human performance but do not wish to study it at a tertiary level.

The Physical Education (A) course has a focus on physical activity and practical assessment components.

Outdoor Education (A) course will put newfound skills to the test with camps each semester.

The Sports Development (T/A) course is an integrated study that focuses on specialized sports development for the individual.

Exercise Science (T/A)

The Exercise Science course provides essential knowledge and skills that assist students in gaining access to vocational opportunities and further study. Emphasis is placed on a sound theoretical and practical knowledge of Exercise Science. It provides an opportunity for the study of human physiology and performance in the development of enhanced sporting achievements.

The Exercise Science Course is intended for the following groups of students:

- those who wish to proceed to post-secondary studies in the fields of paramedical, nursing, physiotherapy, occupational therapy, sports training/conditioning, sports studies, teaching, community fitness and recreation, personal training and other areas of applied anatomy and physiology
- those who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of Exercise Science
- Exercise Science is a very challenging course with a strong theoretical component. Students over the two years will study the following units: Anatomy and Physiology of the Human Body, Factors Affecting Performance, Preparation for Training and Performance and, The Body in Motion.

Assessment requirements

- 90-minute exams – 1-2 per semester
- Lab reports
- In class case analysis
- Video presentation

Course content

Anatomy and Physiology of the Human Body
Students will examine and explore the structure and function of musculoskeletal and cardiorespiratory systems and analyse how the systems adapt and adjust to the demands of physical activity. Students will investigate these systems from a cellular to systemic level allowing them to develop and understanding of how each system acts as an enabler or barrier to physical performance.

Factors Affecting Performance
Students will examine the physiological, psychological and behavioural 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 and explore a range of technical and scientific approaches for maintaining the physical and mental well-being of athletes.

Preparation for Training and Performance
This unit investigates 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.

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.

Physical Education Studies (A)

The Physical Education Course is a practical activity-based course. The aim of the course is to provide students with access to and support for, a program of regular physical activity to aid in the maintenance of their personal fitness and their continued participation in sporting and recreational activities.

The major focus of this course is to encourage participating students to develop an understanding of and interest in, personal fitness, sport and recreation.

This is a course suited to both female and male students and it is expected students undertaking this course will become valuable community resources as a result of their participation in the basic sports coaching and administration units.

Assessment requirements

- 60-minute exam – 1 per semester
- Research task – 600-800 words
- Performance skills
- Communication skills

Course content

Sport Skills Acquisition
Students explore the acquisition and development of sports skills and apply processes and theories associated with skill acquisition and refinement. They respectfully and safely participate in activities in a diverse range of sports, building self-efficacy.

Leisure and Recreation
This unit develops student's understanding of physical activity, recreation and sport from a participatory perspective. Students explore activities focused on improving fitness, personal, emotional and physical wellbeing and the importance of lifelong physical activity.

Building and Improving Teams
Students explore and develop skills associated with the enhancement of teams. They will learn about factors which affect performance and implement strategies used to support players' emotional, social and physical development. They safely participate and apply concepts during a diverse range of activities promoting teamwork and collaboration.

Sport, Activity, Culture and Society
Students explore a range of sports and physical activities that contribute to individual, societal and cultural identity. They participate in and reflect on how a variety of physical activities and culturally diverse individual and team sports impact personal, societal and national identity.

Outdoor and Environment (A)

Outdoor & Environment provides students with skills and knowledge to understand the role of the environment in 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 understand the concept of discriminating between risk and challenge and to develop social and leadership skills.
Students develop insights into environmental sustainability, particularly in local contexts. This course prepares students for lifelong physical and recreational activity as well as employment pathways.

Students develop skills to improve their own and others' health, well-being and physical activity opportunities. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the environment and physical activity in the outdoors. They develop skills to communicate effectively and present logical and coherent arguments. Such knowledge has the potential for students to enhance their own and others' health and well-being in varied and changing contexts.

The study of Outdoor and Environment 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.

Assessment requirements

- Oral presentation
- Research tasks
- Outdoor skills
- Reflective journal
- End of Semester exam

Course content

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.

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

Responsibility of Self and Others
Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. These are explored through a variety of outdoor activities and the choice of appropriate methods applied to individual activities.

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.

Sports Development (T/A)

The Sports Development Course is an integrated study that focuses on specialized 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 is intended for students who are:

- currently engaged in an elite training pathway and can provide evidence of this.
- considering 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.

Assessment requirements

Students can expect a combination of the following assessment tasks:

Tertiary

- Research Essays/Assignments (800-1500 words)
- Exam
- Reflective Diaries
- Portfolios
- Practical Laboratories
- Oral Presentations (8-15 minutes)
- Case Studies

Accredited

- Research Essays/Assignments (500-800 words)
- Exam
- Reflective Diaries
- Portfolios
- Practical Laboratories
- Oral Presentations (5-8 minutes)
- Case Studies

Course content

Across two years, students will explore the following topics:

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.

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

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.

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.
They participate in and reflect on how a variety of physical activities and culturally diverse individual and team sports impact personal, societal and national identity.

Humanities & Social Sciences

- **Accounting (T/A)**
- **Ancient History (A/T)**
- **Business (T/A)**
- **Economics (T/A/M)**
- **Geography (T/A)**
- **Global Studies (T/A)**
- **Legal Studies (T/A)**
- **Modern History (T/A)**
- **Sociology (T/A)**

The Humanities and Social Science Department offers a range of courses designed to prepare students for higher education and the workforce. Students are encouraged to select courses that are appropriate to their areas of interest, their academic ability and their vocational aspirations.

All Humanities and Social Science courses follow the Australian Curriculum.

Accounting (T/A)

The study of accounting is about learning the process of framing questions to acquire, record, analyse, interpret, and present information relevant to organisational planning and management. In doing so, students develop their knowledge and understanding of traditional processes and innovations in accounting conventions, principles, and applications. Students develop the skills to frame questions and to engage in investigations to generate solutions to organisational problems. They will research and synthesize information to present accurate reports and well-reasoned recommendations. Students will engage with regulatory, ethical and sustainability issues as central to inquiries and recommendations.

Students develop familiarity with standard accounting software, including Excel or Sheets. In addition, they become familiar with data analytics processes and develop their IT capacity. In reporting data, they become skilled at using software in visualizing data and presenting information in clear, engaging, and coherent forms. Students develop the capacity to work through problems and create solutions individually and collaboratively. They refine their communication skills for working in groups to negotiate work plans and agree on conclusions and recommendations. Students further refine communication skills by writing and presenting reports to persuade stakeholders to adopt their positions. They reflect on their learning and learning habits and explore ways to improve. The study of accounting enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally. Accounting provides continuity with many pathways into tertiary and industry studies.

Course content

Accounting units offered are:

Financial Accounting

In this unit, students learn how to acquire, analyse, and present relevant financial data to prepare reports and support decision making. They engage with accounting processes and in framing questions and determining the relevance of data and research for questions of enterprise planning and tracing activity. In framing inquiries, students engage with ethical issues in identifying the significance of data and conclusions, and implications of recommendations. They develop familiarity with relevant software, including Excel and Sheets and in presenting reports.

Advanced Financial Accounting

In this unit, students further engage with advanced financial accounting processes and analysis. They engage in advanced financial and associated non-financial analysis. Students engage with data analytics to frame and undertake investigations. They engage with accounting processes using software packages to gather and analyse data and make recommendations.

Management Accounting

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

Contemporary Accounting

In this unit students investigate how managers use accounting to refine and improve their outcomes in the contemporary business environment. They address current issues facing organisations and how they impact the accounting function. They engage with non-financial analysis and accounting processes that measure the value of ethical and socially responsible practices in the management of contemporary organisations and businesses. Students investigate sustainability issues and reflect on the value of sustainable business practices. They apply accounting practices and tools to acquire, analyse and present information and make recommendations in order to support the management to address the needs and expectations of various stakeholders.

Ancient History (A/T)

The *Ancient History* curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

The Ancient History curriculum begins with a study of the evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. The curriculum concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

Course content

Ancient History units offered are:

Investigating the Ancient World

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of ONE ancient site, event or change, individual or group through to modern times.

Ancient Societies

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied. The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies.

People, Power & Authority

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual.

Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives,

interpretations and contestability.

Reconstruct 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 the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations and contestability.

Business (A/T)

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

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision- making. Students develop insights into the ways and the impact of change on the business environment.

Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

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

Course content

The Business course provides continuity with many pathways into tertiary and industry studies. Business units offered are:

Unit 1: Changing Business Environment
This unit explores business and its dynamic environment through the following focus topics: Small business, Globalisation and Entrepreneurship.

Unit 2: Relationship Management
This unit investigates the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity through the following focus topics: Marketing, Media and Communication.

Unit 3: Planning for the Current Context
This unit investigates the range of tools and strategies utilised by business to plan for success through the following focus topics: Financial Planning, Human Resources and The Business Plan.

Unit 4: Business Challenges
This unit investigates the importance for business to be responsive to change from the internal and external environments. The focus topics for this unit are decided upon current issues happening in Australia and throughout the business world.

Assessment requirements

Tertiary
Students can expect a combination of the following assessment tasks:

- In class essays – 90 minutes (800 words)
- Business reports – 1500 words
- Creative design tasks – 2000 words
- Examinations – 90 minutes

Accredited
Students can expect a combination of the following assessment tasks:

- In class essays – 60 minutes (600 words).
- Business reports – 1000 words
- Creative design tasks – 1500 words
- Examinations – 60 minutes

Economics (T/A/M)

In Economics, students study the allocation of limited resources to a satisfy unlimited wants and needs. In doing so they address the economic problem of scarcity: what to produce, how much to produce and for whom to produce. They use a range of approaches and perspectives on economics to investigate these fundamental problems to form conclusions and make predictions.

Students develop their knowledge and understanding of the history and development of economic theories and concepts, the application of theories in real world contexts, and the roles of stakeholders in addressing economic scarcity, inefficiencies, and inequalities. They develop an understanding of the significance of economics to interpreting their day to day lives and choices, and their subsequent impact.

Further, the study of Economics enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally, and in developing societies. The study of economics provides a continuity with many pathways into tertiary and industry studies.

Course content

Unit 1: Microeconomic Foundations
In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to microeconomics to better understand human behaviour. In investigating scenarios in local, national, global economies, and developing societies, they evaluate theories, models, and numerical analyses. Students evaluate explanations of microeconomic phenomena provided by economists to draw conclusions about the nature and actions of economic agents.

Unit 2: Debates in Microeconomics
In this unit, students analyse complex scenarios in microeconomics to understand choices of policy makers. They will engage with debate in the discipline on explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students collaborate to make predictions and propose solutions to problems facing policy makers and citizens.

Unit 3: Macroeconomic Foundations
In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to macroeconomics. They evaluate theories, models, and numerical analyses through investigating scenarios in local, national, global economies and developing societies to understand how policy makers foster prosperity. Students evaluate explanations of macroeconomic phenomena provided by economists to draw conclusions about the effectiveness of decision making.

Unit 4: Debates in Macroeconomics
In this unit, students critically analyse in-depth scenarios in macroeconomics to understand the functional role of economics in bettering lives. They will engage with debate in the discipline around explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students make predictions and propose solutions to problems facing policy makers and citizens.

Unit 5: Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this

course of study.

Assessment requirements

Tertiary

Students can expect a combination of the following assessment tasks:

- Oral presentations – 8-10 minutes
- Research essays – 1000-1500 words
- Documents study – 90 minutes
- Examinations - 90 minutes

Accredited

Students can expect a combination of the following assessment tasks:

- Oral presentations – 5-8 minutes
- Research essays – 500-800 words
- Documents study – 60 minutes
- Examinations - 60 minutes

Geography (T/A)

Geography draws on student's curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Students apply geographical inquiry through a more advanced study of geographical methods and skills in the senior years. They learn how to collect information from primary and secondary sources such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

Course content

Geography units offered are:

Natural and Ecological Hazards
Natural and ecological hazards represent potential sources of harm to human life, health, income and property and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment

Sustainable Places
This unit examines the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations.

This unit includes an overview of places and the challenges faced by cities in the developed and developing world. The unit also includes two depth studies: one focusing on challenges faced by a place in Australia and one focusing on challenges faced by a megacity in a developing country.

Landcover Transformations
This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

This unit includes an overview of land cover change and two depth studies: one focusing on the interrelationship between land cover and either global climate change or biodiversity loss and one focusing on a program designed to address land cover change.

Global transformations
This unit focuses on the process of international integration (globalisation) as a conceptual 'lens' through which to investigate issues in human geography. In doing so, it integrates the sub disciplines of economic and cultural geography and political geography. Economic geography involves study of the changing location, distribution and spatial organisation of economic activities across the world, while cultural geography focuses on the patterns and interactions of human culture, both material and non-material.

Both sub disciplines make an important contribution to our understanding of the human organisation of space. Political geography examines the spatial consequences of power at all scales from the personal to global. This unit includes an overview of international integration (globalisation) and a choice of depth studies:

one focusing on economic integration and one focusing on international cultural integration.

Assessment requirements

Tertiary

Students can expect a combination of the following assessment tasks:

- In class essays – 90 minutes (800 words),
- Digital presentations – 10 minutes
- Business reports – 1500 words
- Creative design tasks – 2000
- Examinations – 90 minutes

Accredited

Students can expect a combination of the following assessment tasks:

- In class essays – 60 minutes (600 words).
- Digital presentations – 6 minutes
- Business reports – 1000 words
- Creative design tasks – 1500 words
- Examinations – 60 minutes

Global Studies (T/A)

By undertaking Global Studies, students come to appreciate the nature of global politics. They examine what can be achieved and why there is a plurality of views on the decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world.

Global Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of viewpoints and the rights and responsibilities of individuals. The course provides the opportunity for intercultural dialogue to foster greater social cohesion. By developing skills of critical evaluation and reflection, it builds an understanding of different perspectives and ways of life. Students learn to engage meaningfully with different ideas and challenge their own conclusions. Thus equipped, students become better informed, reflective, critical global citizens and change agents.

Global Studies students engage in research and data collection from a wide range of sources. Using case studies, they enquire into the nature, role and purpose of global politics. Students critique the actions and motivations of key figures and present their findings in coherent written, spoken and digital texts. They work collaboratively and engage in dialogue to enhance their own understanding of the diversity of worldviews.

In an increasingly globalised world, this course serves as a basis for further education, employment and active citizenship. Knowledge and skills developed in this course will contribute to further studies in courses such as: International Security Studies, International Relations, History, Human development, International Business, Political Science, Economics, Law and Communications.

Course content

Global Studies units offered are:

Global Actors

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony and legitimacy and why some groups are excluded from exercising agency.

They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of Influence.

Global Processes

Students critically analyse the purpose, nature and origins of global processes in the international order and how these facilitate or impede relationships among global actors in many communities. They critically analyse and evaluate different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform.

They critique processes from different International Relations (IR) perspectives. Students reflect on their place and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

Global Challenges

Students critically analyse significant contemporary issues that pose challenges to global actors and processes and to individuals around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism.

They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

Global Opportunities
Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits.

The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

Assessment requirements

Tertiary

Students can expect a combination of the following assessment tasks:

- Document study/in class task – 90 minutes (800 words)
- Research essays – 1000-1500 words
- Oral presentations - 10 minutes
- Examinations – 90 minutes

Accredited

Students can expect a combination of the following assessment tasks:

- Document study/in class task – 60 minutes (600 words).
- Research essays – 600-1000 words
- Oral presentations – 6 minutes
- Examinations – 60 minutes

Legal Studies (T/A)

Legal Studies explores the law and its institutions and processes, in a social, economic and political context allowing students to investigate, question and evaluate their personal view of the world and society's collective future.

Students develop their knowledge and understanding about how Australian and world legal systems impact on the lives of citizens, seek to balance the rights and responsibilities of individuals, the community and governments, to achieve justice and equality for all. Students will evaluate the effectiveness of laws, institutions and processes and consider opportunities for reform.

Legal Studies provides students with the opportunity to develop their skills in research, analysis and evaluation of information. Using logical and coherent arguments, students will explore the implications and consequences of decisions made by individuals, organisations and governments.

Course content

Legal Studies units offered are:

Unit 1: Crime, Justice and the Legal System
This unit aims to increase students' awareness of the complexity and limitations of the criminal justice system in achieving justice. Using a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.

Unit 2: Civil Law and Dispute Resolution
This unit aims to increase students' awareness of the rights and responsibilities that exists between individuals, groups and organisations and the resolution of civil disputes through courts and other mechanisms. Using a range of contemporary examples, students investigate civil law, processes and institutions and develop an appreciation of the role of civil law in society

Unit 3: Law, Government and Society
In this unit students, will investigate the significance of legal rights and responsibilities in everyday life from different political, economic and social perspectives. Using a range of contemporary examples, students investigate how the law attempts to balance the rights and responsibilities of the individual with the best interests of the wider community

Unit 4: International Relations and Law
In this unit students, will investigate the significance of Australia's international legal and political responsibilities from different political, economic and social perspectives. Using a range of contemporary examples, students investigate how the law attempts to balance the rights of individual states with their responsibilities in the wider global community.

Unit 5: Negotiated study
Investigation of contemporary legal issues which can be an extension of previously studied topics. It can cover electives not previously studied or maybe from the broader field of legal studies.

Assessment requirements

Tertiary
Students can expect a combination of the following assessment tasks:

- Oral presentations – 8-10 minutes
- Research essays – 1000-1500 words
- Documents study – 90 minutes
- Examinations - 90 minutes

Accredited

Students can expect a combination of the following assessment tasks:

- Oral presentations – 5-8 minutes
- Research essays – 500-800 words
- Documents study – 60 minutes
- Examinations - 60 minutes

Modern History (T/A)

Through the study of History students will develop a range of skills and an understanding of the changing nature of human experience over time. They will acquire a perspective that gives them a clearer insight into many of the issues facing the modern world.

This course is designed for those students with a general interest in History as well as those who wish to develop an understanding of world affairs and improve their research, writing and communication skills. Such skill development is an asset for students continuing to tertiary studies in Law, Economics, History, Journalism and related areas.

The Australian Curriculum units below are designed for study at both 'T' and 'A' level. Students studying the 'T' level course will be expected to cover the content in greater depth and display greater sophistication in their skill development.

Course content

Modern History units offered are:

Understanding the Modern World
This unit investigates key developments that have helped define the modern world: their causes, the different experiences of individuals and groups and their short and long-term consequences. Students will encounter ideas that both inspired and emerged from these developments and their significance for the contemporary world. The French Revolution and the Russian Revolution will be focus topics in this unit.

Change in the 20th Century
This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate.

The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society. The Women's movement and The Civil rights movement in the USA will be focus topics in this unit.

Modern Nations
This unit helps students understand the characteristics of modern nations, the internal divisions and external threats that they encountered and the different experiences of individuals and groups within those states. It will allow students to understand the significance of the changes experienced by modern nations and the different paths of development they have taken. Germany (1918-1945) and Japan (1931-1967) will be focus topics in this unit.

The Modern World since 1945
This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here now. The Changing World Order will be the focus topic in this unit.

Assessment requirements

Tertiary
Students can expect a combination of the following assessment tasks:

- Oral presentations – 10-12 mins
- Research essay – 1000-1500 words
- Examinations – 90 minutes
- Creative responses – creative component and rationale.

Accredited
Students can expect a combination of the following assessment tasks:

- Oral presentations – 8-10 mins
- Research essay – 700-800 words
- Examinations – 60 mins
- Creative responses – creative component and rationale.

Sociology (T/A)

Sociology empowers students to develop an understanding of how subjectivity and society are interconnected, thereby allowing them to better appreciate how their own identities, beliefs, struggles, and experiences are profoundly shaped and reshaped through the interplay between micro and the macro dimensions, across time and space.

Students critically analyse and deploy sociological theories, concepts and methods that variously attempt to explain and understand social change, causes, processes, and consequences of social phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply Sociological theories. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Sociological skills, knowledge and understanding empower students to become engaged, active, reflexive citizens. In understanding a wide range of social phenomena, students develop intercultural understanding and cultural competence.

The study of Sociology provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

Course content

Sociology units offered are:

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

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

Applying Sociology
This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

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

Languages

Continuing Japanese (T)

Learning an additional language such as Italian or Japanese broadens students' cognitive and cultural experiences and develops their communicative and intercultural capabilities. It also assists in the development of new perspectives in relation to other cultures and languages, in addition to students' own linguistic and cultural practices.

The benefits of learning an additional language include improved awareness and application of learning, literacy and numeracy skills, enhanced critical, creative and collaborative thinking and, most importantly, intercultural understanding for global citizenship.

Senior Japanese is designed for students who have studied either Italian or Japanese in Year 9 and 10. The inquiry focus in each unit explores concepts and processes unique to these languages and cultures and builds capability in deconstruction and reconstruction of written and spoken texts.

The course prepares students for tertiary languages studies and employment, or can be undertaken for enjoyment. Students may complete a minor or major in this subject. The major consists of four units of study and a minor consists of two units. Each unit is one semester in length. The four units are as follows:

Unit: The Individual (1.0)	Unit: Society & Community (1.0)	Unit: The Changing World (1.0)	Unit: Diverse Perspectives (1.0)
Students learn about 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 explore how to participate in society and the community. Students learn how different language communities are organised. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own.	Students learn how values and culture/s shape an understanding of and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.	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 explore, through the target language, a diversity of cultural expressions in the arts and sciences.

Assessment requirements

- Inquiry Based task/s – 40%
- In class language skills tasks – 60%
  (consisting of oral interview, writing and responding tasks)

Mathematics

In completing courses in Mathematics students should increase their mathematical skills and apply their knowledge to solve problems in a range of situations. Students will have the opportunity to develop confidence in the use of technology and their ability to communicate mathematical ideas effectively.

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

When deciding upon which course to study, you should consider the following in order of importance

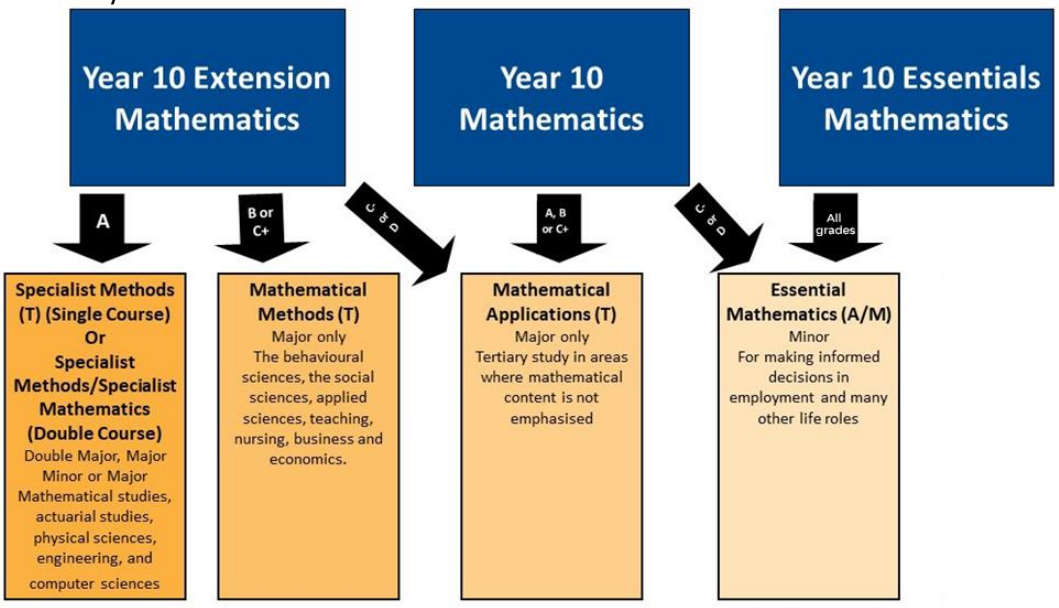
- your performance in Years 9 and 10 Mathematics
- your teacher's formal recommendation
- your interest in mathematics
- the mathematical requirements of your career choice

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 is extremely difficult to change courses after the first two weeks of a semester and still be credited with a unit in Mathematics for that Semester.

Changing courses at the semester break is permitted, however it often requires students to catch up on missed content as concepts introduced in previous units are assumed knowledge for later units.

Students who choose to study Specialist Mathematics, Specialist Methods or Mathematical Methods may be required to purchase a graphical calculator or alternative software, as advised by their teacher, for use in class and in formal assessment. The following flowchart should be taken into consideration when choosing a Maths level of study.



Specialist Mathematics (T)

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics Vectors in the plane Geometry	Trigonometry Matrices Real and complex numbers	Complex numbers Functions and sketching graphs Vectors in three dimensions	Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment requirements (per unit)

- Mid-semester test (60-90 minutes)
- Investigation (2-6 week take home task). May also include an in-class validation
- End of semester test (90-120 minutes)

Specialist Methods (T)

Specialist Methods provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion.

Students interested in the Specialist Mathematics Course as a single major course of study should select Specialist Methods. Students interested in Specialist Mathematics as a double major course of study should select Specialist Methods and Specialist Mathematics.

Unit 1	Unit 2	Unit 3	Unit 4
Functions and graphs Trigonometric functions Counting and probability	Exponential functions Arithmetic and geometric sequences and series Introduction to differential calculus	The logarithmic function Further differentiation and applications Integrals	Simple linear regression Discrete random variables Continuous random variables and the normal distribution Interval estimates for proportions

Assessment requirements (per unit)

- Mid-semester test (60-90 minutes)
- Investigation (2-6 week take home task). May also include an in-class validation
- End of semester test (90-120 minutes)

Mathematical Methods (T)

The major themes of Mathematical Methods are calculus and statistics. 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. In developing calculus and statistical concepts, Mathematical Methods includes studies of algebra, functions and their graphs and probability.

Unit 1	Unit 2	Unit 3	Unit 4
Functions and graphs Trigonometric functions Counting and probability	Exponential functions Arithmetic and geometric sequences and series Introduction to differential calculus	Further differentiation and applications Integrals Discrete random variables	The logarithmic function Continuous random variables and the normal distribution Interval estimates for proportions

Assessment requirements (per unit)

- Mid-semester test (60-90 minutes)
- Investigation (2-6 week take home task). May also include an in-class validation
- End of semester test (90 minutes)

Students interested in Further Mathematics as a double major course of study should select Mathematical Methods and Mathematical Applications.

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 1	Unit 2	Unit 3	Unit 4
Consumer arithmetic Algebra and matrices Shape and measurement	Univariate data analysis and the statistical investigation process Applications of trigonometry Linear equations and their graphs	Bivariate data analysis Growth and decay in sequences Graphs and networks	Time series analysis Loans, investments and annuities Networks and decision mathematics

Assessment requirements (per unit)

- Mid-semester test (60-90 minutes)
- Investigation (2-6 week take home task). May also include an in-class validation
- End of semester test (90 minutes)

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 offer student the opportunity to prepare for post-school options of employment and further training.

Unit 1	Unit 2	Unit 3	Unit 4
Calculations, percentages and rates Measurement Algebra Graphs	Representing and comparing data Percentages Rates and ratios Time and motion	Measurement Scales, plans and models Graphs Data collection	Probability and relative frequencies Earth geometry and time zones Loans and compound interest

Assessment requirements (per unit)

- Mid-semester test (60 minutes)
- Investigation (2-6 lessons in class task)
- End of semester test (60 minutes)

Performing Arts

- **Dance (T/A)**
- **Drama (T/A)**
- **Music (T/A)**
- **Live Production and Services (A/M/V)**

Performing Arts courses at St Francis Xavier College aim to inspire, challenge and ignite the imaginations of students by providing them with an engaging, rigorous and enriching curriculum and co-curricular opportunities. All courses provide a nurturing and inclusive environment which fosters personal growth, creativity, collaboration, skill development and refinement and facilitates the students' ability to truthfully express how they perceive the world from a critical and creative perspective.

The Performing Arts Department is a vibrant part of the College community offering units that extend beyond the classroom, involving lunchtime, evening and community performances. We offer state-of-the-art facilities for Music, Dance, Theatre and Technical Production, as well as a wide range of BSSS courses for students interested in both professional and vocational pathways.

Studying a Performing Arts course enables students to improve their communication, creativity, empathy, critical thinking skills, artistic expression, self-confidence, emotional intelligence, coordination, resilience, identity, sense of belonging, discipline and commitment. Our commitment to the pursuit of excellence is reflected in our students' achievements at the College and beyond.

Dance (T/A)

In *Dance*, students learn as artists, by making, performing and interpreting dance performances that communicate to audiences. They learn as audiences, by responding critically to dance. Students develop skills in appreciating, creating, performing, and producing dance independently and collaboratively for a range of contexts.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Dancers become highly skilled at working with others and communicating clearly to achieve joint enterprises.

Students learn and explore various styles, techniques and performance skills. They discover and use the elements of dance, choreographic tools and safe dance practices and will develop their analytical and evaluative skills through the exploration of the social, cultural and historical significance of dance works, styles, companies and practitioners.

Students are given a minimum of two live performance opportunities throughout the year including MADD Night, which takes place in our very own College Theatre and the Ausdance Youth Dance Festival which takes place at the Canberra Theatre.

Course outline (sample)

Semester 1: Dance in Context
Semester 2: Creativity in Dance
Semester 3: Innovation in Dance
Semester 4: Communicating Meaning in Dance or Independent Study
Please note other Dance units from the BSSS may also be offered depending on student demand and availability of resources at any one time.

Course content

Creativity in Dance
Students learn about the creative process and develop the ability to create and perform dance works with intention, originality and impact on audiences and develop their imagination and ownership of ideas and dance works. They explore the creative processes of various pioneering and contemporary dance practitioners and engage with the history, lineage, technical dance skills and the creative processes of dance. They apply the creative process, experiment and refine techniques and use problem-solving strategies to express understandings of teacher directed and professional repertoires, self, community and the world.

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

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

Communicating Meaning in Dance
Students learn about how meaning is communicated in a variety of dance forms and styles. They explore technical dance skills, stage craft and production elements from chosen dance styles for communicating their ideas to an audience and reflect on their success. Students apply their dance literacy, knowledge, skills and understandings to

communicate their arguments and insight into teacher directed and professional repertoires, themes and issues. This unit provides the opportunity for students to say something as well as make and perform something.

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

Assessment requirements

Year 11/12 Dance (T)

- Major performance 30%
- Research task (1200-1500 words) 30%
- Choreography task and rationale 40%

Year 11/12 Dance (A)

- Major performance 35%
- Research task (1000-1200 words) 25%
- Choreography task and rationale 40%

Drama (T/A)

Drama is an integral art form as it makes meaning of the world through enactment to represent, question and communicate concepts and ideas. The study of Drama enables learners to engage with innovative thinkers and to experience drama as artists and audience members.

In making dramatic performance, students learn about the elements of drama, rehearsal strategies, workshopping, improvising, preparing the body and technical and performance skills to engage and communicate with an audience.

In responding to Drama performance, students learn about theory, the elements of production, performance styles, presentation of dramatic works, audience and drama criticism and the roles of directors, actors, playwrights. Students will develop an informed critical appreciation of dramatic works, considering drama practices, elements, genres, styles, production techniques and conventions in the construction of meaning.

They interpret, analyse and evaluate the social, cultural and historical significance of drama. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

Each semester, Drama students have the opportunity to showcase their work in a live performance in our professional theatre with state-of-the-art lighting, sound and multimedia systems. Performances include full scale plays, productions and concerts that are run by our very own Student Production Crew.

Course outline (sample)

Semester 1: Creativity in Drama
Semester 2: Communicating Meaning in Drama
Semester 3: Drama in Context
Semester 4: Adaptation in Drama
Please note: other Drama units from the BSSS (see below descriptions) may also be offered depending on student demand and availability of resources at any one time.

Course content

Creativity in Drama
Students develop their performance making skills to think imaginatively and flexibly and express their understanding of self, others and the world**.** They examine First Nations Australians dramatic practice that stems from a sense of place. They also explore Realism and Australian Gothic Realism techniques and strategies to achieve their purpose and apply the creative process. Students work collectively, collaboratively and independently to examine the human experience and create new insights.

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

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

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

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

Assessment requirements

Year 11/12 Drama (A)

- Responding research task 30%. 800-1000 words (Yr 11). 1000-1200 words (Yr 12).
- Major performance 40%
- Portfolio task 30%

Year 11/12 Drama (T)

- Responding research task 30%. 1000-1200 words (Yr 11). 1200-1500 (Yr 12).
- Major performance 40%
- Portfolio task 30%

Music (T/A)

The Music course at St Francis Xavier College encourages students to continue to develop their skills on their choice of instrument and build repertoire in a diverse range of styles. All units offer focus on developing performance skills while building knowledge of musical elements including both theory and aural components. There are also many opportunities throughout the year to participate in the school community by taking part in fundraising concerts, performance evenings and special events in our professional theatre with state-of-the-art lighting, sound, multimedia systems and music equipment.

Prerequisite
The Tertiary course has a prerequisite requirement of Grade 3 AMEB standard or equivalent in theory and practical. Previous completion of Year 10 Music, or individual music tuition, or a discussion about the required standards with one of the members of the Music Staff is strongly encouraged.

The Accredited course provides students with the opportunity to improve their musical knowledge and is open for students who are eager to learn more about Music including playing a musical instrument.

Course outline (sample)

Semester 1: Improvisation and Variation in Music
Semester 2: Creativity in Music
Semester 3: Music in Context
Semester 4: Community Meaning in Music or Independent Study
Please note other BSSS Music units (see below descriptions) may also be offered depending on student demand and resources at any given time.

Course content

Improvisation and Variation in Music
Students learn about improvisation and variation through a range of musical genres. They explore how musicians adapt ideas, arrange, improvise and create variation in music. They consider regulatory and ethical issues associated

with using the works of others. Students create music that explores a variety of interpretations of an idea, context, mood, or emotion. They develop skills in adaptability, resilience, critical analysis and versatility.

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

Music in Context
Students explore the works of musicians from different times and places to understand the way social, historical, political and/or cultural contexts have shaped music and impacted audiences. Students create music drawing on forms, styles and techniques from a variety of contexts. They develop insights into intercultural understanding and ethical approaches to music reproduction.

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

Assessment requirements

Year 12 Music T/A

- Minor performance 15%
- Composition task 30%
- Major performance 25%
- Musicology, aural and theory test 30%

Year 11 Music T/A

- Minor performance 15%
- Musicology, aural and theory test 30%
- Major performance 25%
- Composition task 30%

Live Production and Services (A/M/V)

Live Production and Services focuses on the technical and design choices, processes and skills required to support live and blended performances in an increasingly technological industry. In this course, students develop knowledge and understanding of:

- Sound
- Lighting
- Audio visual elements
- Stage management
- Design
- Construction
- Workplace Health and Safety

They develop the technical skills and knowledge for the creative application of traditional and emerging technologies of the live production industry across a broad range of contexts and events such as live productions, assemblies, liturgies, concerts and our SFX College Musical.

This course is 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

The course also provides students with the opportunity to complete a Certificate II in Creative Industries VET qualification or a Statement of Attainment from the Creative Arts and Culture Training Package (CUA).

Moving forward, the SFX RTO is hoping to also offer a Certificate III in Live Production and Services in addition to the Certificate II in Creative Industries. A separate notification will be distributed about this in due course.

It is important to note that our Live Production and Services course will require students to complete extra hours outside of school hours for practical workshops and event set-up/operation.

Course Content (A/M/V)

Across the 2 years of study, students will complete 4 of the following units:

Live Production Industry
Through practical and theoretical applications students investigate the nature of live events and the production elements required for their facilitation. They analyse creative and technical considerations which impact live productions in varying contexts. Students analyse technical specifications to understand a range of effects used to communicate meaning in live productions when implementing and realising design specifications. They apply skills within live production elements with adherence to WHS requirements. Students investigate live production careers and plan for their own opportunities within the industry.

Technical Production
Students analyse the aesthetic principles of technical elements of productions and their impact on audience response. They investigate and apply the knowledge, skills, and understanding necessary for developing and implementing technical staging elements of live productions. Students investigate existing and emerging analogue and digital technologies in productions and apply those skills to enhance live events and productions. They develop and apply communication skills for planning, implementing, and reflecting on productions and events.

Event Operations
Students explore the knowledge and skills required for the collaborative development and implementation of live events. Students explore the nature of leading and supporting roles and how they contribute to the planning and facilitation of live performances. Students examine and solve problems typically experienced in these roles. They analyse the purposes, processes, and responsibilities of different sections of live production events throughout production stages. Students apply communication skills specific to operational roles. They develop the interpersonal and communication skills to work collaboratively throughout all stages of production.

Design for Production
Students investigate production design principles, methods, routines, and practices used in the development and implementation of live productions. They analyse productions and events to understand the elements of successful production design, development, and implementation. Students interpret design and technical specifications to understand the form and purpose of a production. They investigate existing and emerging technologies used in live productions and how they can be applied for creative purposes. Students apply design system processes, elements, and technical production knowledge necessary for developing, realising and implementing live events. They analyse, evaluate, and reflect on productions and consider improvements for future events.

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

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Assessment requirements

- *Practical assessment* may include bump-in/bump-out for events and operating equipment for events across a variety of roles.
- *Theory assessment* may include research tasks based on current industry practice and roles/occupations in the Entertainment Industry, quizzes, and knowledge portfolio.

Qualification (V): Certificate II in Creative Industries

Qualification: CUA20220 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:

CORE UNITS:

- BSBTWK201 Work effectively with others
- CUAWHS312 Apply work health and safety practices
- CUAIND211 Develop and apply creative arts industry knowledge

ELECTIVE UNITS:

- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry – prerequisite for the White Card unit (CIT delivery)
- CPCWHS1001 Prepare to work safely in the construction industry – White Card (CIT delivery)
- RIIWHS204E Work safely at heights (CIT delivery)
- CUALGT211 Develop basic lighting skills
- CUASOU211 Develop basic audio skills and knowledge
- CUAVSS211 Develop basic vision system skills
- CUASTA211 Develop basic staging skills
- BSBSUS211 Participate in sustainable work practices
- BSBPEF101 Plan and prepare for work readiness
- CUAIND311 Work effectively in the creative arts industry
- BSBCMM211 Apply communication skills
- CUASTA212 Assist with bump in and bump out of shows
- CUAFOH211 Undertake routine front of house duties
- CUAFOH212 Usher patrons
- BSBPEF202 Plan and apply time management
- CUADES202 Evaluate the nature of design in a specific industry context
- BSBCRT201 Follow a design process

Religion

- **Religious Studies (T/A/M)**
- **World Religions (T/A/M)**

Religious Studies is a compulsory minor for Year 11 students only. Students in Year 12 can choose to continue with Religious Studies units, which will allow them to develop some crucial skills, understanding and appreciation of religiously diverse groups in Australia. Students will also be exposed to some challenging questions and most current issues from the religious perspectives. These perspectives may be very useful for AST written component and prepare students for future life or studies.

Religious Studies helps develop much desired soft skills such as communication, teamwork, creative and critical thinking, ethical decision making, problem-solving and conflict resolution. Religious Studies promotes critical thinking skills, which interrogate the big questions of life and critically examine the evidence and arguments given in the various answers by religious and philosophical authorities.

Religious Studies foster moral and ethical development and offers students the opportunity to gain crucial skills in intra-personal, inter-personal and inter-cultural understanding. Students are also given the opportunity to develop skills of critical evaluation and reflection which are crucial to all career fields, personal development and relationships.

As such, Religious Studies offers pathways into a multitude of academic studies and career pathways, such as Theology, Philosophy, Psychology, Education to name a few. Religious Studies involves learning about the phenomenon of religion in general and the expression of it within specific religious and philosophical traditions. Religion exerts an important influence on the lives of individuals and societies. Understanding the nature of religion, its practices and its expressions give students' greater understanding of themselves and the world in which they live.

Double major in Religious Studies may be offered as an offline course to the students with the highest and most consistent results.

Religious Studies (T/A/M)

In 2021 the BSSS introduced eight discrete units under two courses – Religious Studies and World Religions. At SFX College Religious Studies draws units from both courses.

Religious Studies units:

- Exploring Meaning
- A Good Life
- Expressions of Faith and Spirit
- Negotiated Study

World Religions units:

- Influence, Community, Culture and Power
- Religion and Popular Culture

Year 11 course information

For each unit a minimum of two belief systems must be studied in depth. Beliefs systems may include world religions or first nations spiritualities.

Semester 1 Exploring Meaning

Big question: How have religious traditions and spiritualities contributed to an understanding of the fundamental questions of meaning and purpose and provided transformative experiences over time and across cultures?

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

Assessment requirements:

- Task 1: Research essay
- Task 2: Creative task
- Task 3: Exam

Semester 2
Influence, Community, Culture and Power

Big question: What influence do religious and spiritual traditions have on cultures, communities and social justice?

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.

Assessment requirements:

- Task 1: Research task / Community project
- Task 2: Oral presentation
- Task 3: Exam

Year 12 course information

Semester 1 - compulsory unit
A Good Life
Big question: What does it mean to live 'a good life"?

In this unit students examine moral and ethical principles of various religious and spiritual traditions that express what it means to live a 'good life'. They explore and critique personal, communal and institutional ethical practices and moral responsibilities prompted by religious and spiritual traditions that aim to foster fulfilment and a 'good life'.

Assessment requirements:

- Task 1: Research response / report
- Task 2: Seminar presentation
- Task 3: Exam

Semester 2 - elective choices
(Subject to timetable flexibility)

Expressions of Faith and Spirit
Big question: How is faith and spirituality expressed through creative expression?

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.

Religion and Popular Culture
How does popular culture impact on religious and spiritual beliefs and behaviour? How can religious and spiritual traditions use popular culture to promote their beliefs and values? Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and affect popular cultures and how popular cultures create and re-enforce stereotypes.

Negotiated study
Big question: What are the burning questions about faith and spirituality that I want to explore?

This unit empowers students to make decisions about their own learning. The content is decided upon by a class, group(s) or individual student in consultation with the teacher

There are opportunities here to study such areas as:

- Psychology of Religion
- Independent Studies

Psychology of Religion
In this unit students study psychological theories, concepts and perspectives that inform their understanding and awareness of religious and spiritual beliefs. Students also examine the capacity of psychological, spiritual and religious perspectives that influence the development of faith, spirituality, happiness, wellbeing and relationships.

Independent Studies
Students with the highest results in the last three semesters may be offered 'Independent Studies,' which is based on thorough research of the carefully selected topics of interest.

Science

- **Biology (T/A)**
- **Chemistry (T)**
- **Earth and Environmental Science (T/A)**
- **Food Science and Nutrition (T)**
- **Human Biology (T)**
- **Physics (T)**
- **Psychology (T/A)**

The courses offered in the Science Department are structured to prepare students for studying Science at university and other educational institutions. In these courses, students are provided with a comprehensive foundation of information and experiences for those students who have demonstrated an interest in Science. When choosing a Science course, students should take care to select courses that are both within their academic ability and appropriate to their vocational aspirations.

All courses have a large practical component that forms an essential part of assessment. Student performance will be assessed using a range of assessment tools. Each course consists of four sequential semester units.

Biology (T/A)

This course is for students who have found Biology an interesting discipline of Science or for those who wish to increase their general knowledge about the living world. It provides a comprehensive understanding of living things and their place in the environment. The course prepares students for tertiary studies in fields that have a biological basis (including Botany, Zoology, Human Biology and Environmental Studies). This course is following the Australian Curriculum for Biology.

Course content

Biodiversity and Connectedness (Prerequisites-Nil)
Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

Cells and Organisms (Prerequisites-Nil)
Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. Human Anatomy and Physiology is a major focus of this unit.

Heredity and Continuity of Life (Prerequisite-Cells and Organisms)
Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection to examine changes in populations. Genetics and reproductive strategies are a major focus points for this unit.

The Internal Environment (Prerequisite- Cells and Organisms)
Students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and they consider the factors that encourage or reduce the spread of infectious disease at the population level. The study of disease is the major focus of this unit.

Assessment requirements

- Formal practical report from excursion (2000 words) – 30%
- In-class data analysis test (90 mins plus research component 1000 words) – 30%
- Semester exam (90 minutes) – 40%

Chemistry (T)

Chemistry forms a solid foundation for those students wanting to undertake further study in the fields of Science, Engineering or Health Sciences. The course is structured to give students every opportunity to gain laboratory skills necessary for continued study of Chemistry. Emphasis is placed on the skills of data analysis and formal scientific reporting. The course also covers strategies necessary for dealing with quantitative chemical concepts.

Course content

Chemical Fundamentals (Prerequisites – nil)
Students use 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.

Molecules (Prerequisite – Chemical Fundamentals)
Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

Equilibrium and Redox Reactions (Prerequisites – Molecules)
Students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems

Structure, Synthesis and Design. (Prerequisites – Equilibrium and Redox Reactions)
Students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

Assessment requirements

- Research task (2500 words) – 25%
- Term test (60 mins) – 25%
- Practical task and formal report (2000 words) – 25%
- Final exam (90 mins) – 25%

Pathways

Chemistry offers a wide range of experiences and acts as a gateway course to a variety of Science disciplines in the Tertiary study area. These include, but are not limited to:

- Theoretical and Applied Chemistry
- Biochemistry
- Environmental Management
- Human and Animal Physiology
- Medicine and Pharmaceuticals.

Earth and Environmental Science (T/A)

Earth and Environmental Science connects Earth systems, ecosystems and renewable resources, with the challenges of managing and mitigating natural and human-induced hazards and changes to our planet. There is a strong emphasis on practical activities and assessment tasks, and excursions to back-up and enhance learning in the classroom. The excursions also give students enjoyable and memorable outdoor educational experiences.

Course content

Introduction to Earth Systems
Students explore the development of Earth's internal and surface structure by studying the rock cycle and techniques for interpreting geological features and the processes that formed the atmosphere and oceans. The development of the biosphere is studied by examining the fossil record and relating it to ancient and modern ecosystems, and mass extinction events.

Earth Processes
Students investigate how heat and gravitational energy in Earth's interior drive movements of Earth's tectonic plates. They analyse how air masses and ocean water move as a result of solar energy transfer and cause global weather patterns, and study the storage, transfer and transformation of energy through and within ecosystems and biogeochemical cycles, such as the carbon cycle.

Living on Earth
Students examine non-renewable mineral and energy resources, and the processes that guide resource exploration and extraction. They investigate the quality and availability of renewable resources, including water, energy resources and biota; and how natural and human-mediated changes influence resource availability and sustainable management.

The Changing Earth
Students investigate the causes and effects of naturally occurring Earth hazards including volcanic eruptions, earthquakes, tsunamis, cyclones and bushfires. They examine ways in which human activities can contribute to the frequency, magnitude and intensity of Earth hazards such as floods, fire and drought. This unit ends with a detailed study of the causes, effects and mitigation of global climate change.

Assessment requirements

- Practical task or experiment report 25%
- Research report 25%
- Open-book test (60 minutes) 20%
- Exam (90 minutes) 30%

Pathways

Students completing the course will have a much greater appreciation of the wonders of the Earth and how it works and be able to make informed choices about managing the Earth's resources. Students completing the T course will be well prepared to undertake tertiary studies in Earth and Environmental Science. Career opportunities include:

- Exploration Geologist or Geophysicist
- Environmental Scientist
- Meteorologist
- Forestry
- Park Ranger
- Environmental Lawyer
- Renewable Energy Specialist
- Disaster Management and Recovery

Food Science and Nutrition (T)

In Food Science and Nutrition, students integrate scientific method, knowledge and skills and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. In practical scientific investigations, students formulate and test hypotheses by collecting, presenting, analysing and evaluating data in order to describe trends and clarify theoretical concepts related to food and nutrition. Food Science and Nutrition delivers two units in each of the two domains of study: food science and human nutrition.

Course content

Properties of Food (prerequisites – nil)
Students investigate the properties of the components of foods. They explore how sensory, physical and chemical properties influence the selection and use of foods. Using scientific methods, students examine the functional properties which determine the performance of food and how these properties determine the way foods are selected, stored, prepared, presented and preserved. Students explore technologies that are applied to create innovative foods and products for consumers.

Food Processing and Products (prerequisites – nil)
Students examine the processes of food product development and manufacture in terms of market, technological and environmental considerations. They use a variety of food science processes and principles to design, produce and evaluate food products, services or systems and develop their expertise with technology and communication. They examine the role and responsibilities of authorities that regulate food in Australia and the advertising and marketing laws related to food and beverages.

Food Origins (prerequisites – nil)
Students learn about the different sources, origins and use of food commodities. They consider the factors that impact choice when purchasing and consuming food and explore the ways food products are provided to meet the needs and requirements of different demographic groups. Students examine issues that impact sustainable practices in the production of food commodities. They explore how food origins influence food security, food selection models, dietary guidelines and the use of goal setting to achieve nutritional health through research and practical investigations.

Food and Nutrition (prerequisites – nil)
Students develop an understanding of the relationship between food and human nutrition for optimal health through a balanced diet. Through theory and practice, students examine food processes that affect nutrition, food quality and supply. They research the effect of nutrients on health and investigate a range of diet-related health conditions that affect individuals and population groups.

Assessment requirements

- Practical investigation – 35%
- Research Task – 30%
- Final exam (90 mins) – 35%

Pathways

The Food Science and Nutrition course enables students to connect with further education and training, university and employment pathways and enhances employability and career opportunities in areas that include:

- Nutrition
- Health
- Food and beverage manufacturing
- Food production
- Food processing and nutrition technological developments
- Community services
- Hospitality and retail

Human Biology (T)

Human biology covers a wide range of ideas relating to the functioning of the human biology. Students studying human biology will:

- learn about the human body, relating the structure and function in the human body
- examine how humans survive in challenging environments
- research causes of human body dysfunction, treatments and preventative measures
- explore reproduction and the development of the foetus

Course content

The Essentials of Human Life
Students study the essential developments in human physiology and the different cells in the body that allow a human to survive. They discuss the anatomy of different tissue types in the body and how systems work together to provide the essentials for human life.

The Aging Human Body
Students examine the development of the human body from conception to the older individual. They discuss the technical advancements that improve health outcomes for embryos as well as aged people. Students learn how different tissue types change over the life of an individual.

Human Health and the Environment
Students investigate the impact of environmental conditions upon the health of humans both at the individual and population level. Environmental factors as well as personal factors such as mental health will be discussed to give a wide perspective to the study of human health.

Treating the Human Body
Students study the exponential growth of research and knowledge about the functioning of the human body that informs the Western mode of treating illness and also consider alternative ways of treating illness in Australia. The veracity of alternative diagnosis and treatment methods will be interrogated.

Assessment requirements

- Research report (1500-2000 words) – 30%
- Histology test (60 mins) – 35%
- Final exam (90 mins) – 35%

Pathways

Human biology provides a valuable foundation for students who wish to follow a variety of career pathways by introducing them to the concepts, foundations and technical language relating to the human body.
The skills learnt in human biology enables students to make informed decisions about their pathways into tertiary studies. These include:

- Medicine
- Nursing
- Nutrition
- Allied Health (Physiotherapy, Occupational Therapy, Speech Pathology, Osteology, Paramedicine)
- Public Health Policy/Education

Physics (T)

Physics is a fundamental Science and forms a solid foundation for those students wanting to undertake Engineering courses or Physics at a tertiary level. This course endeavours to develop a student's ability to understand the properties and nature of matter, the various forms of energy and the interaction of energy and matter. Skills of data analysis and scientific report writing are used throughout the course. Students apply quantitative concepts to better understand the physical world. Sound mathematical skills are required for this course and a minimum level of Mathematics Methods is recommended.

Course content

Linear Motion and Waves (Prerequisites – Nil)
Students investigate energy production by considering heating processes, radioactivity and nuclear reactions and investigate energy transfer and transformation in electrical circuits.

Thermal, Nuclear and Electrical (Prerequisites – Nil)
Students describe, explain and predict linear motion and investigate the application of wave models to light and sound phenomena.

Gravity and Electromagnetism (Prerequisites – Linear Motion and Waves and Thermal, Nuclear and Electrical)
Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves.

Revolutions in Modern Physics (Prerequisites – Linear Motion and Waves and Thermal, Nuclear and Electrical)
Students investigate 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.

Assessment requirements

- Weekly reflection journal (200 words per week) – 10%
- Investigative project (approx. 2500 words) – 35%
- 3 x topic tests (60 mins each) – 20, 20, 15%

Pathways

The study of Physics opens a significant pathway into Tertiary Science for students who complete this course. Some of these options include:

- Theoretical Physics
- Engineering
- Astrophysics
- Building design and construction
- Rocketry and mechanic

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 of biological, social and psychological factors in individuals and groups.

Course content

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

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

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

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

Assessment

- Written report – 30%
- Portfolio – 30%
- Final exam – 40%

Pathways

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. Students develop their knowledge and understanding of theories, concepts and perspectives to explain cognition, feelings and behaviour. They analyse the nature and purpose of psychology and develop insights into types of feelings, thoughts and behaviour across a range of contexts.

Visual Arts

- **Visual Arts (T/A)**
- **Photography (T/A)**
- **Media (T/A)**

The Visual Arts provide opportunities for students to learn to solve problems, think creatively and develop cognitive capabilities which are valuable and transferable for any academic endeavour.

Study of the Visual Arts at the Accredited (A) and Tertiary (T) levels can help to establish career pathways in the Arts, Media and Design industries. The Department of Education, Skills and Employment website has resources regarding careers.

A variety of assessment tasks including written and practical will be used in all units.

Goals

These courses should enable students to:

- critically analyse how meaning is created and interpreted
- communicate meaning in a range of forms and mediums
- use inquiry and problems solving to synthesise styles, forms, processes, practices and theories creatively to produce dramatic works
- apply critical and creative thinking skills
- refine and apply technical skills to create and present meaningful art works
- critically analyse the influence of a diverse range of contexts in visual arts
- reflect on creative processes and own learning
- apply skills to work safely, ethically, independently and collaboratively.

Visual Art (T/A)

This course is suitable for students interested in developing their practical and theoretical skills and understanding to express themselves through visual and written language. The 'T' level is suitable for students considering further study in areas such as Visual Arts, Graphic or Industrial Design, Architecture, Arts education, etc. There is no prior learning required to study Visual Art.

The major course is comprised of four standard 1.0 units, which will be selected in consultation with the classroom teacher according to available resources, student needs and interests. The units include theory, teacher-directed work and student initiated major works.

Organisation of content

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

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

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

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

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

Assessment criteria

Students will be assessed on:

- Making
- Responding

Photography (T/A)

This course is suitable for students who have developed an interest in the Visual Arts and/or Photography in high school or who may be contemplating tertiary studies or a career in this field. A minor or major in Photography is a useful addition to a portfolio for entrance into Photography, design or art courses at tertiary institutions. There are no prerequisites for the study of Photography in Semester 1 year 11. The Photography Practice unit is a prerequisite for Semester 2 Year 11.

Both Accredited (A) and Tertiary (T) courses consist of four 1.0 standard units. These courses assume no prior photographic experience. Students learn SLR camera operations and explore the possibilities associated with the use of the elements and principles of design. They are also introduced to appropriate file storage and management procedures and experiment widely with digital media manipulation. Many skills associated with producing a body of digital work are developed.

Approaches to the use of different compositional devices, the application of natural and studio lighting and the incorporation of a range of lenses and filters is a focus. Students also develop an ability to manipulate their images further, practising many Photoshop techniques for specific effect. The history of photography, its pioneers and masters are studied as well as the development of photography into a modern art form.
Both teacher and student directed activities form a part of each unit.

Organisation of content

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

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

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

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

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

Assessment criteria

Students will be assessed on:

- Making
- Responding

Media (T/A)

Media is a unique art form that influences our perception and understanding of the world. The study of media enables learners to engage with innovative thinkers and practitioners and to experience media as producers and audience members.

In the making of media products, students learn about:

- media codes and conventions
- representation
- workflow end-to-end production
- technology and production process
- how to engage an audience

Students will develop an informed critical appreciation of media products, considering media practices, elements, genres, styles, production, techniques and conventions in the construction of meaning. The study of media equips students with communication skills while also providing continuity with many tertiary and industry courses.

The course is comprised of four standard 1.0 units, which will be selected in consultation with the classroom teacher according to available resources, student needs and interests. The units include teacher-directed work and student initiated major works.

Organisation of content

Creativity in Media

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

Entrepreneurship in Media

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

Media in Context

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

Narratives in Media

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

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study and negotiated with their

teacher. An Independent study unit requires the Principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Assessment criteria

Students will be assessed on:

- Making
- Responding

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