



ST EDMUND'S COLLEGE

CANBERRA • EST 1954

Senior Course Guide



2020

INTRODUCTION

Welcome to the Senior Course Guide 2020 for St Edmund's College, Canberra, a Catholic school living the tradition of Blessed Edmund Rice where faith is translated into action. Fundamental to this are the relationships our students develop with each other, their teachers and the wider community. At St Edmund's College we are focused on the students taking responsibility for both their actions and learning. We encourage a spirit of inquiry amongst our boys and the development of independent learning skills.

In Years 11 and 12, the results of our students, along with those of other ACT Colleges are recognised through the Board of Senior Secondary Studies (BSSS) to receive an ACT Senior Secondary Certificate. This certificate requires adherence to BSSS policies and procedures by students and staff.

At St Edmund's College we have developed two distinctive pathways for senior students. The first pathway is for those students seeking the ACT Senior Secondary Certificate. Our other pathway is for students who in addition to the ACT Senior Secondary Certificate are also seeking tertiary entrance. Our classes are streamed to have like minded students being taught by teachers who engender an atmosphere of seeking understanding. The pathways that are available are explained in this booklet.

The pastoral focus of the College is to develop young men who will be just, honest and of service to others. As seniors, our students assume leadership roles within their House groups and are provided with a range of opportunities to mentor younger students. The Co-curricular program offers a large number of team and individual sports as well as opportunities in the performing arts, cultural and other pursuits.

While we seek to extend all our boys and encourage the pursuit of excellence in all endeavours, our focus is emphasising the importance of achieving one's personal best; of setting realistic goals of building resilience to deal with setbacks and most importantly, to develop a sense of service to the wider community.

We believe that St Edmund's College is helping to develop young men of good character.

Mr Joe Zavone
Principal

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OUR TRADITION

I was hungry and you gave me something to eat. I was thirsty and you gave me something to drink. I was a stranger and you took me in, I was naked and you covered me, I was sick and you visited me. I was in prison and you came to see me. (Matthew 25: 42-43)

Born in Callan, Ireland in 1762, Edmund Rice came to the bustling city port of Waterford as a young man. He was talented and energetic and soon became a very wealthy man.

Leaders among the laity at the time were found among merchant traders, farmers and trades people and were then the basis in building up the church. Edmund Rice was at the centre of a group of like minded business merchants and was a member of the Catholic committee advocating Catholic Emancipation.

After a period that saw a number of close family members pass away, an awareness of a deep spirituality emerged in Edmund Rice. When growing up, he had always valued and lived his faith. As an adult, he had a strong sense of Divine Providence at work in one's life and he became more intent on searching for what God wanted of him.

In 1793, Edmund was a founding member of the Trinitarian Orphan Society devoted to the care and education of the poor in Waterford, Ireland. He took a further, more significant step at the turn of the century when he founded the Christian Brothers. The Brothers were determined to help those on the margins and saw education as the key to influencing the poor in the community.

In 1868, the work of the Christian Brothers began in Australia under the leadership of Brother Ambrose Treacy. As a result of the Christian Brothers' heritage and tradition, we have received our *charism*; our dominant emphasis in mission – that mission being the education of the poor and those at the margins.

'The vision and mission have their heart in the mission and ministry of Jesus, the Catholic Church and the charism of Edmund. In this context there is a need to look at the sum total of the Gospel message, the Tradition of the Church and the unique response made by Blessed Edmund to the movement of God's spirit'.

(Edmund Rice Education Australia Charter Document)

CHARTER

For Catholic Schools in the Edmund Rice Tradition

As Catholic schools in the Edmund Rice tradition, we aspire to be faithful to these four touchstones:

Liberating Education:

We open hearts and minds through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope filled and free to build a better world for all.

Gospel Spirituality:

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

Inclusive Community:

Our community is accepting and welcoming, fostering right relationships and committed to the common good.

Justice and Solidarity:

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised, and the Earth itself.

MISSION

Mission Statement:

St Edmund's College Canberra is a Catholic School in the Edmund Rice tradition.

Our purpose is to embrace the actions and teachings of Jesus to educate and form young men of diverse needs to strive for their best, to be compassionate and of service to others.

We aim to achieve:

- our personal best in all we do
- education that is inclusive, creative and challenging
- personal growth through faith, compassion and justice.

We seek to lead:

- vibrant communities that seek equality and justice
- by example, through service to others
- with humility, respect and honour.

Our prime focus is on offering a holistic education for our students.

We aim to give our students opportunities to grow academically, socially, culturally, spiritually, morally and physically.

This vision is embodied in our statement, Achieving today. Leading tomorrow. This grew out of our full school teaching and learning renewal discussions.

SCHOOLWIDE PEDAGOGY

We challenge ourselves to expand our ideas and our own learning. We see potential barriers as opportunities for innovation. We approach challenges critically and analytically. We expect nothing less than our personal best in all that we do so that our individual and collective potential is realised.

We collaborate with other professionals to provide a learning environment of excellence. We share ideas and cooperate within faculties and across faculties. Students collaborate with one another in groups and ensembles. Team work, discussion and debate are valued and encouraged. Students take an active part in directing their own learning. The knowledge, skills and experiences of parents and the community are sought and are integral to the students' learning. We respect the perspectives of others.

We create a learning environment that encourages experimentation and exploration of ideas. All faculties encourage creative thinking and students are given opportunities to expand their understanding and to express their ideas in creative ways.

We contemplate our place in the world and encourage students to approach all subject areas with a sense of wonder. We provide quiet times for prayer and reflection. We teach students to be good listeners and to invite enquiry in search of meaning and truth.

We connect with each other and with the world through personal relationships and emerging technologies. The teaching and learning in the classroom is applicable to real world situations and students are encouraged to take advantage of all resources available. We connect with local, national and international communities and we support those who are under privileged. We look after others and are sensitive to those with different cultures or backgrounds. We are inclusive in the tradition of Edmund Rice.

We Celebrate students' needs, backgrounds, perspectives and interests and ensure it reflects in their learning programs.

THE SENIOR STUDENT

When a student seeks re-enrolment (or enrolment from another college) at St Edmund's College, certain assumptions are made by the College and its teachers.

Firstly, since the student is now beyond the compulsory school learning age it is assumed that he is making the decision to continue his formal education voluntarily. Consequently, it is further assumed that he understands that the responsibility for effort and work output is his and not his teachers.

Secondly, it is assumed that the student is fully informed of the College's expectations of him with regard to behaviour and general attitudes. This being the case and remembering that he has voluntarily come on to the senior years of St Edmund's College life, self-discipline ought to have replaced, for the most part, the needs for external applied discipline.

If these two assumptions are realised by students, then senior years have much to offer a young man at St Edmund's. Full maturity will be the outcome and the student will feel confident in himself, proud of his Alma Mater and look forward to graduation into the adult world.

In this and in other respects, senior students are given the opportunity to accept considerable responsibility for student life here.

To gain full advantage from the type of education offered, it is expected that a senior student will become as fully involved as possible in the life of the College. All senior students participate in the Senior Social Justice Program. In this way, they will gain the maximum benefits both academically and generally, from their final two years of secondary education.

SENIOR SOCIAL JUSTICE PROGRAM (Brothers' Program)

Rationale

The idea of the *Brothers' Program* is to encourage the senior students to be conscious and well informed of people, organisations and issues within the wider community. The Senior Social Justice Program has been designed to contribute in the growth of each senior student as a Christian person.

Goals

The prime objective is to develop in students a sense of responsibility beyond the narrow vision of self and to allow them to put their understanding of community into concrete action. This is achieved through:

- teaching modules which communicate the concepts behind community service and the meaning of community development
- encouraging students to reflect on the reason for community service and discussions of relative responsibilities of each member of the community to others
- allowing students to plan projects and use the competencies that they have learnt in the classroom and from other learning environments
- creating opportunities for caring interaction between students and the wider community which involve exposure to the less fortunate or people with high needs
- providing a climate whereby students give feedback to their peer group on the experiences they have had and the meaning of those experiences within their Catholic education.

The Social Justice Program in Year 12 is a diverse program that can include guest speakers presenting on the topic of Christian service. Students undertaking the program complete 20 hours of community service. A certificate is awarded at the end of Year 12 for students who successfully complete this program. Their contribution will be further recognised on their ACT Senior Secondary Certificate as a registered unit in Community Service.

THE ACT SENIOR SECONDARY SYSTEM

The ACT senior secondary system caters for students in Years 11 and 12. The ACT operates a system of school based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS) (refer <http://www.bssts.act.gov.au>). The BSSS is a statutory authority responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Colleges determine the courses (and units) that they offer to students. Assessment in the ACT is continuous school-based assessment. There are no examinations set by a central authority for any subject.

The courses taught in Year 11 and 12 are either developed by the teachers in the College, or developed across the system and approved by the Board of Senior Secondary Studies and the College Board for inclusion in the college education program.

Definitions

Courses

A course is a coherent combination of units derived from a single subject area. All courses are accredited by the Board and included on the Register before they can be taught.

The types of courses offered in the ACT are as follows:

A Course: a course that has been accepted by the ACT Board of Senior Studies as being educationally sound and appropriate for students in Years 11 and 12.

T Course: a course that provides a solid foundation for the study of a particular discipline at tertiary level and/or requiring study at an intellectual level compatible with success in tertiary studies.

M Course: a course that is considered by the Board to provide appropriate educational experiences for students who satisfy specific disability criteria.

H Course: a course that is designed and accredited by an Australian university. Successful completion will be recognised towards an undergraduate degree. H Courses may contribute to the calculation of the ATAR and the units may contribute to the College course.

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

Vocational Program; A or T courses may include vocational programs that lead to a Vocational Certificate or Statement of Attainment. Completion of a vocational course may lead to credit transfer at CIT and other training providers.

Registered Units; R classification is given to a unit or course that is appropriate for students in Years 11 and 12 and is usually designed to provide personal development, recreational or community service activities.

Standard Unit:

The basic component of all courses at St Edmund's College is the standard semester unit. The standard semester unit has approximately 55 hours of timetabled class time and has a value of one point. Some courses have one term units, which have a value of 0.5 of a point.

There are different course types depending on the number of standard units studied in that course:

Minor:	2 standard units or equivalent to two semesters of study in one subject
Major:	4 standard units or equivalent to four semesters of study in one subject
Major Minor:	6 standard units or equivalent to six semesters of study in one subject.
Double Major:	8 standard units or equivalent to eight semesters of study in one subject

The maximum number of standard units that a course area can contribute to the ACT Senior Secondary Certificate is 8.

BSSS CERTIFICATES

ACT Senior Secondary Certificate

The ACT Senior Secondary Certificate is issued at the end of Year 12 to all students who have completed an approved program of studies in Years 11 and 12. The certificate records all units grouped into courses with the grade (A-E) for each unit.

An ACT Senior Secondary Certificate based on a standard package will be awarded on completion of a program approved by the College as having provided a coherent pattern of study and which includes the equivalent of at least 17 standard units from Accredited, Tertiary, Vocational, Modified and Registered units/courses in a period not exceeding five years. Units must be packaged to form at least 3 minor courses.

Tertiary Entrance Statement

The Tertiary Entrance Statement is an additional certificate issued at the end of Year Twelve to all students who qualify for the Australian Tertiary Admissions Rank (ATAR). It contains information used in the calculation of the ATAR, which is required for admission into universities in Australia.

Vocational Certificates

Vocational qualifications are certificates that bear the Nationally Recognised Training logo and are achieved by students meeting the requirements as described in the relevant vocational course.

Secondary College Record

The Secondary College Record is a certificate that may be issued to students at any time during Year 11 and Year 12.

The Secondary College Record reports the units studied by the student, grouped in courses, and where appropriate the unit grades.

Personal skills and qualities covered by references are not included on the Secondary College Record.

The Secondary College Record is made available on request to students who are leaving college, seeking employment, changing colleges or moving interstate, as an up to date record of their current studies.

CHOOSING A COURSE OF STUDY AND CAREERS ADVICE

Students should visit the following websites to access careers information and university course details:

www.seccareers.com.au

www.skillsroad.com.au

www.uac.edu.au

When you move into the final two years of formal schooling it is important to choose subjects that:

- enable you to work from your strengths
- challenge you to make the most of your capabilities
- provide you with the qualification that you need to pursue your career and ambitions after you leave school
- you enjoy studying
- offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- provide life skills
- are your choice and **not** the choices of others

Who to Talk to...

The Careers Adviser at your school will be able to give you career advice and advice about the subjects that you select in Years 11 and 12. When you choose your subjects you will need to make sure that your choices match the ongoing career choices that you want to make. Our Careers page on Canvas also provides useful information and links. The Careers Adviser will be able to help you with information related to:

- subjects required for entry to university
- subjects related to careers/occupations
- relevant subjects for post secondary courses at Registered Training Organisations (RTOs), for example TAFE and private providers

For further information, contact our Careers Adviser, Ms Rebecca Jarman: rjarman@stedmunds.act.edu.au

There are other people apart from the Careers Adviser who you can use as resources to assist you to make informed decisions. They could include:

- subject teachers
- indigenous education workers
- parents
- friends
- lecturers/instructors at TAFE and universities
- community agencies (e.g. job placement organisations, training providers)
- students who are currently studying the subjects you are interested in
- employers or people within an industry or organisation that interests you
- role models or successful people in the career of your choice
- year 10 -12 career information evening at the College
- open days at universities and CIT

The St Edmund's College Careers Information Office is housed in the Senior Library and much information is available on display. Students should make appointments with the Careers Adviser for long consultations. Parents are encouraged to be part of such consultations.

An outline of each course offered by the College is provided in this handbook. Should you require further details of any course, contact the relevant Faculty Leader at the College.

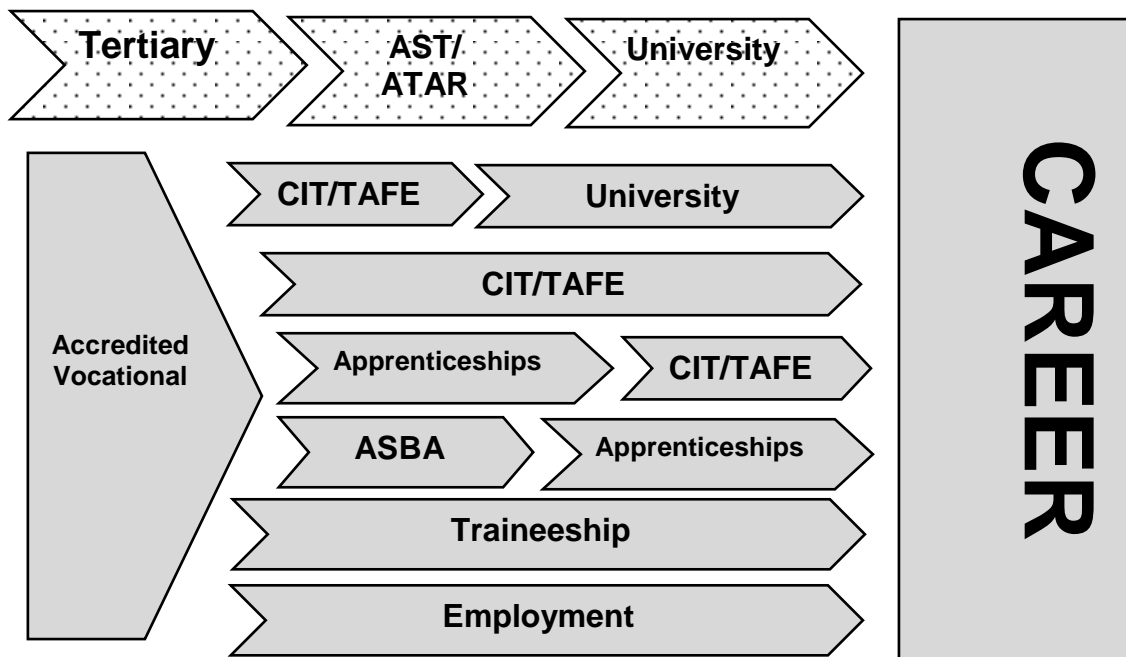
Courses are listed alphabetically.

Read the outlines carefully before making your selection.

Students are encouraged to choose a selection of subjects that combine to form either a **Tertiary Pathway** or a **Vocational/Accredited Pathway**.

LEARNING PATHWAYS

Learning is a lifelong journey and whilst at St. Edmund's College, students in their senior years can elect a learning pathway that best suits their future aspirations.



The Vocational Pathway caters for students who may be seeking further vocational training, apprenticeships, employment or alternative pathways to university.

Possibilities include:

- students who have qualified for a Senior Secondary Certificate at the end of Semester 1 Year 12, may apply for an early leaver's pathway to commence either, further studies at CIT, an apprenticeship or traineeship. These students are still entitled to participate in all graduation celebrations
- part-time students who combine their Year 12 studies with CIT, apprenticeships or traineeships.

The Tertiary Pathway caters for students seeking university entrance.

Students may choose a combination of courses from both pathways and the College allows flexibility in tailoring academic packages that suit the needs of individual students.

Tertiary Pathway

The Tertiary Pathway is for those who seek to gain a Senior Secondary Certificate plus a Tertiary Entrance Statement, which allows entry into a University or equivalent, provided an adequate Australian Tertiary Admissions Rank (ATAR) is achieved.

Tertiary students must select six subjects for study in Year 11.

It is the policy of this College that all students in Year 11 undertake a Minor course in Religious Education. English is compulsory for all students and is a BSSS requirement. Students are free to choose any of the other subjects offered.

Tertiary Entrance Package

To gain a Tertiary Entrance Statement, students need to satisfy the following conditions:

- a) The accredited units must be arranged into courses to form at least the following patterns:
 - four majors and one minor, or,
 - three majors and three minors and of these at least 3 majors and 1 minor courses must be classified as T.

We strongly recommend four majors and one minor as this gives students more choice in calculating their ATAR.

- b) Students must have completed 20 standard units, 18 of which must be T or A, and 12.5 of which must be T units.
- c) The student must also sit for the Australian Scaling Test (AST) and participate in the AST practice program conducted by the College.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a percentile ranking used by universities to assist in the selection of school leavers for entry into their undergraduate courses. It is a ranking of a student relative to the full age cohort. It is reported with a range from 99.95 for the highest ranked student down to 30.00.

The ATAR is reported on the Tertiary Entrance Statement.

University Entry

The majority of university courses require an ATAR above a prescribed cut-off for entry, sometimes subject to certain pre-requisites at Years 11 & 12

Some courses require additional selection criteria and/or procedures. For example:

Medicine and Dentistry courses require a student to apply for and sit the UMAT examination. Applications close in April of the year prior to university entry and the test is conducted in August of the year prior to university entry.

Some courses require a student to sit for the Special Tertiary Admissions Test (STAT). For example, a student wishing to study Veterinary Science at University of Sydney needs to sit for STAT as well as achieving the prescribed ATAR. Some universities will allow entry to selected courses on the basis of a student's performance in the STAT in lieu of an ATAR.

Some universities have entry schemes, which may take the place of, or complement, the ATAR. These include:

- EAS (Educational Access Scheme) for those students who have suffered serious medical/emotional upset over a considerable period of time in Years 11 and/or 12. View this at www.uac.edu.au
- special consideration for those students who have suffered some set-back to their studies in Years 11 and/or 12 but not to the extent of the EAS
- principal's recommendation for those students whose ATAR may be below the required cut-off but who are considered to have the academic/personal potential to succeed at university
- the ACU National Early Achievers' program
- ANU offers Unitest, this is free for those students whose ATAR is below the cut off for ANU
- University of Canberra offers a number of pathways for students whose ATAR is below the advertised cut off.

Students need to contact the Careers Adviser before August 31 of Year 12, for specific information and/or advice.

Both ANU and UC offer courses that extend learning and contribute to certification. They are known as H courses.

What is a H course?

H classification is given to a Year 11 or 12 course that is designed and accredited by an Australian higher education provider, and where successful completion of the course will be recognised towards an undergraduate degree with that provider.

All courses in the UC Accelerate Program (UCAP) have ACT Board of Senior Secondary Studies H course classification and have been approved by the BSSS. When completed, they are equivalent to minors, are treated as stand-alone minors and have the same identifier as the corresponding T course.

Scaled scores from H courses are available for inclusion in the calculation of the Aggregate Score within the limit that the maximum course weight is 2.0 within the same course area.

ANU Secondary College

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

In order to be eligible for this program, students must normally have studied the subject at the highest level available and achieved 'A' grades or equivalent standard.

Application forms will be available online and will need to be submitted directly to the ANU.

University of Canberra – Accelerate Program (UCAP)

You can now accelerate your studies with the University of Canberra's new UC Accelerate Program (UCAP).

Benefits of doing a UCAP H Course:

- contributes a minor to your Year 11 and 12 T package
- counts towards your Senior Secondary Certificate
- course scores contribute to the calculation of your ATAR score
- gives you advanced standing unit credit in undergraduate courses at the university
- provides you with the opportunity to receive an early offer of entry to UC
- provides you with access to a comprehensive tertiary orientation and academic skills support program
- gives you the chance to learn at the university

Vocational/Accredited Pathway

The Vocational/Accredited Pathway is designed for students who seek to gain a Senior Secondary Certificate and then pursue employment and/or CIT. Students should select from Tertiary subjects (including Tertiary/Vocational) or from Accredited subjects including (Accredited/Vocational). Students taking Accredited subjects are very strongly recommended to take at least one Vocational subject.

Increasingly, a greater proportion of students from Years 11 and 12 will do further studies at CIT or enter the workforce. The College has a wide range of Accredited and Vocational courses which meet the needs of these students.

Early Exit – Senior Secondary Certificate

Students who have gained 17 standard units and achieved their VET competencies by the end of their third semester or middle of their fourth semester may apply to be released from the College ahead of other Year 12 students. Having qualified for a Senior Secondary Certificate, these students may then decide to enter the next stage of their career by studying at CIT or commencing full time training in their fourth semester. Contact with these students is maintained and they are invited to all Year 12 Graduation activities.

Work Experience and Structured Workplace Learning (SWL)

Work experience and work placement are integral parts of the accredited package and Vocational courses. All Vocational Certificates require completion of at least one Structured Workplace Learning placement as part of the certification process. An opportunity for the students to complete one of these is conducted during week nineteen of the first semester. However, it is recommended that students do at least one other during the school holiday period to assist with the completion of the process. Below is a guide of the required SWL for each Vocational Course offered by St Edmund's College:

Certificate I in Furnishings

1 SWL placement (Unit 0.5) is expected for Cert I.

Certificate I in Hospitality

1 SWL placement (Unit 0.5) for Cert I.

Certificate II in Kitchen Operations

1 SWL placement (Unit 0.5) is expected for Cert II

Students completing a VET/Accredited Pathway should have a USI number. These can be accessed here: <https://www.usi.gov.au/your-usi/create-usi> No VET certification can be processed until the school has the USI.

Vocational/Accredited students select six subjects for study in both Years 11 and 12.

Vocational Education

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

VET programs offer students a wide range of educational experiences leading to being directly involved with work and career opportunities. These can range from Certificate 1 through 6 levels of the Australian Qualifications Framework, to Advanced Diplomas.

It is competency based training designed to meet the requirements of industry as well as their individual needs.

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

Students who Undertake Vocational (V) Courses:

- gain practical work related skills that employers recognise and want
- gain credit transfer and/or advanced standing into other training courses
- gain a nationally recognised vocational qualification and the Senior Secondary Certificate
- make valuable contacts with employers
- are provided with a limitless range of destinations and there can be many landing or "stop over" points along the way
- prepare themselves for the world of work

Australian School Based New Apprenticeships (ASBA)

St Edmund's College offers Year 11 and 12 students the opportunity to do a traineeship or apprenticeship – it is called an Australian School Based Apprenticeship (ASBA). ASBAs are part-time and they incorporate the features of full-time traineeships and apprenticeships. Students in either Year 11 or 12 who are studying an Accredited Package may apply for an ASBA at any time during their studies.

The benefits attached to an ASBA include:

- a formal training program with training delivery supported by a Registered Training Organisation (RTO). This leads to a nationally recognised qualification (certificate)
- paid employment under an appropriate industrial agreement
- access to continuing employment.

The following steps should be taken if you are considering an ASBA:

- talk to the VET coordinator, ASBA mentor and the College Careers Adviser to discuss your particular circumstances. Parents may also contact the VET coordinator to have preliminary discussions if they so wish
- do at least one week of work experience in your chosen area, to confirm your interest and suitability prior to embarking on an ASBA
- arrange an interview with the VET coordinator and your parents to discuss the implications of an ASBA and the College's expectations
- find an employer in the appropriate area, preferably in the ACT
- identify who and where the Apprenticeship Centre is for signing up. The VET coordinator does this for you, in consultation with the employer
- organise your work day – A reduced number of College courses may be negotiated for students who undertake an ASBA. Students spend one or two school days per week outside the College and are required to catch up on any work missed.

The ASBA students are required to work for forty eight weeks of the year. This may be negotiated with the employer.

Vocational education and training provides opportunities for all students – it is important that all young people consider their VET options at the same time they consider other possible choices. This is critical for the 70 per cent of students who now complete Year 12 but do not go onto university. Even those students who do go forward to university should understand the value of a nationally recognised vocational education and training qualification.

For further information, please contact the Vocational Education and Training Coordinator Mr Alex Hausen:
ahausen@stedmunds.act.edu.au

Package Adjustments (Talented Sports/Talented Artists):

St Edmund's College recognises the achievements of boys in sport, the arts and several other worthwhile Co-curricular pursuits. We understand that these commitments, especially at the elite level take up considerable amounts of time and can impact negatively on study routines.

The College will negotiate with individual students. There are several ways in which we can assist such students. Please enquire about assistance at your enrolment interview or secure an interview with the Assistant Principal of Teaching and Learning through the Teaching and Learning Office.

DIVERSE LEARNING

Diverse Learning caters for the learning needs for all individuals within the school. Specific areas of focus include gifted and talented learners, learners who experience disability, English second language learners, Indigenous learners, NCCD compliance and literacy and numeracy support.

Students are able to access assistance for the organisation and/or completion of assignments where the need has been identified by the teacher, the family or the student himself.

At times, support may be offered to the student to increase his planning, research and study skills. The student may be referred by teachers, parents, the College Counsellor and/or inter agency professionals for a specific learning difficulty, or for organisation and planning. Faculty personnel will then work with the student to plan the support to enable the student to work to his potential.

The faculty also works in consultation with the Careers Adviser to support students with special needs who may be transitioning from the College, or looking at their post school options.

At St Edmund's College, the focus is on inclusive schooling where all senior students, regardless of their ability are able to access educational support.

Gifted and talented learners

Diverse Learning supports the creation of individualised learning programs for all students who are identified within the gifted realm. We do this by:

- Identifying student by using a three pronged approach through teacher identification, parent identification and standardised testing (CogAT)
- Off-level testing, where appropriate, to find the students Zone of Proximal development
- Once identified, looking at option that include acceleration (radical, whole grade, subject and in-class), extension (open ended questioning and negotiated assessment) and enrichment (co-curricular and excursion).

This process is monitored by the Diverse Learning team and is continually tweaked to ensure that student wellbeing is the primary focus of any action.

Students who experience disability

Diverse Learning supports the teaching and learning programmes of the College by collaborating with teachers and students understanding that there are a diverse range of needs and ability levels within the College. Our connection is by:

- Identification and assessment of students with special and/or additional needs.
- Working with teachers to support a creative program of adaptation where necessary and to understand the learning needs of specific students.
- Implementing special consideration for examinations and assessment tasks to ensure equity of access to the curriculum.
- Utilising Diverse Learning staff to help students access assistance for the completion of assignments where the need has been identified by the teacher, the family or the student himself.
- Empowering the student to increase planning, research and study skills.
- Reviewing best practice regarding the strategies used to engage the students in their own learning.

At St Edmund's, our focus is on inclusive schooling where all students regardless of their ability, are able to access educational support and where students are challenged to reach their individual potential.

English as an additional language

Diverse Learning support all students for whom English is their second language by:

- Offering one-to-one support in tutoring sessions to complete assessment
- Helping students work on pronunciation development through phonetic words and process drama
- Liaising with teachers in order to help them select appropriate tasks and texts for EALD learners
- Working with faculties to modify and explain work in culturally appropriate ways
- Mentoring students and providing a safe space to negotiate cultural change

We strive to offer a safe and culturally inclusive environment for all EALD students.

Indigenous learners

Diverse Learning works hard to encourage and inspire academic achievement, social and emotional development and cultural awareness of our students of Aboriginal and Torres Strait Islander descent. We do this by:

- Improving educational access and achievement for Indigenous children and young people
- Developing links with Indigenous families and communities to increase their participation in decision making
- Developing the knowledge and understanding of staff
- Providing opportunities for all Indigenous students to explore their collective and individual cultural links.

St Edmund's College provides students of Aboriginal and Torres Strait Islander descent with a quality education that is founded in the values of Edmund Rice, is sensitive to the heritage of these students, teaches leadership skills and enables student to contribute in a culturally diverse world.

Literacy and Numeracy

Diverse Learning aims to foster and improve student literacy and numeracy outcomes so that they may better engage with their classroom content. We do this by:

- Providing morning literacy and numeracy classes that target the gaps in student understanding of basic structures and formula. Our classes engage with Visible Learning strategies, Process Drama and focus on specific text types that students encounter in their subjects.
- Select Year 7 classes are currently undergoing a Literacy Intervention. Two lessons a fortnight are dedicated to literacy, utilizing a visible learning strategy and learning new concepts through a rich text. This program aims to increase student confidence, outcomes, grades and understanding of visual literacy.
- Maths Club is also provided on a Friday afternoon to extend and enrich learning through play.

The aim of Diverse Learning is to use literacy and numeracy data and strategies to further improve student engagement within the curriculum.

For further information on Diverse Learning, please contact the Head of Diverse Learning (acting), Ms Lisa Millar: lmillar@stedmunds.act.edu.au



SENIOR COURSES

2020

Tertiary (T)

Accredited (A)

Vocational (V)

The College reserves the right to alter any course or other arrangements according to BSSS guidelines described in this handbook. Courses are offered subject to student demand and the availability of staff and facilities.

Discuss any questions you have or advice you require with the Assistant Principal of Teaching and Learning or the College Careers Adviser.

ACCOUNTING T/A

Rationale

Accounting develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal business as well as financial and government behaviour at the local, national and global levels. Accounting also aims to understand the employment and utilisation of resources that impact on personal wealth in a dynamic society.

Students are challenged to think critically, analyse data and develop problem solving skills in order to become independent learners and good global citizens. This course develops students' financial business literacies using a range of technologies. They learn to consider decision making within an ethical and social context.

Prerequisites: Nil.

Course Pattern

Accounting can be studied as a Major (4 points) or Minor (2 points) course.

Units

Unit 1 Introduction to Accounting:

This unit includes the study of the nature of accounting, financial statements in accounting, business structures, accounting principles, accounting equations and their relationship between theory and practise. Concepts and principles of basic accounting including the nature and functions of accounting, the difference between bookkeeping and accounting, careers in accounting, accounting assumptions and principles and their significance.

Unit 2 The Accounting Cycle:

This unit focuses on structure and operation including source documents, journals, ledgers of service and trading entities, trial balance, goods and services tax (GST), introduction to accounting software and their relationship between theory and practise. Concepts and principles of the accounting cycle including the accounting equation, double entry accounting, accounting cycle, accounting software and their significance.

Unit 3 Measuring Profit and Cash Flow:

This unit focuses on structures and operation including accrual accounting, adjusting entries, preparation of fully classified financial statements, sources of finance, cash flow and their relationship between theory and practise. Concepts and principles of measuring profit and cash flow including cash accounting, accrual accounting, adjusting entries, e.g. prepaid and accrued expenses, unearned revenue, depreciation, GST clearing, classification of cash flow, including operating activities, investing activities and financing activities and their significance.

Unit 4 Accounting Controls and Analysis:

This unit covers the structures and operation to maintain best practice. In this unit, students may study two electives from the four offered – controls for cash and credit, controls for inventory and non-current assets, financial statement analysis and breakeven analysis. Concepts and principles of Accounting Controls and Analysis, e.g. cash budget, perpetual and periodic inventory valuation and management effectiveness.

Assessment Task Types:

- research assignment
- oral presentation
- test/examination.

For further information, please contact Head of SOSE, Ms Kylie Rose:

krose@stedmunds.act.edu.au

BEHAVIOURAL SCIENCE T/A

Rationale

“Each of us is, in some way, like all other people, like some other people, like no one else,” (Allport, G: 1955).

This paradox lies at the heart of Behavioural Science which aims to understand the universality of human experience, as well as individual and cultural differences. In so doing, Behavioural Science builds a bridge between scientific knowledge and vocational practice. The subject area promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Relationship between Psychology and Sociology:

Two or more units from **Psychology** may be combined with 2 units from the **Sociology T/A Course** to make a Major, Minor/Major or Double Major in Behavioural Science T/A. Up to one unit from **Sociology** may be studied with units from the **Psychology Course** to make a Major in **Psychology** or, up to one unit from **Psychology** may be studied with units from **Sociology** to make a Major in **Sociology**.

Psychology T/A.

Prerequisites: Nil.

Course Pattern

This course can be studied as a Minor (2 points) or as a Major (4 points) or a Double Major (8 points). No other units from other courses may be substituted for units in this course. There are no compulsory units.

Units

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

Psychology will comprise of 4 units over two years, with two electives completed within each unit:

Unit 1: Individual Differences

- foundations of psychology
- mental abilities and intelligence
- personality
- developmental psychology
- learning

- motivation.

Unit 2: Into the Mind:

- foundations of psychology
- sensation and perception
- consciousness
- memory
- emotion
- neuroscience.

Unit 3: Psychology of Wellness:

- foundations of psychology
- positive psychology
- mental health
- stress, resilience and coping.

Unit 4: Psychology in Society

- foundations of psychology
- attitudes
- stereotypes and prejudice
- social influence
- organisational psychology
- criminal and forensic psychology.

Sociology T/A

Prerequisites: Nil.

Course Pattern

This course can be studied as a Minor (2 points) or as a Major (4 points) or a Double Major (8 points). No other units from other courses may be substituted for units in this course. There are no compulsory units.

Units

Sociology is the study of how individuals and groups think, feel and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society.

Sociology has a similar pattern to Psychology, with 4 units over two years, with two electives completed within each unit.

Unit 1: Identity:

- sexuality and gender
- race and ethnicity
- family and relationships
- subcultures
- Australian indigenous identity
- Australian culture and identity

Unit 2: Sociology of Social Justice

- economic inequality
- crime and justice
- gender inequality
- global development
- environment
- urbanisation

Unit 3: Cultural Icons:

- popular culture
- news media
- sports and leisure
- information and communication
- youth and age

Unit 4: Power and Institutions

- health and medicine
- power and politics
- work and labour
- education
- religion

Assessment Task Types

Examples include:

- test/examination
- research assignment
- open response
- presentations
- case studies
- experimental reports

**For further information, please contact Head of Science,
Ms Frances Sargeant: fsargeant@stedmunds.act.edu.au**

BIOLOGY T/A

Rationale

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

Prerequisites

Unit 2 is a prerequisite unit before Unit 3 or 4 can be completed

In exceptional circumstances, pre-requisites may be waived by the college principal.

Course Pattern

The course can be studied as a Minor (2 points) or as a Major (4 points). No other units from other courses may be substituted for units in this course. There are no compulsory units.

Units

Units are offered as standard (1.0) units.

- Unit 1: Biodiversity and connectedness
- Unit 2: Cells and organisms
- Unit 3: Heredity and continuity of life
- Unit 4: The internal environment

Assessment Task Types

- log book
- practical report
- research assignment
- presentations
- investigative project
- essay
- models
- tests/quizzes
- practical skill test

The full curriculum can be found:

<http://www.australiancurriculum.edu.au/seniorsecondary/science/biology/curriculum/seniorsecondary#page=1>

**For further information, please contact Head of Science,
Ms Frances Sargeant: fsargeant@stedmunds.act.edu.au**

BUSINESS T/A

Rationale

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.

Prerequisites: Nil.

Course Pattern

Business can be undertaken as a Minor (2 points) or Major (4 points) course.

Units

Unit 1 Changing Business Environment:

In the unit Changing Business Environment, students study business and its dynamic environment.

Unit 2 Relationship Management:

In the unit Relationship Management, students study the relationship between businesses, their customers, the wider business environment and its increasing importance for business longevity.

Unit 3 Planning for Current Context:

In the unit Planning for Current Context, students study the range of tools and strategies utilised by business to plan for success.

Unit 4 Business Challenges:

In the unit Business Challenges, students study the importance for business to be responsive to change from the internal and external environments.

Assessment Task Types:

- research assignment
- oral presentation
- test/examination.

**For further information, please contact Head of SOSE,
Ms Kylie Rose: kröse@stedmunds.act.edu.au**

CHEMISTRY T/A

Rationale

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding and chemical change, including the role of chemical, electrical and thermal energy.

Chemistry also provides students with an education in Chemistry that qualifies them to further pursue studies or a career in the field.

The course involves a considerable amount of theory and practical investigation. Good communication and mathematical skills are essential.

Pre-requisites: Nil

Course Pattern

This course can be studied as a Minor (2 points) or as Major (4 points). No other units from other courses may be substituted for units in this course. There are no compulsory units.

Units

Units are offered as standard (1.0) units:

- Unit 1: Chemical fundamental.
- Unit 2: Molecules
- Unit 3: Equilibrium and redox reaction.
- Unit 4: Structure, synthesis and design.

Assessment Task Types

- log book
- practical report
- research assignment
- presentations
- investigative project
- essay
- models
- tests/quizzes
- practical skill test

Details of the course can be found at:

<http://www.australiancurriculum.edu.au/seniorsecondary/science/chemistry/rationalaleaims>

**For further information, please contact Head of Science,
Ms Frances Sargeant: fsargeant@stedmunds.act.edu.au**

DANCE T/A

Rationale

Dance is the language of movement and a unique art form that uses the body as an instrument to represent, question and communicate concepts and ideas. The study of dance enables learners to engage with innovative thinkers and leaders, and to experience dance as artists and audience members.

In broad terms, learning in Dance involves making and responding. Students learn as artists by making dance performance that communicates to audiences. They learn as audiences by responding critically to dance. These actions are taught together as each depends on the other.

In the making of dance performances, students learn about the elements of dance, rehearsal, physically preparing the body, application of choreographic, compositional principles, technical and performance skills to engage an audience.

In responding to dance performance, students learn about the roles of choreographer, dancer, audience and dance critic. Students will develop an informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of dance. The study of dance equips students with life skills while also providing continuity with many tertiary and industry courses.

This course will enable students to:

- analyse and evaluate dance performances and understand how meaning is constructed
- analyse attitudes and values and evaluate the purpose of dance performances
- understand the influence of historical, social political and cultural contexts on dance
- articulate their own ideas and interpret the ideas of others to make dance
- explore the place and function of dance traditions as well as work from diverse cultural and community groups
- reflect on the process of creating and presenting dance performances
- apply choreographic skills to develop and present ideas
- apply work health and safety practice (Occupational Health and Safety OHS) in the production of dance performances
- develop their technique and performance skills.

Prerequisites

Dance (T) is designed for students who have experience in dance and for those who wish to pursue dance or a related subject at university level. It is preferable that students have some experience in the techniques of Classical Ballet, Jazz or Contemporary dance. Dance (A) is intended for students who are interested in dance and wish to develop their skills. There are no prerequisites for this course, although some previous dance experience and a strong interest are essential.

Course Pattern

Dance may be studied as a Major (4 points) or Minor (2 points) course.

Units**Dance Foundations:**

This unit focuses on the study of the body and how it works. Students will be involved in the study of appropriate cultural, social and historical aspects of dance and the related arts. The creative component is examined by students through composition and choreography. The compositional process is explored through improvisation, exploration, selection and the use of stimulus. A variety of choreographic devices, e.g. canon, unison, retrograde, form and motif development are employed throughout this unit.

Dance History:

This unit provides a broad overview of the development in dance by a study of the beginning of classical ballet through to the current contemporary choreographers, both overseas and within Australia. In the presentation component of this unit, dance technique is explored as well as movement sequences, set dances, and a variety of repertoire. Creatively, this unit will demonstrate the development of dance knowledge and skill whilst portraying a critical awareness of the dance making process.

Contemporary Dance

Students will be engaged in the study of specific modern dance pioneers, contemporary choreographers, dance companies and their contribution to contemporary dance in Australia and overseas. Modern and/or contemporary dance technique, movement sequences, set dances and/or repertoire in the style of chosen choreographers will be examined as part of the presentation aspects of this unit. Students will have the opportunity to compose their own works in response to a specific stimulus or in the style of a modern pioneer or choreographer.

Theatrical Dance Styles

This unit examines the various theatrical dance styles throughout history. Students will examine cultural origins of specific dance styles as well as study the contribution made by individual choreographers in the world of musicals. The unit allows for students to perform in a theatrical medium such as jazz, tap or other musical theatre dance styles. Compositional work will explore dance styles, themes, concepts or choreographic intent of the musical theatre.

World Dance

World Dance embraces the origins of dances of particular societies through cultural, historical, ritual, religious and/or social contexts in which they were developed and performed. Students will engage in the performance of traditional sequences and repertoire from the selected cultures as well as have the opportunity to compose works containing cultural influences.

Dance Production

This unit allows students to be involved in the production element of dance. Students will examine the role of costume, make-up, sets, lighting or administration within a dance context. Performance and creating elements will demonstrate the holistic understanding by the student of the components required to stage a dance work.

Dance and the Media

This unit explores the relationship between dance and the media to develop an understanding of the impact mass media has on the perception of dance in society. Students will devise their own dance sequences that will consider the limitations and possibilities of photography, film or digital media as a tool for communicating positive or negative messages of dance.

Dance in the Community

For this unit, students will have the opportunity to work on individual, group or community devised workshops or movement sequences that explore appropriate products for selected community groups. Students will perform for the community works they have composed and explored.

Dance in our Time

Students will explore dance in contemporary society, recognising the social, historical and cultural influences on its development. This unit may involve the study of social dance styles from rock 'n' roll to the present dance, contemporary social issues that impact upon the development of dance or the study of social issues through choreographic expression, analysis of rock video clips or live performances, the role of dance in the media and the role of dance in contemporary Australian society.

Dance in Australia

This unit will investigate the influences that have shaped the development of dance in Australia. Students may examine the dance forms and cultures of people from around the world now residing in Australia, and the development of dance in Australia. Creatively, students will compose works that are inspired by various dance styles, e.g. Aboriginal and Torres Strait Islander dance, Asian dance and other dances represented by cultural groups in Australia.

Self-Directed Studies

Students may negotiate to undertake a major project in a specific area of interest. The emphasis in this unit will be on linking research and practical studies to areas of study completed in previous units. For this unit to be studied, the student must seek permission from his/her dance teacher and the Assistant Principal, Teaching and Learning.

Assessment Task Types

Assessment instruments may be selected from the following

- oral presentations
- test
- journal writing
- performance reviews
- research and analytical essays
- research essays and practical exams
- demonstration of skill mastery in technique and composition.

For further information, please contact the Assistant Principal, Teaching and Learning, Mr Timothy Bibbens:
tbibbens@stedmunds.act.edu.au

DESIGN TECHNOLOGY and GRAPHICS T/A

Rationale

The study of Design and Technology and Graphics explores the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create graphic solutions, products, systems and built environments with a mind to a 'preferred future'.

This course is targeted at students who wish to engage in a course of study that encourages autonomy, personal organisation, project management, and promotes problem solving processes. It is a course that aims to prepare students for careers in the technology and design fields, such as the building and technical service professions, as well as other specialised design and technology related professions. The examples are Graphic Design, 3D Modelling, Engineering, Industrial Design, Architecture, Environmental Design, Manufacturing Industries and Design and Technology Education.

Design and Technology and Graphics is both a practical and theory based subject.

Design and Graphic Communications is a predominantly IT based subject.

Prerequisites: Nil.

Course Pattern

This course may be studied as a Major or Minor to form the requirements for a Tertiary or Accredited package.

Units

Industrial Design Foundation (1.0)

- This unit introduces students to basic industrial design concepts and methods.

Systems Design (1.0)

- This unit enables the study, design and development of technological systems.

Design and Manufacture (1.0)

- The focus of this unit is production processes, manufacturing and materials. It offers students the opportunity to design, make and evaluate industrial solutions in a range of materials and mediums.

Students will explore the theory and practice of design and construction processes.

Major Design Project (1.0)

- The focus of this unit is to create a design solution from conceptual development to final design product. Evaluate design constraints, considerations and the project management process.

The delivery arrangement of units and competencies may change from year to year, but, will be comprised of a mixture of the units listed, and will be decided by the classroom teacher and students.

Assessment Task Types

- written report
- oral presentation/digital presentation
- design portfolio
- practical work.

**For further information, please contact Mr Jason Moore,
Head of Technology: jmoore@stedmunds.act.edu.au**

DRAMA T/A

Rationale

This course combines a study of the practice and theory of Drama and Theatre.

Students will study concepts and develop skills in performance and workshop situations through improvisation and play building, movement and voice, script analysis and interpretation.

If you have an interest in Drama and want to develop your creative skills, then this course is for you. It provides an excellent grounding for students wishing to make a career in theatre and the performing arts.

Drama also provides a sound basis for developing skills relating to all areas of Employment.

Prerequisites: Nil.

Course Pattern

Drama can be studied as a Major (4 points) or Minor (2 points) course.

Units

Dramatic Explorations 1a: T/A Value – (1.0 unit and 0.5 unit)

An introduction to characterisation, workshop, performance, script analysis, technical and theoretical aspects of Drama.

Theatre for Young People: T/A Value – (1.0 unit)

Develops an understanding of the difference between children's theatre and theatre-in education, and creates for performance; a piece of theatre for young people.

Performing Shakespeare: T/A Value – (1.0 unit)

Developing and demonstrating an understanding of the traditional and contemporary techniques for producing Shakespeare's work.

Australian Theatre: T/A Value – (1.0 unit)

The exploration of themes, styles and forms of Australian theatre.

Actor and Director: T/A Value – (1.0 unit)

This unit studies focus on theories and practices of acting and direction through scripted and improvised tasks, including staging a performance piece.

Dramatic Comedy: A/T Value – (1.0 unit and 0.5 unit)

This unit has a special focus on the devices, elements and effects of Comedy in theatre, working with scripted work and improvisation.

Acting for Film and Television: A/T Value – (1.0 unit)

Experiments with a variety of styles of acting for a range of media – commercials, television drama, feature films and more.

Experimental Theatre: A/T Value – (1.0 unit)

Demonstrates the ability needed to work and learn individually and with others in the exploration of experimental theatre.

Theatre Design and Technology: A/T Value – (1.0 unit)

Develops a practical and theoretical understanding of the relationship between design and technology in theatre.

Theatre Production and Performance: A/T Value – (1.0 unit)

Develops an understanding of the general principles of play production from the point of view of a performer, production personnel and/or technical support.

The Director: A/T Value – (1.0 unit)

Demonstrates the ability to work and learn individually and with others in the role of director.

Independent Unit: T only. Value – (1.0 unit)

This unit can only be studied as a final semester unit for experienced Year 12 students.

Explores an area of study or a range of skills covered elsewhere in the Drama course and extends the student's knowledge/work at an advanced level. This unit engages the students in the study of original work and enables them to be able to present or perform it in an appropriate manner. Demonstrates the student's ability to work with and learn individually and with others at an advanced level.

Assessment Task Types:

- practical performance
- drama workshops
- lighting – theory and practical
- examination
- essay
- oral presentation
- journal.

For further information, please contact Mr Nigel Palfreman, Head of Creative and Performing Arts: npalfreman@stedmunds.act.edu.au

ECONOMICS T

Rationale

Economics is the study of the actions of individuals and societies, particularly as they relate to choices about satisfying needs and wants and the utilisation of scarce resources. It uses theories and models to attempt to explain these behaviours.

Students develop their knowledge and understanding of the structure and operation of Economic models. They examine the relationship between theory and practise including the role of stakeholders and decision making. Students develop insights into the ways and the impact of change on the economic environment. This course examines representations and interpretations of economic issues.

Prerequisites: Nil.

Course Pattern

Economics can be studied as a Minor (2 points) or Major (4 points) course.

Units

Unit 1 Economics:

Students will be introduced to basic economic concepts, models and relationships. This unit examines the choices that all individuals, firms, institutions, markets and governments attempt to address as they confront the problem of satisfying their unlimited wants with limited resources. Students evaluate economic decisions and analyse economic concepts and principles.

Unit 2 Economics

Students will continue the study of economic theories and concepts as applied to the free market. This unit examines macroeconomic and microeconomic theories as business and governments attempt to address economic issues of cost, benefits and intervention. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events.

Unit 3 Economics:

Students will further examine the role of economic decisions and policies on conflicting issues. This unit examines government intervention in a free market at a national and international level. Students evaluate economic decisions and analyse economic concepts and principles. Students develop the ability to apply economic theory to current real world events.

Unit 4 Economics

Students will study the implications and pace of economic programs. This unit examines the impact of globalisation, population, trade and development of nations. Students evaluate economic decisions and analyse economic

concepts and principles. Students develop the ability to apply economic theory to current real world events.

Assessment Task Types

- research assignment
- oral presentation
- test /examination.

For further information, please contact Ms Kylie Rose, Head of SOSE:
krose@stedmunds.act.edu.au

ENGLISH T LITERATURE T ESSENTIAL ENGLISH A

Rationale

The study of English and Literature is integral to successful social, economic and cultural participation in a complex and changing world. A person's sense of identity, both individual and collective, is shaped and defined by this participation. The study of English empowers individuals to reflect on and respond critically and creatively to the world in which they live.

The focus of English and Literature in Years 11 and 12 is the interpretation and textual analysis of a diverse range of literary and non-literary texts and the ways in which language works to create meaning. Meaning is constructed through the dynamic interplay between author, audience, context, values, attitudes, medium and language. The mastery of English requires students to identify and appreciate the ways in which texts are created.

Through reading, viewing, writing, listening and speaking, and the use of information and communication technologies, students establish a framework of understanding that links texts to contexts, helping them to consider the way language is used in many different social and cultural situations. Students have the opportunity to apply strategies for learning, and develop an appreciation of the diversity of linguistic forms, registers and modes of discourse. Students become effective users of language in a range of contexts.

Prerequisites: Nil.

Course Pattern

The College offers the following English Courses: English Tertiary (T), Literature Tertiary (T), Integrated English and Literature (T) and Essential English Accredited (A).

English and Literature (T) are designed to equip students with the analytical and communication skills required to succeed at university.

In **English T and or Literature T**, students may choose to study at a Minor (2 points), Major (4 points), Major/Minor (6 points) or Double Major (8 points) level. In order to complete a Major in the subject, units three and four must be studied. Students must bear in mind that most universities in Australia require at least a Major in English (T), or its equivalent as a pre requisite of entry. The Double Major and Major/Minor courses are aimed at students who have shown a high level of interest and ability in English.

English (A/T) or Literature (T) is compulsory and must be studied to a Minor level at least for Secondary Certification.

English, Literature and Integrated Courses (T):
Note that English and Literature Courses are equivalent in difficulty.

English

Schedule	Unit Title	Unit Value
Semester 1 Year 11	Unit 1: Communication of Meaning	1.0
Semester 2 Year 11	Unit 2: Representations Through Texts	1.0
Semester 1 Year 12	Unit 3: Comparative Texts	1.0
Semester 2 Year 12	Unit 4: Perspectives	1.0

Literature

Schedule	Unit Title	Unit Value
Semester 1 Year 11	Unit 1: Ways of Reading and Creating	1.0
Semester 2 Year 11	Unit 2: Intertextuality	1.0
Semester 1 Year 12	Unit 3: Power of Literature	1.0
Semester 2 Year 12	Unit 4: Literary Interpretations	1.0

Integrated English and Literature

Schedule	Unit Title	Unit Value
Semester 1 Year 11 English	Unit 1: Communication of Meaning	1.0
Semester 2 Year 11 Literature	Unit 2: Intertextuality	1.0
Semester 1 Year 12 English	Unit 3: Comparative Texts	1.0
Semester 2 Year 12 Literature	Unit 4: Literary Interpretations	1.0

Table 2

Essential English (A)

Schedule	Unit Title	Unit Value
Semester 1 Year 11	Unit 1: Comprehending and Responding	1.0
Semester 2 Year 11	Unit 2: Making Connections	1.0
Semester 1 Year 12	Unit 3: Understanding Perspectives	1.0
Semester 2 Year 12	Unit 4: Local and Global	1.0

Essential English (A)

English (A) is designed to give students practical communication skills that will enable them to succeed at CIT (or other technical institutions) and in the wider world. In some cases, and where students receive a grade of B or higher in Essential English (A), they may apply for recognition of prior learning at CIT.

To complete a major in **Essential English Accredited**, students will study four semester units over two years.

Assessment Task Types: English T and Literature T:

- analytical essay/short answer
- creative response
- investigation.

Assessment Task Types: Essential English A:

- in class analytical x 2
- creative response
- investigation.

An oral presentation is only required once across an academic year.

**For further information, please contact Ms Ashleigh Kerin,
Head of English: akerin@stedmunds.act.edu.au**

EXERCISE SCIENCE T/A

Rationale

Exercise science examines theories of the biological, physiological, biomechanical and psychological, the interrelationship and influences on performance and participation in physical activity. Students develop insights into the science underpinning sports performance and movement. When students undertake practical activities in Exercise Science they gain knowledge through experiential learning.

This course prepares students for further study and provides pathways into careers such as physiotherapy, sport and injury prevention, fitness training and allied health.

Prerequisites: Nil.

Goals

This course should enable students to:

- analyse Exercise Science theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of Exercise Science and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on Exercise Science
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units

- Unit 1:** Anatomy and Physiology of the Human Body
- Unit 2:** Factors Affecting Performance
- Unit 3:** Preparation for Training and Performance
- Unit 4:** The Body in Motion

Organisation of content

In the unit, **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.

In the unit, **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.

In the unit, **Preparation for Training and Performance** students investigate the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance. 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.

In the unit, **The Body in Motion** 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.

Assessment Task Types

- written reports
- practical laboratories
- examination
- portfolio
- performance task.

For further information, please contact Mr Joel Richardson, Head of Health & PE: jrichardson@stedmunds.act.edu.au

FRENCH BEGINNING T

Rationale

This course is designed for students who have no knowledge or very little knowledge of French. It is suitable for those who feel they would benefit from learning a new language at an age when they can learn efficiently and maturely.

Language skills at any level are useful in a wide range of vocations, including hospitality, tourism, the world of finance, politics, diplomacy and defence to name a few. Students may also have the opportunity to further their language skills at a tertiary level after they leave college.

Prerequisites

Whilst there are no formal prerequisites, a strong individual commitment is essential. French Beginning is offered subject to consultation with Head of Faculty.

Course Pattern

Minor (2 points) or Major (4 points).

Units

This course consists of four semester units for a Major and two semester units for a Minor.

Unit Title	Value (1.0/0.5)
The Individual's Experience	1.0
Society and Community	1.0
The World Around Us	1.0
Lifestyle and Traditions	1.0
Work and Popular Culture – Optional Organisation	1.0
Education and Urban Living – Optional Organisation	1.0

Suggested Content:

- identification (age, nationality, address)
- family, relationships (peers and friends), appearance (physical description, clothes and colours), character, daily routine, time, home life, weather
- school life, types of school, faculties, classroom, extracurricular activities, school calendar
- post school options, future ambitions
- city life, transport, directions, shopping for clothes, food and essentials, being a tourist in the city, essential services, banks, post office, hotel reservations, eating out
- historical/regional perspectives
- health and lifestyle, hobbies and entertainment, health and fitness, emergencies (medicines and prescriptions)
- the future, professional choices, work skills, phone calls, emails, fax, internet, technological innovation, media.

Assessments Type Tasks

Students are assessed in Communication and Understanding through the following types of tasks:

- speaking
- writing
- responding (listening and reading).

A cultural assignment using English may be appropriate. It should not exceed 10% of the overall grade and should be assessed within responding.

For further information, please contact Ms Ashleigh Kerin, Head of Languages: akerin@stedmunds.act.edu.au

FRENCH CONTINUING T

Prerequisites

Students wishing to be admitted to this course would normally have studied French up to a Year 10 level or equivalent, or have demonstrated ability in the skill areas of the course or have completed any 'bridging' work deemed necessary. Therefore, some students who have studied two years of French may be admitted to this course.

This course is designed for students who have already studied the language and wish to expand their knowledge further so they can reach a very useful level of proficiency. It also offers the possibility of further study at university level as well as giving many career opportunities in the world of today.

Course Pattern

Minor (2 points) or Major (4 points).

Course Content

Each semester will focus on a specified theme. This course is designed to allow Year 11 and Year 12 students to study the same units at the same time, but, with different levels of language ability.

Units

Units as indicated in the table below:

Unit Title	Value (1.0)
FRE CON The Individual's Experience	1.0
FRE CON Society and Community	1.0
FRE CON The World Around Us	1.0
FRE CON Lifestyle and Traditions	1.0

Suggested Topics:

- personal details and qualities, relationships with family and friends, describing home and surroundings, leisure activities, daily routine, school life and part time jobs
- future plans and aspirations, choosing a career path, travel and tourism, shopping and cooking, fashion, historical perspectives, health and fitness, environmental issues
- immigration, gender issues, different types of work, vocational pathways, technological and scientific innovations
- cartoons, media, music, film, visual arts and literature.

Assessment Type Tasks

Students are assessed in Communication and Understanding through the following type of tasks:

- speaking
- writing
- responding (listening and reading).

For further information, please contact Ms Ashleigh Kerin, Head of Languages: akerin@stedmunds.act.edu.au

Furniture Making A/V

Rationale

Furniture making will provide students with the knowledge, skills and understanding of industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health and safety (WHS).

Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.

Goals

This course should enable students to:

- analyse industry practices, processes and procedures
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology
- organise resources and material to create quality products and services
- work independently and collaboratively in accordance with WHS principles and industry standards
- communicate in a range of modes and mediums

This course is aimed at students who:

- are seeking a career in the Furniture and Construction industries
- wish to undertake a course in which they can gain recognition of prior learning when entering appropriately related post or tertiary education/training
- wish to develop practical furniture or construction industry skills.

Students who successfully achieve all the learning outcomes in each of the modules, and successfully complete the vocational placement unit, gain a Certificate I in Furniture Construction. Students who successfully complete modules within the course without meeting all the requirements for Certificate I in Furnishing MSF10113, will be issued with a Statement of Attainment, listing competencies achieved.

Prerequisites: Nil.

Course Pattern: This course may be studied as a Minor or Major Course.

Mandatory Uniform and Equipment:

- Personal Protective Equipment (PPE) must be worn at all times.
- Students purchase their own eye protection these can be purchased from the College Clothing Pool
- Uniforms, tape measure and marking out equipment must also be brought to each class.

Units

Certificate 1 in Furniture Making - Unit Titles

- Unit 1: Fundamentals
- Unit 2: Trade Skills
- Unit 3: Joinery & Finishing
- Unit 4: Project Assembly

The delivery arrangement of units and competencies may change from year to year, but, will be comprised of a mixture of the units listed and will be decided by the classroom teacher and students.

Assessment Task Types

Practical:

- practical test
- individual project
- group project
- continuous observation (e.g. skills, OHD)
- competency based assessment.

Theory:

- folio
- research project
- cooperative tasks
- planning tasks
- risk assessments
- presentations.

**For further information please contact Mr Jason Moore,
Head of Technology: jmoore@stedmunds.act.edu.au**

GEOGRAPHY T/A

Rationale

The study of Geography draws on students' 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, economics and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, 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.

The subject builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Prerequisites: Nil.

Course Pattern

Geography can be studied as a Minor (2 points) or Major (4 points) course.

Units

Unit One: Natural and Ecological Hazards

Students examine the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit Two: Sustainable Places

Students investigate how the outcomes of processes e.g. population growth and decline and economic restructuring vary depending on local responses and adaptations. In this unit, students also examine the causes and consequences of urbanisation with specific reference to the megacities of the developing world.

Unit Three: Land Cover Transformations

Students assess the impacts of land cover transformations with particular reference to climate change.

Unit Four: Global Transformations

Students evaluate the economic and cultural transformations taking place in the world, the spatial outcomes of these processes and their social and geopolitical consequences. Through this study, students will be better able to understand the dynamic nature of the world in which they live.

Assessment Task Types

- field trip report
- oral presentation
- test/final examination.

**For further information, please contact Ms Kylie Rose,
Head of SOSE: kruse@stedmunds.act.edu.au**

HISTORY T/A

(MODERN HISTORY)

(ANCIENT HISTORY)

Modern History A/T

Rationale

The Modern History curriculum enables students to study the forces that have shaped today's world, and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include local, national and global conflicts and their resolution, the rise of nationalism and its consequences, the decline of imperialism and the process of decolonisation, the continuing struggle for the recognition of human rights, the transformation of social and economic life, the regional shifts in power and the rise of Asia and the changing nature and influences of ideologies.

Prerequisites: Nil.

Course Pattern

Modern History can be studied as a Minor (2 points), Major (4 points) course.

Units

Unit One: Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity.

Unit Two: Movements for Change in the 20th Century

This unit examines significant movements developed in response to the ideas studied in Unit One 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 transformed society.

Unit Three: Modern Nations in the 20th Century

This unit examines the 'nation' as the principal form of political organisation in the modern world, the crises that confronted nations in the 20th century, their responses to these crises and the different paths they have taken to fulfil their goals.

Unit Four: 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 at this point in time.

Assessment Task Types:

- document study
- oral presentation
- research essay.

**For further information, please contact Ms Kylie Rose,
Head of SOSE: krose@stedmunds.act.edu.au**

ANCIENT HISTORY A/T

Rationale

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, e.g. 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.

Prerequisites: Nil.

Course Pattern

Ancient History can be studied as a Minor (2 points), Major (4 points) course.

Units

Unit One: Investigating the Ancient World

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

Unit Two: Ancient Societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies such as slavery, the family and beliefs, rituals and funerary practices.

Unit Three: People, Power and Authority

This unit examines the nature and exercise of power and authority in ancient societies in key periods with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

Unit Four: Reconstructing the Ancient World

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practices, key events and individuals of the period in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

Assessment Task Types:

- Document study
- Oral presentation
- Research essay

For further information, please contact Ms Kylie Rose, Head of SOSE:
krose@stedmunds.act.edu.au

HOSPITALITY T/A/V/M

Rationale

The Hospitality Industry contributes significantly to the Australian economy and employs a large number of people incorporating a wide variety of skills sets. The industry has an ongoing commitment to training workers for the range of industry environments.

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

This course responds to the needs of the industry, the availability of relevant training, education opportunities and employment pathways. The course reflects skills sets grouping units of competency from the Tourism, Travel and Hospitality (SIT12) Training Package.

The Tertiary stream in this course focuses on higher order thinking skills in a targeted hospitality context that can lead to a variety of career opportunities across a range of industries, or form a pathway to further tertiary studies including universities and/or Technical and Further Education.

All students who elect to study Hospitality as either a Tertiary or Accredited level will be required to purchase a full chef's uniform from the department at a cost of approximately \$70.00.

Prerequisites: Nil.

Course Pattern

Hospitality can be studied as a Minor (2 points) or Major (4 points) course.

Goals

The Tourism and Hospitality Course Framework Goals focus on the essential elements that students should know and be able to do as a result of studying any course in this subject area.

All courses based on this Course Framework should enable students to:

- develop skills in leadership, management, problem solving, evaluating, planning, working independently and collaboratively
- understand the relationships and evaluate the interconnections within the industry, society and the environment
- demonstrate knowledge and understanding of and insight into the service industry, including workplace culture, structure and practices
- use and adapt communication modes effectively to a diverse audience
- think analytically, critically and creatively about concepts underpinning the industry
- demonstrate practical and technological skills to industry standard.

Units

Units of work are based on the new SIT12 Qualifications from (Tourism, Travel and Hospitality Training Package)

SIT10216 Certificate I in Hospitality

SIT20416 Certificate II in Kitchen Operations

Assessment Criteria A/T/M/V

Assessment is criterion referenced and competency based. Assessments for the Vocational component of the course will be against the Competency Standards of the National Training Package.

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- analysis, synthesis and evaluation
- technical skills
- management and work practices
- communication skills.

Practical performance refers to the ability to demonstrate practical skills, to plan and provide products and services at a level of quality that reflects industry or enterprise standards, to make and justify decisions and to reflect on planning, implementation and outcomes.

Assessment Task Types – Written:

- assignments
- report/case studies
- research reports
- essays
- seminar presentations
- rationale and/or diary/journal
- relating to a practical task
- written exams
- class work

Assessment Task Types – Practical:

- work simulation activities
- market simulations
- industry advice simulation
- demonstrations
- portfolio
- workshop activities
- application task
- practical scenarios
- presentations
- role plays
- oral

**For further information, please contact Mr Jason Moore,
Head of Technology: jmoore@stedmunds.act.edu.au**

INFORMATION TECHNOLOGY T/A

Rationale

The Tertiary Course is aimed at students who:

- are interested in studying IT at University or CIT
- are seeking a career in the Information Technology Industry
- require a foundation of skills and knowledge applicable to most areas of employment
- are able to work independently.

The Accredited Course is aimed at students who:

- are seeking a career in the Information Technology Industry
- require a foundation of skills and knowledge applicable to most areas of employment.

Prerequisites: Nil (Year 9/10 Computer Studies and minimum Level 2 Mathematics recommended).

Course Pattern

A Minor (2 points), Major (4 points), Major/Minor (6 points) or a Double Major (8 points) is available. The units are not sequential and may be studied in any order.

Units

Web Design: T/A Value – (1.0 unit)

The emphasis of this unit is on the development and design of websites. Students will examine commercial websites to identify components of effective website design. Students will then construct websites for different audiences and purposes using a variety of techniques and software. Students will also complete a major task of designing, constructing and uploading a website based on a design brief.

Robotics and Intelligent Systems: T/A Value – (1.0 unit)

The emphasis of this unit is on developing the knowledge and skills necessary to construct and program various robotic structures. Students will work through different operational modes of robots, and develop more complex structures based on simple functional units. They will transfer these to practical skills to design, program and control a robot for various scenarios.

Dynamic Website Construction: T/A Value – (1.0 unit)

The emphasis of this unit is on the use of web scripting and database management technologies to make web pages more dynamic. Students will learn how to use PHP and MySQL to create powerful, highly flexible web applications. Students will develop structured coding practices, database skills and effective web design techniques. Students will also learn how to integrate multimedia into a website.

Digital Media Graphics and Animation: T/A Value – (1.0 unit)

This unit focuses on the manipulation, creation and transformation of graphics, using a range of digital editing programs. The unit also develops an understanding of basic animation techniques and progresses to producing advanced animations using a scripting language. Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate information and ideas about digital editing and animation.

Computer Games Programming and Design: T/A Value – (1.0 unit)

The focus of this unit is on the design and creation of computer games. Students will concentrate on using effective problem solving skills and computer programming knowledge to design and create computer games. Students will also evaluate the social impact of computer games and explore the characteristics of a successful computer game.

Relational Databases and Spreadsheets: T/A Value – (1.0 unit)

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

3D Modelling, Animation and Texturing: T/A Value – (1.0 unit)

This unit is designed to introduce students to the development and presentation of items using 3D graphics. Students will examine a variety of software and peripheral devices to produce graphics and animation modules to be used in a variety of contexts. Emphasis will also be given to the acquisition and development of practical skills related to the production of 3D animations, then transferring and building on the acquired skills in designing solutions to problems. Use will be made of a variety of problems to enable students to communicate ideas and apply the appropriate design methodologies.

Microcontrollers: T/A Value – (1.0 unit)

Students delve into the world of Python Programming and electronics in this unit, focusing on Microcontrollers. Students engage in problem solving tasks and are encouraged to create solutions for real world problems. A key component of the unit is its emphasis on group and project work.

Portable 3D Computer Game Development: T/A Value – (1.0 unit)

Students will focus on the portable computer gaming industry. They will explore technologies and terminologies used, characteristics, careers and future trends. Students will complete a range of tasks designed to develop their design and programming skills.

Project Development: T Value – (1.0 unit)

This unit introduces students to Project Management skills in order to design and create solutions in the IT field. The project management base develops skills to manage time, explore options and create high quality solutions in hardware and software development. Students are challenged to become self guided learners and take ownership of their project to develop solutions individually and in small groups.

Programming Fundamentals: T Value – (1.0 unit)

The emphasis of this unit is on the acquisition and development of problem solving skills including algorithm design and practical skills related to programming. Students then transfer and build on the acquired skills in the design of solutions to problems. Use is made of a variety of real life situations and problems to enable students to apply the appropriate design and coding methodologies.

Network Foundations: T Value – (1.0 unit)

This unit introduces fundamental networking concepts and practical skills. Students learn about the OSI model and network architecture. The course provides students with the opportunity to plan, build and troubleshoot physical networks.

Assessment Task Types

- practical exercises
- projects
- tests
- reports/essays

For further information, please contact Mrs Margaret Maher, Assistant Principal, ICT & Innovation: mmaher@stedmunds.act.edu.au

JAPANESE BEGINNING T/A

Rationale

This course is intended for those students who wish to commence their study of Japanese with no previous knowledge or recommence their study of Japanese with only minimal knowledge such as primary school level Japanese.

On completion of this course, students should be able to:

- establish and maintain interpersonal communication, make practical arrangements and discuss topics of interest
- give and obtain information from spoken, written and visual texts, in a variety of modes
- respond creatively and/or critically to a variety of text types
- demonstrate an understanding of the culture of the Japanese community appropriate to the level of study
- communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and an awareness of audience and purpose
- demonstrate both independent and collaborative learning skills.

Prerequisites

No knowledge of the language is required. Japanese Beginning is offered subject to consultation with Head of Faculty.

Course Pattern

Minor (2 points) or Major (4 points).

Units

Unit Titles	Unit Value
The Individual's Experience	1.0
Lifestyle and Traditions	1.0
Society and Community	1.0
The World Around Us	1.0
Daily Activities and Getting to Know You – Optional Organisation	1.0
Healthy Lifestyles, Shopping and Outings – Optional Organisation	1.0

Assessment Task Types

Students are assessed in Communication and Understanding through the following type of tasks:

- speaking
- writing
- responding (listening and reading)

A cultural assignment using English may be appropriate. It should not exceed 10% of the overall grade, and should be assessed within responding.

**For further information, please contact Ms Ashleigh Kerin,
Head of Languages: akerin@stedmunds.act.edu.au**

JAPANESE CONTINUING T

Prerequisites

Admittance to Tertiary level Japanese requires students to have studied Japanese at an advanced level to Year 10, or have demonstrated ability in the skill areas of the course, or be prepared to work hard to bridge knowledge gaps.

Students who have studied Japanese for at least 3 years in high school may enrol in this course. The course is designed for those students who wish to:

- continue their studies in Japanese at tertiary level
- use their language skills to communicate effectively with other Japanese speakers
- continue to value the cultural information of Japan and appreciate its position in the world.

Course Pattern

Minor (2 points) or Major (4 points).

Units

Each student will focus on a specified theme. This course is designed to allow Year 11 and Year 12 students to study the same units at the same time, but, with different levels of language ability.

Units as indicated in the table below:

Unit Titles	Value (1.0)
The Individual's Experience	1.0
Lifestyle and Traditions	1.0
Society and Community	1.0
The World Around Us	1.0

Suggested Topics:

- health lifestyles, visiting doctors, personal history, hobbies and special interests
- tourism and travel, transacting (goods/services) Daily life in Japan, finding a place to live, finding a job
- adolescent and school life, reading a variety of Japanese printed material
- free time and popular things, traditional stories, cartoons, mass media. The environment and social issues.

Assessment Task Types:

Students are assessed in Communication and Understanding through the following type of tasks:

- speaking
- written communication
- responding (listening and reading).

For further information, please contact Ms Ashleigh Kerin, Head of Languages: akerin@stedmunds.act.edu.au

LEGAL STUDIES T/A

Rationale

Legal Studies provides students with an understanding of not only their legal rights, but their legal responsibilities. Legal Studies provides an insight into what makes 'good law' by challenging students to examine the application of legal practices, premises and prevailing law. It is a practical, dynamic and confronting subject that can catapult students into tertiary law, but also, into paralegal studies where an awareness of rights and responsibilities is paramount. Legal Studies is about the way the law relates to and serves both individuals and the community.

Prerequisites: Nil

Course Pattern

Legal Studies can be studied as a Minor (2 points) or a Major (4 points) course.

Units:

The Australian Legal System and Torts

This unit provides an introduction into the way in which law is generated, structured and operates within Australian and international contexts. Students will have the opportunity to assess how cultures and values of different groups within society impact on our legal system, and analyse the dynamic interrelationship between law, justice and a changing society. The question of valid sources and bias becomes central with the investigation of civil cases involving negligence, trespass, nuisance and defamation. Students begin to develop their ability to formulate a reasoned legal argument.

Criminal Law

This unit provides students with an understanding of a range of criminal activities and the way in which the law in Australia is prepared to respond. Current and landmark cases will be used as case studies. This unit will enable students to understand law enforcement in Australia, analyse the legal process in response to crimes, and appreciate the defence arguments, sanctions and possible punishments that may mitigate a court's decision.

Human Rights and Family Law

This unit allows students to identify and explain fundamental human rights and liberties in society as well as demonstrate knowledge of the relationship between family institutions and the legal system. Under the Human Rights segment, students will analyse the proposition that all persons have equal rights and are entitled to be treated equally by the courts in Australia. This will be followed by a critical evaluation of the tension between the protection of society and the rights and liberties of the individual. Students will also have the opportunity to analyse the technicalities and social problems involved in family relations, marriage and divorce and the courts' roles in this aspect of law.

Cyber Crime and World Order:

This unit enables students to understand the virtual world and how it is subverting all aspects of the real world in terms of commerce, communication and commitment. Interaction with Facebook, EBay and Amazon raises the prospect of virtual assault, the need to understand contract law and legal representation that were never envisaged when the current laws were framed. In investigation cyber crime, students will demonstrate a working knowledge of cyber law and evaluate the extent to which Australian and International laws are keeping pace with technological change.

Assessment Task Types

Methods of assessment may include:

- in class essays
- writing
- research essays

**For further information, please contact Ms Kylie Rose,
Head of SOSE: kröse@stedmunds.act.edu.au**

MATHEMATICS T/A

Rationale and Courses

The Mathematics Courses in Years 11 and 12 are designed to cater for all interest and ability groups. There are six courses in Mathematics:

1. Specialist Mathematics (T)
2. Specialist Mathematical Methods (T)
3. Mathematical Methods (T)
4. Mathematical Applications (T)
5. Essential Mathematics Accredited (A/M)
6. Contemporary Mathematics Modified (M)

In addition, under some circumstances, students can take part of one of the above course as an R Unit or R Units. These Units require the student to attend lessons and to participate in all class activities apart from assessment. Students can only take R Units after consulting with the Director of Teaching and Learning.

Also, for students who are very strong in Mathematics, H courses can be taken as a minor. H courses are offered by the Australian National University and are taken in the students own time. Note, however, that only eight units can count towards the calculation of course scores for Mathematics. Further information is available from Teaching and Learning and the Head of Mathematics.

Courses can be taken as a double major, major/minor, major (most common) or a minor as follows:

Double Major: students take one unit per semester in Specialist Mathematics and one unit per semester in Specialist Mathematical Methods (total of 8 units over two years)

Major/Minor: Students take one unit per semester in Specialist Mathematical Methods over two years and one unit per semester in Specialist Mathematics in either Year 11 or Year 12 (total of six units).

Major: Students select one course in the table below (except Specialist Mathematics) and study it over four semesters (total of 4 units). Students are able to take Specialist Mathematical Methods without taking Specialist Mathematics.

Minor: With approval from the Director of Teaching and Learning, students can take only two units in Year 11. In some cases they will be able to take other Mathematics Courses, or the same one, as an R unit but, again, they will need to consult the Director of Teaching and Learning.

Prerequisites for Mathematics:

Experience has shown that a certain level of performance in Year 10 Mathematics is required to succeed in T courses. The following table sets out the recommended achievement levels:

Course Type	Applicable Courses	Appropriate Year 10 Course	Recommended Grade
T	Specialist Mathematics	Advanced Extended Advanced	A/B A
T	Specialist Mathematical Methods	Advanced Extended Advanced	A/B A/B
T	Mathematical Methods	Advanced Extended Advanced Mainstream	C or above C or above A
T	Mathematical Applications	Advanced Extended Advanced Mainstream	D or above D or above C or above
A	Essential Mathematics	Mainstream	E or above
M	Contemporary Mathematics	Modified Program	All other students

In addition, students should consider which course, if successfully undertaken, will provide the best preparation for their future. The table below may serve as a guide for potential occupations and/or further study that requires (or strongly recommends) the study of particular courses of Mathematics.

College Course	Future Tertiary Experiences
Specialist Mathematics (T) +Specialist Mathematical Methods (T)	Mathematics, Actuarial Studies, Engineering,
Specialist Mathematical Methods (T)	Computer Science, Economics (at ANU), Physics
Mathematical Methods (T)	Applied Sciences, Business, Commerce, Psychology, Physiotherapy.
Mathematical Applications (T)	Social Sciences, Law, Media, Communication, Sports Studies, Primary Teaching, Electrical Trades and Construction at CIT
Essential Mathematics (A) Contemporary Mathematics (A)	Study at CIT where mathematical or statistical knowledge is required such as: Enrolled Nursing and many trades. Occupations that require the use of basic mathematical and statistical techniques

Units:

The next table summarises the topics covered in each course.

	Year 11 Semester 1	Year 11 Semester 2	Year 12 Semester 3	Year 12 Semester 4
Mathematical Applications (T)	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 Making
Specialist Mathematics (T)	Combinatorics. Vectors. 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 of differential equations. Statistical inference
Specialist Mathematical Methods (T)	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	Logarithmic Function. Continuous Random Variables and the normal distribution. Interval estimates for proportions
Mathematical Methods (T)	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	Logarithmic Function. Continuous Random variables and the normal Distribution. Interval estimates for Proportions
Essential Mathematics (A)	Calculations, Percentages and Rates. Measurement. Algebra. Graphs	Representing 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 Int.
Contemporary Mathematics (A)	Subject to negotiation among Diverse Learning, the Head of Mathematics, the student and his family.			

Assessment Task Types

- progress tests and examinations
- validation tasks (in class)
- assignments (take home)
- presentations
- bookwork
- online quizzes.

Assessment requirements for each course can be accessed via the BSSS website at <http://www.bsss.act.edu.au/curriculum.courses>

**For further information, please contact Mr Ed Mickleburgh,
Head of Mathematics: emickleburgh@stedmunds.act.edu.au**

MEDIA STUDIES T/A

Rationale

Media Arts is the use of communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media to create representations of the world and tell stories. Media Arts connects audiences and purposes and ideas exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

The media are one of the most powerful influences on contemporary society as they inform, educate and entertain. The media are important channels for education and cultural exchange. The media are fundamental to our self-expression and representation as individuals and as communities. The media enable us to understand ourselves as Australian and global citizens, consumers, workers and imaginative beings. They also provide a means to connect with and learn about our own and other cultures and practices.

Media courses offer students a context in which to acquire the knowledge and skills needed to become effective members of society. Students become critical and discerning individuals, recognising that the media shape what we know about the world.

Prerequisites: Nil.

Course Pattern

This course may be studied as a Minor (2 points) or Major (4 points) subject.

(*Indicates courses likely to be picked up by SEC to be studied. In order to study these courses, students must have demonstrated technical proficiency and self-management skills in at least three standard units of Media)

Television	Film	Communication	Sound and Radio	Journalism	Multimedia
*Television 1.0	History & Developm-ent of Film 1.0	*Media Foundation 1.0	Audio Communication 1.0	*Journalism 1.0	Animation 1.0
Television Genre 1.0	Film Genres & Cultures 1.0	*Documentary 1.0	*Radio 1.0	Journalism Genre 1.0	Interactive Media 1.0
	Film Making 1.0	*Popular Culture 1.0		News and Current Affairs 1.0	
	*Video Production 1.0	*Process to Production 1.0			
		Scriptwriting 1.0			
		*^Media Project and Scriptwriting 1.0			

Compulsory Units

There are no compulsory units.

This course is designed for students interested in the media industry. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of areas, including: communication and media studies, advertising and marketing, journalism, television, media arts and production and public relations.

Media Forms

- audio visual media (film, television, radio, video and photography)
- print-based media (newspapers, magazines and related publications)
- digital media technologies (the internet, computer games and interactive multimedia)
- advertising, news and current affairs production, popular music, popular culture, cyber culture, and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies

The media and its interrelationship with society and culture:

- processes of communication
- media theories
- technology
- visual language
- semiotics
- codes and conventions
- narrative construction
- terminology
- representation
- audience
- institutions

Assessment Task Types:

The assessment items in the Media Course include but, are not limited by:

- oral presentations
- video productions
- storyboarding and pre-production elements
- posters
- written essays
- radio advertising/shows
- script work

For further information, contact Mr Nigel Palfreman, Head of Creative and Performing Arts: npalfreman@stedmunds.act.edu.au

METAL TECHNOLOGY A

Rationale

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.

The course has been developed to cater for all students at Year 11 and 12 level who have an interest in developing skills in the context of a practical metal technology workshop. The course provides opportunities for students to work individually or cooperatively in the designing, construction and evaluation of metal projects. Students who are looking to enter trade or design courses through the Canberra Institute of Technology, or similar institutions will benefit from experiences offered in this course.

Prerequisites: Nil.

Course Pattern

This course may be studied as a Minor or Major, to form the requirements for an Accredited package.

Mandatory Uniform and Equipment:

- Personal Protective Equipment (PPE) must be worn at all times.
- Students purchase their own eye protection these can be purchased from the College Clothing Pool
- Uniforms, tape measure and marking out equipment must also be brought to each class.

Unit Titles

Introduction to Metal Technology (1.0).

Metal Light Fabrication (1.0).

Metal Welding and Thermal Cutting (1.0).

Metal Machining (1.0).

The delivery arrangement of units and competencies may change from year to year, but, will be comprised of a mixture of the units listed and will be decided by the classroom teacher and students.

Assessment Task Types

Practical:

- practical test
- individual project
- group project
- continuous observation (e.g. skills, OHS)
- competency based assessment

Theory:

- folio
- research project

- cooperative tasks
- planning tasks
- risk assessments
- presentations

**For further information, please contact Mr Jason Moore,
Head of Technology: jmoore@stedmunds.act.edu.au**

MUSIC A

The College offers a Music course in Year 11 and Year 12 at an accredited level.

Prerequisites

There are no prerequisites for admittance to Music at an accredited level. This course caters for students with little or no prior knowledge of musical notation and performance skills.

It is strongly recommended that students electing to undertake Music A supplement their learning with private music tuition.

Course Length and Composition:

The Accredited Music course can be selected as Minor (2 points) or Major (4 points). The course, 'Music' includes many units that relate to different styles of music. The choice of units that will be offered will be made with regard to the strengths of the class and the availability of resources. See Tertiary for list of units.

MUSIC T

Rationale

"Music is a magical gift we must nourish and cultivate in our children, especially now as scientific evidence proves that an education in the arts makes better Mathematics and Science students, enhances spatial intelligence in newborns and let's not forget that the arts are a compelling solution to teen violence, certainly not the cause of it!" – Michael Greene, Recording Academy President and CEO at the 42nd Annual Grammy Awards, February 2000.

Prerequisites

Admittance to Tertiary level requires either successful completion of Year 10 Music or equivalent of Grade 3 Performance/Theory from a relevant examination body. The course is designed for students who wish to pursue the study of Music to a level that will enable them to continue it at a Tertiary level if they choose to do so.

It is strongly recommended that students electing to undertake Music T, supplement their learning with private music tuition.

Course Length and Composition

The Tertiary Music course can be selected as Minor (2 points) or Major (4 points). The course, 'Music' includes many units that relate to different styles of music. The choice of units that will be offered will be made with regard to the strengths of the class and the availability of resources.

Units

(Available at T/A levels):

Unit 1: Blues

In this unit students will study in depth:

- origins of Blues and its development
- basic improvisation techniques
- blues form and chord structure
- blues scale, Major 7th Dominant 7th arpeggios
- modes: Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, Locrian
- principles of arranging for jazz ensemble including Big Band
- performing solo and as part of Jazz ensemble
- major composers/ performers representative to the style

Unit 2: Swing and Bebop

In this unit students will study in depth:

- origins of Swing and Bebop
- big band instrumentation and arrangements
- the rhythm section in Swing and Bebop
- famous musicians representative to Swing and Bebop
- bebop harmony
- swing and Bebop rhythms

Unit 3: Music for Films

In this unit students will study in depth:

- function and importance of music to film
- role and purpose of the musical score
- phrase and cadence points
- various compositional techniques
- chosen film scores

Unit 4: Ensembles

In this unit students will study in depth:

- variety of ensemble music from 20th and 21st centuries for both instrumental and vocal configurations
- techniques of performing and composing in variety of styles
- elements of music through creation , presentation and evaluation of musical works
- history and development of instrumental and vocal ensembles in 20th and 21st century
- orchestration, tone colour, style genres

Unit 5: Rock and Pop

In this unit, the students will study in depth:

- the history and development of Rock and Popular Music
- the musical elements involved in Rock and Popular Music

- developing an understanding and interpretation of the musical elements/vocabulary from this style of music
- performance in the style of Rock and Popular Music

Unit 6: Music of the 20th and 21st Centuries

In this unit, students will study in depth:

- the concepts of Music as they relate to Art Music of the 20th and 21st centuries, through interpreting, analysing and discussing
- the performance of Music that is characteristic of the period and how to demonstrate an understanding of the style
- how to create and arrange Music, using the elements found in the music of the period
- the role of Music in the culture of the period and the influences that the culture has on the music

Unit 7: Australian Music

In this unit, students will study in depth:

- the composition of original works that will demonstrate an understanding of various styles of Australian Music
- how to work cooperatively in an ensemble whilst performing original student compositions
- performance techniques with musical and technical proficiency commensurate with appropriate level
- aesthetic responses to their own works/performances, and those of others
- skill development in analysing, understanding and interpreting musical works in a wide variety of Australian social, cultural and historical contexts, in verbal and written
- how to communicate legibly and precisely with musical notation, demonstrating technical proficiency
- the development of Australian Indigenous, Folk Music, Classical, Rock, Pop and experimental Music

Duration:

Each unit is studied for one semester.

Assessment Task Types:

The students electing this course are assessed in three major areas:

- performing
- musicology
- creating

Performing:

Students are required to present a minimum of 2 performance presentations each semester. The task types may include a solo or an ensemble item or both. In the case of an ensemble item, the part played by a student must be clearly defined. At least one work should directly relate to the unit of study.

Musicology:

In this unit, students are required to present one or two tasks each semester, with a variety of assessment task types over the course as set by the teacher.

The tasks chosen may include:

- research assignment
- essay
- seminar
- examination
- journal

Creating:

Students are to compose a minimum of one or two original tasks each semester. The tasks may include two original complete works, or one original work of substantial length and an arrangement.

For further information, please contact Mr Nigel Palfreman, Head of Creative and Performing Arts: npalfreman@stedmunds.act.edu.au

PHYSICAL EDUCATION A

Rationale

Physical Education Studies are the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including physical literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain relationships, and to make decisions to enhance their health and physical participation.

Physical Education Studies provides students with skills and knowledge to learn about and practice ways of maintaining active healthy lifestyles and working with others and improve physical and team skills through theory and practical activities. It assists students in preparing for lifelong physical well-being. Research studies show adolescents with fundamental sports skills are more likely to continue physical activity later in life. This course aims to promote and develop such skills, values and positive attitudes to physical activity in, about and through movement.

This has the potential for students to enhance their own health and well-being in varied and changing contexts.

The study of Physical Education Studies provides possible pathways to further study in vocational areas for employment as a trainer, coach or in voluntary community coaching as well as providing foundations for life-long health.

Prerequisites: Nil

Goals

This course should enable students to:

- increase physical literacy in, through and about movement
- analyse, physical education studies theories, concepts, principles, methodologies, assumptions, perspectives and ideas in and through sport
- analyse the nature and purpose of physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies

Course pattern

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units

Unit 1: 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.

Unit 2: Leisure & 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

Unit 3: 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.

Unit 4: 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.

Assessment Task Types

- practical assessment
- individual sport tasks such as designing a fitness program
- practical laboratories, presentations or orals
- practical tests.

For further information, contact Mr Joel Richardson, Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

PHYSICS T/A

Rationale

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe, and provides the foundation of understanding upon which modern technologies and all other sciences are based.

Physics is an important prerequisite for many Tertiary studies in Science. The course involves a considerable amount of practical investigation. Good communication skills and a sound understanding of Mathematics are essential.

Prerequisites

Students who study this course are expected to have attained sound levels of achievement in both General Science and Mathematics programs in Year 10. They should be studying Mathematics Methods in Years 11 and 12.

Course Pattern

The course can be studied as a Minor (2 points) or as a Major (4 points). No other units from other courses may be substituted for units in this course. There are no compulsory units.

Units

Units are offered as standard (1.0) units:

- Unit 1: Linear Motion and Waves
- Unit 2: Thermal, Nuclear and Electrical
- Unit 3: Gravity and Electromagnetism
- Unit 4: Revolutions in Modern Physics

Assessment Task Types

- log book
- practical report
- research assignment
- presentations
- investigative project
- essay
- models
- tests/quizzes
- practical skill test

An explanation of the course is available at:

<http://www.australiancurriculum.edu.au/seniorsecondary/science/physics/curriculum/seniorsecondary#page=1>

**For further information, please contact Ms Frances Sargeant,
Head of Science: fsargeant@stedmunds.act.edu.au**

RELIGIOUS STUDIES T/A

Rationale

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

Prerequisites: Nil.

Course Pattern

Religious Education is a compulsory course for all students in Year 11 as a Minor (2 points). Students may elect to continue to study this course in Year 12 to obtain a Major (4 points).

	Year 11(compulsory)	Year 12(optional)
Semester 1	Tertiary: World Religions, Search for Meaning. Accredited: World Religions, Search for Meaning	Tertiary: Encountering Ethical Issues, Introduction to Christian Theology. Accredited: Encountering Ethical Issues.
Semester 2	Tertiary: Spirituality and Christian Ministry, Religion, Worship and the Arts, Religion and Media Accredited: Social Justice, Spirituality and Christian Ministry.	Tertiary: Religion, Psychology and Relationships, Independent Study (minimum 15 students), History of Christianity to 1517 Accredited: Religion, Psychology and Relationships, History of Christianity to 1517.

Units

All units in Religious Education should enable students to:

- recognise and understand the nature of religion and spirituality
- respond creatively to concepts and issues within a context of religious literacy
- demonstrate the ability to use conventions of religious literacy.

Encountering Ethical Issues:

Focus: In this unit, students will examine the concept of ethics, survey its historical and contemporary foundations and explore secular and religious perspectives of ethical issues. Case studies of specific ethical issues will be examined using these perspectives. In addition, students will investigate the theological teachings of one religious tradition and its perspectives on ethical issues.

History of Christianity to 1517:

Focus: In this unit, students will examine the development of Christianity from its roots in the Judaic faith and culture to 1400CE in order to develop an appreciation for the integral nature of religious faith to the socio/cultural context. The beliefs and values of a society are reflected in their political, judicial, educational and artistic institutions and therefore need to be examined together to gain a more accurate perspective on how each developed. As both individuals and members of a society, it is also important to understand how our history has shaped us and impacted on our decision making processes. These processes are also reflected at cultural, social and national levels and should inform the student about the developments that led to current situations.

Introduction to Christian Theology:

Focus: This unit is intended to enable students to study the nature of Christian theology, its origins and the forces that have are shaping it. Through biblical analysis, the study of relevant documents and the role of the Church, students will examine the relationship between faith, various theological concepts and the practice of faith.

Religion and the Media:

Focus: Both religious and media institutions are powerful influences in modern societies. This unit explores how media and religious influence is exercised through various organisations, teachings, perspectives, beliefs and values. It also explores religious themes and representations of race, class, gender and culture in film, news and current affairs, music and advertising.

Religion Worship and the Arts:

Focus: This unit provides an overview of the characteristics of sacred and religious arts. It explores the intersection between history and artistic expression in different religious and spiritual traditions and cultural contexts. At least two traditions should be studied, with one tradition focusing on either Asian or Indigenous religious traditions and cultures, and the other on a major world religion.

Search for Meaning:

Focus: The search for meaning and purpose is a universal human experience. Across time and culture, humanity has sought to address the fundamental questions of life. In this unit, students will reflect on some of these questions. They will explore how meaning is created through various religious, spiritual and philosophical world views.

Social Justice:

Focus: In this unit, students will examine the concept of social justice and its historical and contemporary foundations. The unit will examine secular and religious perspectives of social justice, significant social justice issues and various responses to them. Specific social justice organisational programs will be discussed in detail. In addition, students will investigate the theological teachings of one religious tradition when dealing with social justice issues.

Spirituality and Christianity Ministry:

Focus: This course encourages students to examine the Christian faith traditions and explore ways of providing effective ministry and service to others. Students will explore ways to engage in religious and spiritual teaching and experience in a meaningful way.

World Religion:

Focus: This unit is intended to offer a study of the religions of the world in a manner that is comparative, factual and fair minded, whilst at the same time recognising the profound, perhaps mystical nature of the practices and experiences of the believer. It is a study about religion that invites the students to reflect on their own experiences and examine questions raised by the presence of the other in contemporary society.

Assessment Task Types

- research essay
- creative assessment items – webisode and numerous artistic pieces
- seminar presentations
- examination

**For further information, please contact Ms Carmela Wilson,
Head of Religious Education: cwilson@stedmunds.act.edu.au**

SPORTS DEVELOPMENT T/A (Talented Sports Program)

Rationale

Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance. This course prepares students aspiring to participate in elite sport. The study of Sports Development provides pathways to further study in both tertiary and vocational areas as well as providing foundations for future involvement in elite sport as a competitor, official or administrator.

Prerequisites: Nil

Goals

This course should enable students to:

- increase high level physical literacy in, through and about movement
- analyse elite sports development theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health and physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies to promote high performance

Course pattern

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units

Unit 1: Personal Development in a Sport

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

Unit 2: Building an Elite Athlete:

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

Unit 3: Athletes in Society

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

Unit 4: Performance Analysis

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

Assessment Task Types

- research essays, assignments or reports
- examination/tests
- multimedia tasks
- reflective diaries/journals/portfolios or logs
- independent or group investigations
- practical laboratories, presentations or orals
- physical activity tasks
- practical tests
- campaigns and case studies

For further information, contact Mr Joel Richardson, Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

SPORT RECREATION and LEADERSHIP A/V

Rationale

Courses written under this framework provide students with knowledge, understanding and skills relating to areas of work inside the industry & services domains.

Sport and Recreation is a growth industry in Australian society. These forms of recreation include social sport, fitness programs and outdoor and community based recreational pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Sports, Fitness & Leadership focuses on the significance that the Sports and Recreation Industry has in the life of individuals and communities. It is a subject that provides students with the opportunities to learn in, through and about health wellbeing activities. These activities are defined as those requiring exertion and human activity, engaged in for competition, relaxation or simply enjoyment. They include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities. This course builds on the knowledge, skills and understandings of the Australian Curriculum: Health and Physical Education syllabus (www.australiancurriculum.edu.au/healthandphysicaleducation).

Through the study of Recreation students will examine: the relevance of recreation in Australian culture, the contribution recreation makes to health and wellbeing, factors that influence participation in recreation, how physical skills can enhance participation in recreation activities, how interpersonal skills support effective interaction with others, the promotion of safety in recreation activities, technology in recreation activities, how the recreation industry contributes to individuals and communities.

Sports, Fitness & Leadership can make an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning and well-being.

Prerequisites: Nil

Goals

All courses based on this Framework should enable students to:

- analyse practices, processes and procedures in the sport and recreation industry
- analyse technical information and specifications
- understand materials and equipment
- demonstrate industry specific literacy and numeracy skills
- solve problems and use industry specific terminology

- organise resources and material to create quality sport and recreation services
- communicate in a range of modes and mediums
- work independently and collaboratively in accordance with WHS principles

Course pattern

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units

Unit 1: Sports & Recreation Industry

The focus of this unit is the structure of sectors within the sports fitness and recreation industry. Students may study the roles and responsibilities of organisations within each sector and the significance for communities. Students may choose to study from the electives First Aid or Aquatics and Safety

Unit 2: Active Lifestyles & Sports Leadership

The focus of this unit is working effectively in a Sport and Recreation environment to plan and deliver individual and group exercise sessions that reflect the needs of clients. Students may choose to study from the electives Orientation to Fitness, Instructional Fitness, Event Leadership & Sports Project.

Unit 3: Sports Coaching & Management

The focus of this unit is on the systems in place that provide skills and resources for sports based activities. Students study the theory and practice of sports coaching and how it is managed. Students may choose to study from the electives Coaching Fundamentals, Advanced Coaching and Sports Management.

Unit 4: Community Activities & Events

The focus of this unit is on organising, facilitating and completing work activities linked to community activities and events. Students may choose to study from the electives Community Activities, Sports Administration and Event Management.

SWL 1 Sports and Recreation and SWL 2 Sports Administration

VET Qualifications

For the SIS20115 Certificate II in Sport and Recreation the following packaging rules apply:

- 5 elective units, consisting of:

Total number of units = 13 units must be completed:

8 core unit plus **5 elective units** of which:

- 2 units from the general electives listed below
- 3 units from the list below or elsewhere in SIS Training Package

Competencies for Certificate ... SIS20115 Certificate II in Sport and Recreation

Code	Competency Title	Core/Elective
BSBWOR202	Organise and complete daily work activities	Core
HLTAID003	Provide first aid	Core
HLTWHS001	Participate in workplace health and safety	Core
SISXCAI002	Assist with activity sessions	Core
SISXCCS001	Provide quality service	Core
SISXEMR001	Respond to emergency situations	Core
SISXIND001	Work effectively in sport, fitness and recreation environments	Core
SISXIND002	Maintain sport, fitness and recreation industry knowledge	Core
BSBSUS201	Participate in environmentally sustainable work practices	Elective
FSKDIG03	Use digital technology for routine workplace tasks	Elective
FSKLRG09	Use strategies to respond to routine workplace problems	Elective
ICTICT203	Operate application software packages	Elective
SISCAQU002	Perform basic water rescues	Elective
SISXCAI001	Provide equipment for activities	Elective
SISXFAC001	Maintain equipment for activities	Elective
SISXFAC002	Maintain sport, fitness and recreation facilities	Elective

VET Implementation Summary

BSSS Unit Title	Competencies
Sport and Recreation Industry 1.0	HLTAID003 Provide first aid (core) SISXEMR001 Respond to emergency situations (core) SISXIND002 Maintain sport, fitness and recreation industry knowledge (core) FSKDIG03 Use digital technology for routine workplace tasks SISCAQU002 Perform basic water rescues
Active Lifestyles and Sports Leadership 1.0	SISXIND001 Work effectively in sport, fitness and recreation environments (core) SISFFIT001 Provide health screening and fitness orientation SISFFIT003 Instruct fitness programs SITEEVT004 Provide event staging support
<i>Additional Cert III Competencies for schools that are scoped to deliver this qualification</i>	BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control (core) ICTWEB201 Use social media tools for collaboration and engagement (core) SISXCAI006 Facilitate groups
Sports Coaching and Management 1.0	SISXCAI002 Assist with activity sessions (core) SISXCCS001 Provide quality service (core) SISSSCO101 Develop and update knowledge of coaching practices FSKLRG09 Use strategies to respond to routine workplace problems SISXCAI001 Provide equipment for activities SISXFAC001 Maintain equipment for activities
<i>Additional Cert III Competencies for schools that are scoped to deliver this qualification</i>	SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions (core) SISXCAI004 Plan and conduct programs (core) SISXMGT001 Develop and maintain stakeholder relationships
Community Activities and Events 1.0	BSBWOR202 Organise and complete daily work activities (core) HLTWHS001 Participate in workplace health and safety (core) BSBSUS201 Participate in environmentally sustainable work practices ICTICT203 Operate application software packages SISXFAC002 Maintain sport, fitness and

	recreation facilities
<i>Additional Cert III Competencies for schools that are scoped to deliver this qualification</i>	BSBWOR301 Organise personal work priorities and development (core) SISXIND006 Conduct sport, fitness or recreation events
SWL 1 Sport and Recreation 0.5	SISXCAI002 Assist with activity sessions (core) SISXFAC002 Maintain sport, fitness and recreation facilities
SWL 2 Sports Administration 0.5	HLTWHS001 Participate in workplace health and safety (core) SISXIND001 Work effectively in sport, fitness and recreation environments (core)

Assessment Task Types

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency:

- **Task skills** – undertaking specific work place task(s).
- **Task management skills** – managing a number of different tasks to complete a whole work activity.
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity such as breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients.
- **Job/role environment skills** – dealing with the responsibilities and irregularities when undertaking a work activity such as working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

For further information, contact Mr Joel Richardson, Head of Health and Physical Education: jrichardson@stedmunds.act.edu.au

STUDIO VISUAL ART T/A

Rationale

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of Visual Arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists by making art works that communicate to audiences. They learn as audiences by responding critically and ethically to art works. These actions are taught together as each depends on the other.

In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

Prerequisites: Nil.

Course Pattern

Students may elect to complete a Minor (2 points), Major (4 points), Major/Minor (6 points) or Double Major (8 points).

Units

- Exploring Art (1.0 unit)
- Culture and Identity (1.0 unit)
- Protest Art (1.0 unit)
- Culture and Identity (1.0 unit)
- Art History and its Application (1.0 unit)
- Contemporary Art Practice (1.0 unit)
- Sculpture (1.0 unit)
- Printmaking (1.0 unit)
- Installation (1.0 unit)
- Painting (1.0 unit)
- Drawing (1.0 unit)
- Exploring Emerging Art Practice (1.0 unit)
- Arts Negotiated Study 2D (1.0 unit)
- Arts Negotiated Study 3D (1.0 unit).

Making Tasks

This task applies and extends the students' learned skills in practical work. It involves decision making, contextual skills, conceptual skills and production skills.

- experimentation of media
- traditional and non-traditional art forms
- major work
- body of work
- series of forms
- 4D electronic portfolio
- field study works.

Making and Responding Tasks:

The Visual Arts Process Diary (VAPD)

The VAPD is used in order to develop skills in the generation and recording of ideas for practical productions. This assessment task type is used as evidence for all aspects of students' visual and conceptual development. The VAPD can include:

- observations and reflections, including inspirations, enthusiasms and influences
- idea generation and development, including brainstorming and mind maps
- problem solving, visual analysis, aesthetic responses and developing evaluation skills
- documented relevant process evidence and record keeping
- experiments, technical skills exercises, mock ups and trials
- class work, including discussions, notes, quizzes, tests, homework
- documentation of their own understanding related to their own work/project (e.g. a shared purpose, theme or issue, medium, influences, style, colour scheme, attitude, culture)
- formal and informal comments on a range of art and design of personal interest that has been independently collected, illustrated or observed.

Responding Tasks: Formal Research, Critical Thinking and Investigation Tasks (for T Courses only):

This task type is based on investigation, analysis, presentation, time management skills and emphasises conceptual and contextual skills. Contextual tasks can include:

- research task
- oral presentation
- exhibition review
- test
- seminar
- essay
- theory diary
- presentation
- report

For further information, please contact Mr Nigel Palfreman, Head of Creative and Performing Arts: npalfreman@stedmunds.act.edu.au

DIGITAL ARTS DESIGN AND GRAPHICS (T/A) (Visual Art)

Rationale

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of Visual Arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists by making art works that communicate to audiences. They learn as audiences by responding critically and ethically to art works. These actions are taught together as each depends on the other.

In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

Prerequisites: Nil.

Course Pattern

Students may elect to complete a Minor (2 points), Major (4 points), Major/Minor (6 points) or Double Major (8 points).

Units

- Graphic Communication and Design (1.0 unit)
- Illustration (1.0 unit)
- Graphics and Design in Print (1.0 unit)
- Arts Negotiated (1.0 unit)

Making Tasks:

This task applies and extends the students' learned skills in practical work. It involves decision making, contextual skills, conceptual skills and production skills.

- experimentation of media
- traditional and non-traditional art forms
- major work
- body of work
- series of forms
- 4D electronic portfolio
- Field study works

Making and Responding Tasks:**The Visual Arts Process Diary (VAPD)**

The VAPD is used in order to develop skills in the generation and recording of ideas for practical productions. This assessment task type is used as evidence for all aspects of students' visual and conceptual development. The VAPD can include:

- observations and reflections, including inspirations, enthusiasms and influences
- idea generation and development, including brainstorming and mind maps
- problem solving, visual analysis, aesthetic responses and developing evaluation skills
- documented relevant process evidence and record keeping
- experiments, technical skills exercises, mock ups and trials
- class work, including discussions, notes, quizzes, tests, homework
- documentation of their own understanding related to their own work/project (e.g. a shared purpose, theme or issue, medium, influences, style, colour scheme, attitude, culture)
- formal and informal comments on a range of art and design of personal interest that has been independently collected, illustrated or observed.

Responding Tasks: Formal Research, Critical Thinking and Investigation Tasks:

This task is based on investigation, analysis, presentation, time management skills and emphasises conceptual and contextual skills. Contextual tasks can include:

- research task
- oral presentation
- exhibition review
- test
- seminar
- essay
- theory diary
- presentation
- report

For further information, please contact Mr Nigel Palfreman, Head of Creative and Performing Arts: npalfreman@stedmunds.act.edu.au

WOOD TECHNOLOGY A

Rationale

This course explores the purposeful use of technologies, creative processes and design solutions. Students acquire knowledge and develop skills using technologies including tools, materials, and processes appropriately, safely and competently to design and create products, systems and built environments.

The study of Wood Technology provides opportunities for students to engage with emerging technologies, make connections with industry, and apply standards and practices through the development of their projects.

A design literate student will solve problems through investigation and analysis, creativity and innovation, planning and production, synthesis and evaluation, communication and marketing. Students develop insights into how design is culturally, socially and ethically constructed with an environmentally sustainable approach to a product life cycle.

This course provides pathways in a range of related fields such as industrial design, interior design, furniture design and trade based careers and recreation activities.

Goals

This course should enable students to demonstrate:

- analysis, synthesis and evaluation design needs and situations
- ethical decision making, cultural and environmental awareness
- organisational skills, the ability to work independently and collaboratively
- the use of technology skills, materials and processes and apply occupational health and safety principles and industry standards
- application of the design process to produce a creative and innovative outcome
- communication skills using oral, written or graphical techniques to enhance their design and technological capacity
- knowledge and understanding of existing and emerging technologies, links to industry and career pathways

This course is aimed at students who:

This course has been developed to cater for all students at year 11 and 12 who have an interest in developing skills in the context of a practical workshop. The course provides opportunities for students to work individually or cooperatively in the designing, construction and evaluation of projects. Students who are looking to enter trade or design courses through CIT or similar institutions will benefit from experiences offered in this course.

Prerequisites: Nil.

Course Pattern: This course may be studied as a Minor or Major Course.

Mandatory Uniform and Equipment:

- Personal Protective Equipment (PPE) must be wore at all times.
- Students purchase their own eye protection these can be purchased from the College Clothing Pool
- Uniforms, tape measure and marking out equipment must also be brought to each class.

Units

Unit 1: Introduction to Wood Technology

Unit 2: Wood Technology

Unit 3: Wood Technology Design

Unit 4: Wood Technology Project

The delivery arrangement of units and competencies may change from year to year, but, will be comprised of a mixture of the units listed and will be decided by the classroom teacher and students.

Assessment Task Types

Practical:

- practical test
- individual project
- group project
- continuous observation (e.g. skills, OHD)
- competency based assessment

Theory:

- folio
- research project
- cooperative tasks
- planning tasks
- risk assessments
- presentations

**For further information, please contact Mr Jason Moore,
Head of Technology: jmoore@stedmunds.act.edu.au**

NOTES