



**ST EDMUND'S  
COLLEGE**

**CANBERRA · EST 1954**

# **Senior Course Guide**



**2022**

# INTRODUCTION

Welcome to the Senior Course Guide 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 our 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. As such, we are proudly a school of vibrant spirit, strong character and tailored learning.

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 grouped to have like-minded students being taught by teachers who engender an atmosphere of clarifying knowledge, seeking understanding and refining skills. 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. Our Statement of Eddies Pride boldly characterises the type of student we wish to have graduate from the College.

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)*

## **Edmund Rice**

Born in Callan, Ireland, in 1762, Edmund came to the bustling city port of Waterford as a young man. He was talented and energetic and soon became very wealthy, selling produce to ships that transported emigrants. He married in 1789 and the couple had a daughter, Mary. The tragic death of Edmund's wife led him into a time of mourning during which his relationship with God deepened. In his own sorrow, he was moved with compassion to recognise the needs of those around him. Edmund Rice left little in writing but some of the passages he marked in his Bible show where his imagination took fire. The Ireland of Edmund's day was an unjust place where many lived in poverty and social structures deeply oppressed the majority of the population. He found in the story of Jesus the call to liberation that is at the heart of what Jesus preached. In 1802 he set up a free school for boys living in poverty. He wanted to help them have the life God meant them to have. He arranged for them to have food and clothing and a place to sleep. They were taught about God and about the Catholic faith. They learnt how to read and write and use numbers. All this enabled them to rise from a demeaning poverty and sense of hopelessness in which they would otherwise have been trapped.

## **Christian Brothers**

Other men were drawn to Edmund and his work of justice for those made poor. They lived together in community and, in 1808, were professed as Brothers, along with Edmund. By 1825 Edmund Rice and his 30 Brothers were educating, free of charge, over 5,500 boys in 12 different towns and cities. Many boys were also being clothed and fed. The year 1825 also saw the expansion of the Brothers beyond Ireland. In 1868, Brother Ambrose Treacy and three companions arrived on the Donald Mackay at Station Pier in Melbourne, unable even to pay the landing tax but still ready to begin their Australian adventure. They shared their historical moment with Mary Mackillop, St Mary of the Cross, who started her first school in 1866. In that one decade, Australia was forever changed. The Brothers were eventually to open over 120 schools here. They began with little but their faith and vision. They have acknowledged painful shortcomings in their own history but are thankful for what God has achieved through them

## **Edmund Rice Education Australia**

The formation of Edmund Rice Education Australia by the Christian Brothers in 2007 continues this creative work of education. EREA, as part of the mission of the Catholic Church, is charged with the responsibility for the governance of over 50 schools throughout Australia, serving more than 38,000 students. Each school has a separate character and history but all draw life from the same charism of Edmund Rice and from the Gospel. We have been joined by a number of Associate Schools and we are reaching out to the world through Edmund Rice Education Beyond Borders

(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.

# VISION & MISSION

**Vibrant Spirit. Strong Character. Tailored Learning.**

Our Vision at St Edmund's College is to develop boys into young men of strong character, by building a spirit of ...

- **GROWTH** through Liberating Education
- **HOPE** through Gospel Spirituality
- **BELONGING** through Inclusive Community
- **SERVICE** through Justice and Solidarity

Our Mission is to provide a quality Catholic education in the Edmund Rice tradition by ...

- promoting the highest levels of personal achievement in education
- bringing the light of Christ to every student
- recognising, nurturing and celebrating the God given qualities of every member of our community
- promoting opportunities for service to the community and to each other

# 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

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.bsss.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](http://www.seccareers.com.au)

[www.skillsroad.com.au](http://www.skillsroad.com.au)

[www.uac.edu.au](http://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: [riarman@stedmunds.act.edu.au](mailto:riarman@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.

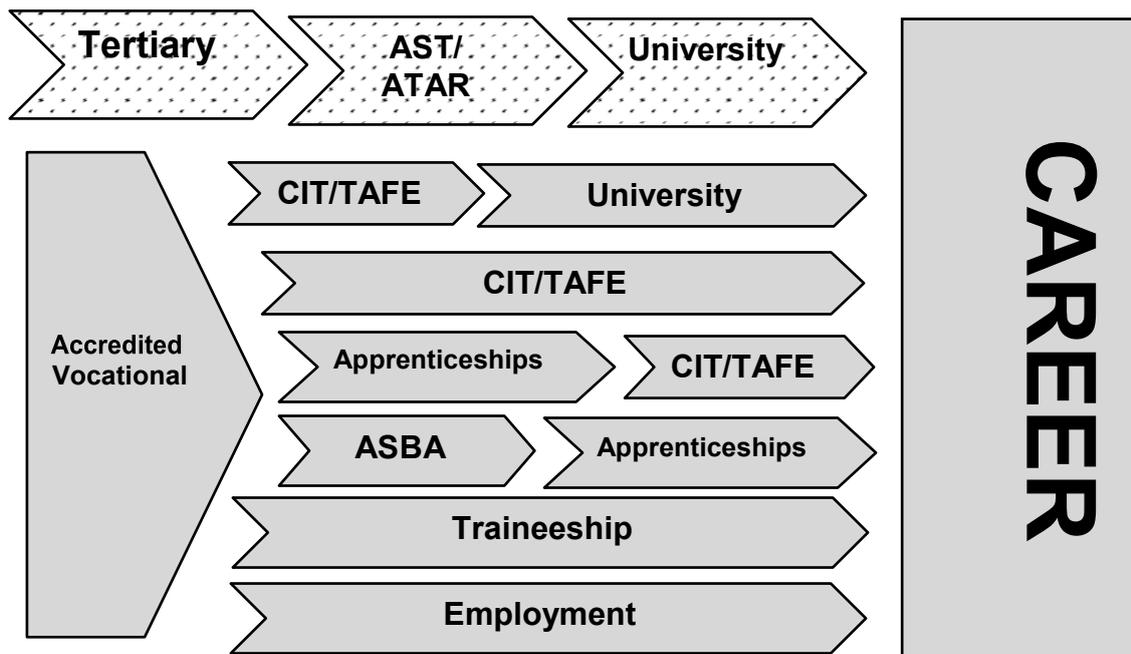
Courses are listed alphabetically.

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](http://www.uac.edu.au)
- special consideration for those students who have suffered some setback 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. Information about USI numbers can be found here: <https://www.usi.gov.au/> 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](mailto: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, Ms Lisa Millar: [lmillar@stedmunds.act.edu.au](mailto:lmillar@stedmunds.act.edu.au)**



# SENIOR COURSES

**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.**

# 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

Nil

## 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](mailto: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 HASS,  
Ms Kylie Rose: [kröse@stedmunds.act.edu.au](mailto:kröse@stedmunds.act.edu.au)**

# CHEMISTRY T

## 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/rationalgoals>

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

# DESIGN AND EMERGING TECHNOLOGIES T/A

## **Rationale**

The study of Design and Emerging Technologies 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](mailto: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](mailto:npalfreman@stedmunds.act.edu.au)**

# ECONOMICS T/A

## **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 HASS:  
[krose@stedmunds.act.edu.au](mailto: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](mailto: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 an 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](mailto:jrichardson@stedmunds.act.edu.au)

**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](mailto:akerin@stedmunds.act.edu.au)**

# **FITNESS IN SPORT E**

## **(Certificate III in Fitness & Certificate II in Sport & Recreation)**

### **Rationale**

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group or gym programs.

They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.

Individuals who specialise in Group Exercise Instruction deliver exercise sessions designed for participation by a group of clients with a mix of ages/fitness levels. Sessions may be freestyle, pre-choreographed or circuit style. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.

Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.

**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**

Sport in Fitness will run as an E Course

E classification is given to all externally delivered courses which lead to a nationally recognised vocational qualification (VET Certificate or Statement of Attainment) that is delivered by an external Registered Training Organisation (RTO).

E courses have industry areas as course titles. These courses will be in course areas along with other relevant BSSS courses and the maximum contribution of any one course area to the minimum requirements of an ACT Senior Secondary Certificate is 8 standard units as per BSSS policy. In E courses, students will be awarded standard units in multiples of 0.5, undertaken as a structured educational program.

### **VET Qualifications**

Requirements for both SIS30315 - Certificate III in Fitness and SIS20115 - Certificate II in Sport and Recreation can be found at [www.training.gov.au](http://www.training.gov.au)

<https://training.gov.au/Training/Details/SIS30315>

<https://training.gov.au/Training/Details/SIS20115>

### **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](mailto:jrichardson@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](mailto:jmoore@stedmunds.act.edu.au)**

# GLOBAL STUDIES T/A

## **Rationale**

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

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

**Prerequisites:** Nil.

## **Course Pattern**

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

## **Units**

### **Unit One: Big Ideas and You**

This unit will provide students with insights into what people know, think and believe. Students will examine a range of significant ideas throughout history, and inquire as to how they have impacted on the way individuals perceive the world.

### **Unit Two: Australia: Our Democracy, Your Choice**

This unit will enable students to acquire knowledge and understanding of Australia's democratic political system. Students will examine the formation of the democratic political system in Australia. They will reflect on their role and responsibilities in a democratic system.

### **Unit Three: Australia in the World**

This unit aims to provide students with knowledge and understanding of what it means to be an Australian citizen, living in and participating in, an increasingly globalised world. Students will develop an appreciation of the complex social, racial, cultural, religious and geographic influences that shape the Australian identity here and abroad.

#### **Unit Four: Forces of Cultural Change**

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

#### **Unit Five: International Relations**

This unit explores the institutions, organisations and agencies that exercise power and influence across the world. Students will explore the motives for action and inaction, and the major causes of division and alliance.

#### **Unit Six: Peace and Conflict Studies**

This unit explores the causes of conflict and its effect on peace. Students will analyse the variables that shape peace and conflict. Teachers will select from the following content, depending on the interests and composition of the class, and topics previously covered.

#### **Unit Seven: The Americas and the Caribbean**

Students examine the underlying causes of endemic poverty and political instability in the Americas and Caribbean. Students will explore the impact of early colonial influences through to the modern day affecting the socio-geo-political background in these regions.

#### **Unit Eight: Global Challenges**

This unit ideally consolidates knowledge and skills acquired in the foundation units of the course. Students examine current global issues and hypothesise possible solutions, and communicate their ideas to others.

#### **Assessment Task Types**

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

**For further information, please contact Ms Kylie Rose,  
Head of HASS: [kröse@stedmunds.act.edu.au](mailto:kröse@stedmunds.act.edu.au)**

# HISTORY (MODERN) T/A

## 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 20<sup>th</sup> century, the curriculum refers back to formative changes from the late 18<sup>th</sup> century onwards and encourages students to make connections with the changing world of the 21<sup>st</sup> 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 20<sup>th</sup> 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 20<sup>th</sup> Century

This unit examines the 'nation' as the principal form of political organisation in the modern world, the crises that confronted nations in the 20<sup>th</sup> 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 HASS: [krose@stedmunds.act.edu.au](mailto:krose@stedmunds.act.edu.au)**

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# 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](mailto:jmoore@stedmunds.act.edu.au)**

# HUMAN BIOLOGY T/A

## Rationale

Human Biology covers a wide range of ideas relating to the functioning of the human body. Students learn about themselves, relating structure to function. The course uses the human life cycle to create a close link between personal experience and theoretical content for students. Health issues that relate to life cycle stages are explored with relation to the structure and function of the human body.

**Prerequisites:** 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: The Essentials of Human Life
- Unit 2: The Aging Human Body
- Unit 3: Human Health & the Environment
- Unit 4: Treating the Human Body

## Assessment Task Types

- models
- commentary
- debate
- portfolio/journal
- field work
- investigation
- document/source analysis
- practical report
- research report
- test/quiz

# INFORMATION TECHNOLOGY T/A

## **Rationale**

The Tertiary Courses are 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 are 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**

Students can study a minor, major, major-minor or double major in Information Technology by completing units from the Digital Technologies, Robotics and Mechatronics, Networking and Security and Data Science courses. At the beginning of 2022 IT teaching staff will review the different course options available to students and as a group, or individually, you will decide which units you will be undertaking.

The units are not sequential and may be studied in any order.

# Digital Technologies A/T

## **Digital Assets A/T**

The focus of this unit is on developing students' understanding of digital assets. Digital assets function as the building blocks of larger systems. Students develop the skills necessary to effectively design and develop digital assets for more complex data-driven systems. They interpret and create their own digital assets for a range of purposes and audiences. Students analyse discrete components of existing processes and products in order to examine how they function within a system. They can then use this understanding to re-design and develop assets. Students focus specifically on creating assets for a range of platforms including games, publications, 3D environments and data driven applications.

## **Digital Applications A/T**

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

assets. Students focus specifically on creating web applications including static and dynamic websites.

### **Digital Solutions A/T**

The focus of this unit is creating appropriate data-driven solutions to authentic problems. Students develop the skills and knowledge required to analyse and examine existing solutions to known problems and produce their own solutions to existing problems. They focus on understanding how to choose and apply a design process to create a relevant solution for a client's needs. Students focus specifically on creating apps, including Virtual Reality interfaces, for specific purposes and audiences.

### **Structured Project A/T**

The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a data-driven project. Students develop and refine their design skills and knowledge in order to create and develop a project using a clearly defined structure in an authentic context. They focus on effectively applying a design process to inform and develop their project. Students are introduced to a range of different project management methodologies and are empowered to develop their independent learning skills.

### **Negotiated Study A/T**

This unit of study is offered to students who have studied two units from the Digital Technologies course. Students negotiate a complex individual project to deepen their understanding of digital technologies

## **Robotics and Mechatronics A/T**

### **Building and Programming Circuits A/T**

In this unit, students learn about the components of electronics and the design and construction of electronic systems. They use design methodologies to investigate, strategise, prototype, test and critically analyse the construction of electronic systems.

### **Digital & Analog Interactions A/T**

This unit of study provides opportunities for students to learn to identify and respond to real-world problems and to justify the creation of complex control systems by programming microcontrollers. Students will apply the design process to design interface circuits, prototype and construct systems to receive input and collect data from sensors and provide meaningful output.

### **Robotics and Mechatronic Systems A/T**

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

### **Applications of Robotics A/T**

This unit of study provides opportunities for student to investigate the role of

robots and other intelligent machines, including artificial intelligence, machine learning, etc, and the design, construction and application of robotic systems. Students will use system architecture methodologies and the design process to complete a project; prototyping, constructing and evaluating an innovative system.

### **Negotiated Study A/T**

This unit of study is offered to students who have studied two units from the Robotics and Mechatronics course. Students negotiate a complex individual project to deepen their understanding of robotic and mechatronic systems.

## **Networking and Security A/T**

### **Networking and Cybersecurity**

In this unit, students learn about networking application and host-based technologies and cyber security. They explore network traffic, flow, access, use, limitations, and vulnerabilities. The unit has a focus on developing skills including problem solving, communication, time management and teamwork. Students create design solutions for network traffic scenarios and application.

### **Network Administration and Security**

In this unit, students learn designing and administering networks, applications and hosts. They explore the process of designing a network, administering a network, securing a network and mitigating network vulnerabilities. This unit focuses on combining networking equipment and end devices. Students create design solutions for network set up and administration.

## **Data Science A/T**

### **Data Representation and Analysis**

This unit explores the ways that digital information is encoded, represented, manipulated, stored, compressed and transmitted. Students develop an understanding of where data comes from, and how to manipulate it using computational tools. Through the interpretation and visualisation of data, students identify patterns and trends, and use these findings to develop narratives and arguments in a variety of contexts.

### **Big Data Analysis and Techniques**

The data-rich world that we live in introduces many complex questions related to public policy, law, ethics and social impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it. Students will develop skills in using data analysis processes, relevant algorithms and techniques, and computational tools to analyse Big Data using a multidisciplinary approach.

### **Machine Learning**

This unit explores how Machine Learning is used to develop models for prediction, analysis, diagnosis and recommendation. Students will develop an understanding of Machine

Learning, and the algorithms, techniques and processes used in supervised and unsupervised models. They will use Machine Learning to analyse authentic datasets from a range of sources, and investigate the inherent bias in training data. They will be able to build models or applications which enable predictions or recommendations, contextualising the social impact of their Machine Learning application.

### **Data Research Project**

This unit enables students to undertake their own research project to develop and test hypotheses using real-world data sets. They further develop their data analysis skills, and explore patterns in data that yield interesting results. Students will present conclusions drawn from their analysis, and communicate their findings through visualisations and arguments that inform and maximise impact.

### **Negotiated Study**

This unit of study is offered to students who have studied two units from the Data Science course. Students negotiate a complex individual project to deepen their understanding of data.

#### 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](mailto: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	Value (1.0)
The Individual	1.0
Society and Community	1.0
The Changing World	1.0
Diverse Perspectives	1.0
Negotiated Study	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](mailto: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	1.0
Society and Community	1.0
The Changing World	1.0
Diverse Perspectives	1.0
Negotiated Study	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](mailto: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 HASS: [krose@stedmunds.act.edu.au](mailto:krose@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 Assistant Principal 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
<b>T</b>	Specialist Mathematics	Advanced Extended Advanced	A/B A
<b>T</b>	Specialist Mathematical Methods	Advanced Extended Advanced	A/B A/B
<b>T</b>	Mathematical Methods	Advanced Extended Advanced Mainstream	C or above C or above A
<b>T</b>	Mathematical Applications	Advanced Extended Advanced Mainstream	D or above D or above C or above
<b>A</b>	Essential Mathematics	Mainstream	E or above
<b>M</b>	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.

	<b>Year 11 Semester 1</b>	<b>Year 11 Semester 2</b>	<b>Year 12 Semester 3</b>	<b>Year 12 Semester 4</b>
<b>Mathematical Applications (T)</b>	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
<b>Specialist Mathematics (T)</b>	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
<b>Specialist Mathematical Methods (T)</b>	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
<b>Mathematical Methods (T)</b>	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
<b>Essential Mathematics (A)</b>	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.
<b>Contemporary Mathematics (A)</b>	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 Zach Holmes,  
Head of Mathematics (acting):  
[zholmes@stedmunds.act.edu.au](mailto:zholmes@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 & Development 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](mailto:npalfreman@stedmunds.act.edu.au)**

# METAL PRODUCTS 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

Working with Metal (1.0).

Techniques in Metal Manufacture(1.0).

Welding and Cutting Skills (1.0).

Metal Project (1.0).

Negotiated Study (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](mailto: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 42<sup>nd</sup> 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 7<sup>th</sup> Dominant 7<sup>th</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> 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 20<sup>th</sup> and 21<sup>st</sup> Centuries**

In this unit, students will study in depth:

- the concepts of Music as they relate to Art Music of the 20<sup>th</sup> and 21<sup>st</sup> 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](mailto: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](mailto:jrichardson@stedmunds.act.edu.au)

# PHYSICS T

## 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](mailto:fsargeant@stedmunds.act.edu.au)

# PSYCHOLOGY 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 Psychology which aims to understand the universality of human experience, as well as individual differences. In so doing, Psychology 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.

**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

# 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 as well as how these traditions have shaped and influenced societies. Students examine religious concepts through analysis, independent research and open critical inquiry, to become active and informed citizens and develop intercultural understanding. 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).

	<b>Year 11(compulsory)</b>	<b>Year 12(optional)</b>
Semester 1	<p><b>Tertiary:</b> Narratives and World views or Influence, Community, Culture and Power</p> <p><b>Accredited:</b> Narratives and World views</p>	<p><b>Tertiary:</b> Encountering Ethical Issues or Religion, Psychology and Relationships</p> <p><b>Accredited:</b> Encountering Ethical Issues or Social Justice</p>
Semester 2	<p><b>Tertiary:</b> Religion and Popular Culture or Globalisation and Religion</p> <p><b>Accredited:</b> Religion and Popular Culture</p>	<p><b>Tertiary:</b> Religion and the Media or Religion and Politics</p> <p><b>Accredited:</b> Religion and the Media</p>

## 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.

### **Globalisation and Religion:**

Focus: Students examine the process of globalisation and its influence on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in a global world. Students examine how religions and spiritualities play a role in shaping globalisation. They explore concepts such as global ethic and challenges for the future. Two religious or spiritual traditions are studied.

### **Influence, Community, Culture and Power:**

Focus: Students explore power relationships between and within religions and spiritualities as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. Two different religious or spiritual traditions are to be studied.

### **Narratives and Worldviews**

Focus: Students examine the origins and functions of religious and spiritual narratives in a minimum of two religions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts.

### **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 and Popular Culture:**

Focus: Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and affect popular cultures and how popular cultures create and re-enforce stereotypes.

### **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.

### **Assessment Task Types**

- research essay
- research portfolios
- creative assessment items
- seminar presentations
- digital presentations

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

# SPORTS DEVELOPMENT 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](mailto:jrichardson@stedmunds.act.edu.au)**

# TIMBER PRODUCTS 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**

Working with Timber

Techniques in Timber Manufacture

Creating to a Design Brief or Plan

Timber Project

Negotiated Study

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](mailto:jmoore@stedmunds.act.edu.au)**

# VISUAL ARTS 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 Visual 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](mailto:npalfreman@stedmunds.act.edu.au)**

# VISUAL ART--DIGITAL ARTS DESIGN AND GRAPHICS (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**

- 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](mailto:npalfreman@stedmunds.act.edu.au)**

## NOTES