Senior Course Guide and Handbook

St Clare's College is a Spirited Learning Community

St Clare's is Spirited:

- → Based on the Gospel
- → Enlivened by the Spirit
- → Open to life, change and challenge
- → Valuing consultative, cooperative processes
- → Preparing students to take an active role in the community
- → Enthusiastic, hopeful and empowering
- → Committed to justice

St Clare's is a Catholic Community:

- → Of students, parents, staff and teachers
- → Which affirms, nurtures and empowers all members
- → Committed to love, peace, joy and hope
- → Building the Kingdom of God
- → Developing young women to reach their potential
- → Open to the poor

The Learning Program at St Clare's:

- → Is holistic
- → Offers diversity
- → Promotes high achievement
- → Is open to new educational developments
- → Values the uniqueness of each individual
- → Strives for the spiritual, physical, emotional, intellectual and aesthetic development of all students

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Principal's Message

Welcome to St Clare's College where we have provided excellence in girls education for almost 60 years. St Clare's College is an inclusive, caring, Catholic community where learning is valued and students are given opportunities to grow in all dimensions of their life.

St Clare's has an outstanding history of educating and empowering young women for almost 60 years. Focussed on the life and teachings of Jesus, and inspired by the example of St Clare, our College is committed to providing a safe and empowering environment for all students. Our educational philosophy is built upon the foundational belief that every student can learn. St Clare's comprehensive academic, pastoral and co-curricular programs provide students with ongoing opportunities to grow in all dimensions of their lives. I am very excited to provide you with detailed information about St Clare's senior educational offerings.

St Clare's College offers an extensive range of courses across all learning areas of the Board of Senior Secondary Studies. Students are well supported, by our Leader of Learning Careers & Future Pathways and our Leader of Learning Academic Wellbeing, to make informed choices from this suite of offerings. Students are encouraged to become active learners and to take increasing responsibility for their own learning; experiences enhanced through our implementation of the Catholic Education Catalyst program with High Impact Teaching Practices, supported by Classroom Mastery. St Clare's teachers are highly skilled educators with expertise across the range of learning areas we offer. We pride ourselves on the certification results of our Year 12 graduating cohorts; students gaining their ACT Senior Secondary Certificates and, for many, nationally recognised Vocational Education and Training qualifications. St Clare's graduates enter the workforce, take up apprenticeships and traineeships, and step exceedingly well-prepared into the world of university education.

St Clare's College provides outstanding pastoral support to students lead by our Pastoral Care (PC) teachers and Pastoral Leaders.

In addition to knowing their cohort, students mix throughout the year levels and students are rightly proud of the 'sisterhood' at St Clare's. We have two wonderful counsellors, supporting our eight Heads of House and you, in providing the best possible care for your daughters as they transition into adulthood at St Clare's. Student leadership has a high profile in the College and our senior students have the opportunity to formalise their leadership in the strong House system and in our profile areas.

St Clare's College boasts modern state-of-art facilities. In mid-2022, we opened our light-filled Learning Commons precinct, encompassing flexible classrooms and innovation spaces, contemporary library facilities and the amazing senior student social and study area. The Student Progress Program (SPP) is a College initiative designed to support academic achievement and growth and runs after school in our amazing San Damiano Learning Commons. SPP is resourced with academic tutors and faculty staff to assist with students' self-identified learning needs and resourcing for class study and/or assessment.

At St Clare's, we have a wide range of co-curricular programs on offer including: the SWITCH club (St Clare's Women in IT and Communication Hub), Dance Ensemble, Youth Ministry, Indigenous Support, Defence student activities lead by our Defence School Mentor, lunchtime sports and Chess club, to name a few! Being a senior student does not diminish the importance of staying connected and having recreational outlets.

We look forward to working in partnership with you and your daughter as she works towards her graduation and life beyond, as a St Clare's alumnus.

Dr Ann Cleary
Principal

Educational Aims

St Clare's College is a Catholic school committed to providing a holistic education for young women. It aims to provide a supportive and just environment in which young women can develop spiritually, academically, socially and physically into confident and capable members of the broader community.

Upon completion of her studies at St Clare's College each student should have had the opportunity to:

Grow in love and understanding of God, self and neighbour through:

- participation in the prayer life of the College as well as in formal Religious Education courses
- learning about and modelling Christ's teachings
- developing empathy with the needs and experiences of people within and beyond her own community, especially those who are in need or disadvantaged, through experiential learning and participation in activities with a social justice focus
- developing an understanding, appreciation of and respect for diverse cultures and traditions, including religious traditions
- developing a reverence for life, and an understanding and appreciation of our stewardship of the natural physical environment
- active participation in all areas of learning and seeking to achieve success through challenges.

Develop knowledge, skills and acquire an appreciation of learning through:

- the experience of a rich and varied curriculum
- gaining sound academic and study skills appropriate to her level of study
- being in an environment that promotes a positive approach to and love of learning
- being encouraged to become an independent and self-motivated learner
- participating actively in the learning process and working collaboratively with others as well as independently
- experiencing how learning can occur in many different environments and through the use of technologies
- being given opportunities to develop a range of skills including aesthetic, sporting, creative, emotional, analytical as well as literacy and numeracy skills which form the basis of many other life skills.

Reach intellectual potential through:

- using gifts and talents
- being able to communicate ideas both orally and in writing
- developing research and investigative skills
- using current technologies to advance learning
- taking responsibility for learning and the organisation of her studies
- utilising fully the human and material resources available
- selecting courses of interest that will suitably challenge and meet future plans.

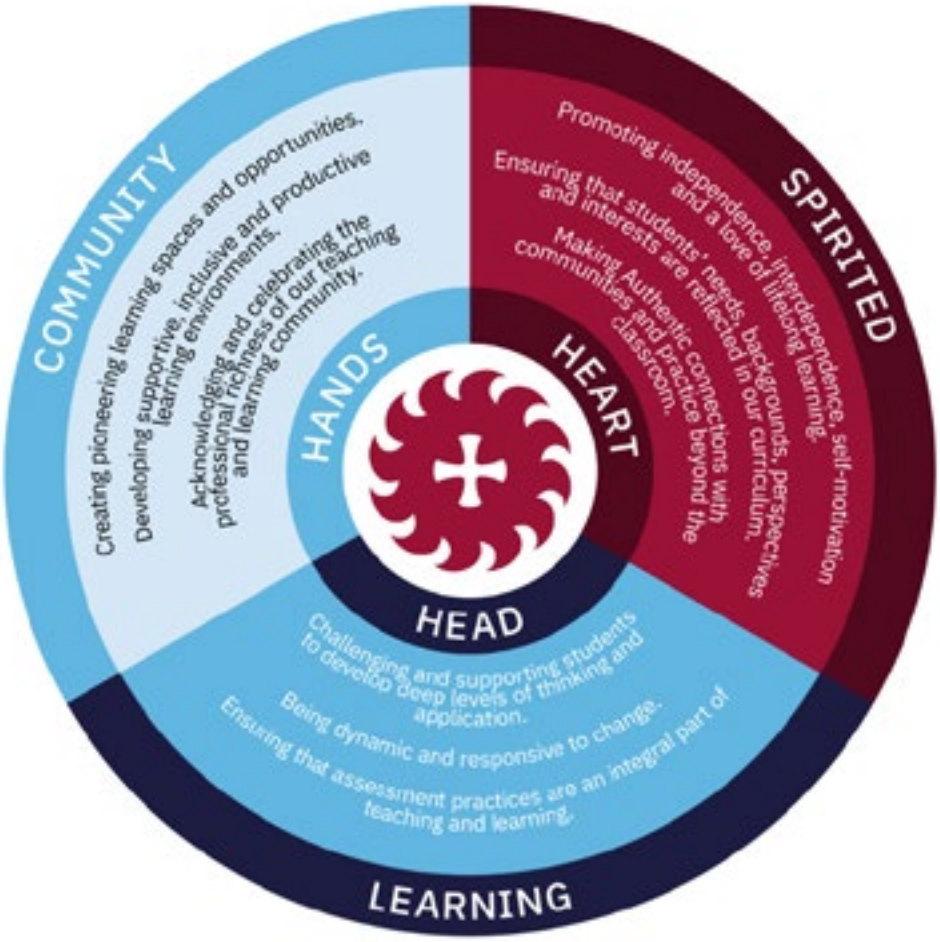
Develop a strong sense of community and personal awareness through:

- showing respect and courtesy to others and supporting others in times of personal need
- employing effective interpersonal skills and an understanding, appreciation and tolerance of differences
- utilising appropriate conflict resolution and stress management skills
- participating in and being supportive of College and community activities
- gaining essential knowledge about herself and her environment and the interaction between people and the environment
- developing an awareness of the importance of an active and healthy lifestyle on her spiritual, emotional and physical development and well-being.

Demonstrate taking responsibility for her own actions and decisions through:

- behaving in a manner that brings credit to herself and the College at all times
- respecting the property of the College and others in the community
- avoiding dangerous and unsafe practices
- showing the ability to solve problems and deal with change effectively
- understanding her personal potential for contributing to the community
- being honest and fair in her dealings with others.

Principles for Learning



St Clare's College is a Spirited Learning Community which engages Heart Head Hand through:

- → Promoting independence, interdependence, self-motivation and a love of lifelong learning
- → Ensuring that students' needs, backgrounds, perspectives and interests are reflected in our curriculum
- → Making authentic connections with communities and practice beyond the classroom
- → Challenging and supporting students to develop deep levels of thinking and application
- → Being dynamic and responsive to change
- → Ensuring high impact teaching, learning and assessment practices are visible and are an integral part of the learning experience
- → Creating contemporary and innovative learning spaces and opportunities
- → Creating supportive, inclusive and productive learning environments
- → Acknowledging and celebrating the professional richness of our teaching and learning community
- → Developing and applying effective habits of thinking and doing (our College learning dispositions)
- → Becoming assessment capable learners
- → Understanding how to learn through the application of learning strategies; and
- → Seeking, receiving, acting on and giving feedback.

The ACT College System

The ACT operates a system of school-based curriculum and assessment within the policy and procedures of ACT Board of Senior Secondary Studies (BSSS).

School-based curriculum means that college teachers from across the system are involved in all curriculum development. Individual colleges determine which courses they offer to students. In partnership with the BSSS, St Clare's College is committed to offering high-quality educational programs from a wide range of academic and vocational areas.

Assessment in the ACT is based on continuous, school-based assessment. This means that there are no external subject-based examinations. Courses are taught and assessed unit by unit. A unit of study is organised around a particular theme or skill set and has a value based on the time the unit took to deliver; for example, one standard unit of study towards the ACT Senior Secondary Certificate (ACT SSC) represents a minimum of 55 hours of timetabled classes, generally over one semester. System moderation is conducted every semester to ensure comparability of grades from different schools.

The BSSS website gives further information about the senior secondary system within the ACT: www.bsss.act.edu.au, including governing policies.

These include:

- minimum hours of attendance and course delivery
- moderation procedures
- plagiarism and academic misconduct
- assessment procedures
- course content and prerequisites.

The ACT Senior Secondary Certificate

The ACT Senior Secondary Certificate is awarded to all students who complete an approved educational program and pattern of study in Years 11 and 12 (full-time or part-time within a five year period) that meets the ACT BSSS requirements.

Course Package

All courses of study for the ACT Senior Secondary Certificate are designed to develop student capabilities through an integrated and interconnected set of knowledge, skills, behaviours and dispositions across the curriculum. These capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social capability
- ethical behaviour
- intercultural understanding

Inspired by the Australian Curriculum and using similar design protocols, courses of study for the ACT Senior Secondary Certificate are relevant to the lives of students.

Courses address the following three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

The package chosen may be either a **Tertiary Package** leading to the award of the ACT Senior Secondary Certificate and an Australian Tertiary Admission Rank (ATAR) or a **Standard Package** leading to the award of the ACT Senior Secondary Certificate. Both packages provide scope to obtain Vocational Certificates.

Tertiary Package:

The requirements for an ACT Senior Secondary Certificate tertiary package are:

- Completion of a minimum of 20 standard units.
- At least four majors and one minor, or three majors and three minors from A, T, M, H or E courses are formed.
- At least three majors (one being the study of English and/or Literature) and one minor classified as T or H are completed (14 standard units).
- All components of the ACT Scaling Test (AST) are successfully undertaken.

Students completing a tertiary package generally enrol in six T courses and complete 4/5 majors.

Standard Package:

The requirement for an ACT Senior Secondary Certificate standard package are:

- Completion of at least 17 standard units.
- A minimum of four different A, T, M, H or E courses from at least three different course areas. These must include at least two A, T or M courses and one of these must be in the English course area.
- The package is completed in no more than five years.

Standard Unit

A standard unit is the combination of lessons, assignments, excursions, tests etc. for a subject. A standard unit has a value of 1.0 (point) and is delivered for a minimum of 55 hours, generally over one semester.

Course Frameworks

Course frameworks are system curriculum documents for Years 11 and 12. Frameworks provide the essential basis for the development and accreditation of any course within a designated subject area; a common basis for assessment and reporting of student outcomes in courses based on the framework and take into account current directions in curriculum and assessment.

Course Types

A course is made up of a combination of units; for example, the Physics course consists of four semester-length units.

Minor, Major, Major-Minor and Double Major Courses

Course types indicate the duration of study in the course.

- **minors** require a minimum of 2 standard units.
- **majors** require a minimum of 3.5 standard units.
- **major-minors** require a minimum of 5.5 standard units.
- **double majors** require a minimum of 7 standard units.

Accredited (A) Course

- A course which has been accredited by the ACT Board of Senior Secondary Studies as being educationally sound and appropriate for students in Years 11 and 12. Accredited courses are awarded grades only and cannot be counted towards a student's Australian Tertiary Admission Rank (ATAR).

Tertiary (T) Course

- A course which has been accredited by the ACT Board of Senior Secondary Studies as one which prepares students for higher education. Tertiary courses are awarded grades and course scores and can be counted towards a student's Australian Tertiary Admission Rank (ATAR).

Modified (M) Course

- M classification is given to an accredited course which is consisered by the BSSS to provide appropriate educational experiences for students who satisfy specific intellectual disability criteria.

Each T, A and M course has three requirements:

- >90% attendance
- completion of > 70% assessment
- class participation

H Course

- H classification is given to a Year 11 and 12 course which is designed and accredited by an Australian higher education provider and the ACT BSSS. Successful completion of the course can be recognised towards an undergraduate degree with that provider. Students can study a maximum of two H courses.

Recognition towards the Senior Secondary Certificate and Tertiary Entrance Statement:

- Students can include H courses/units to meet the requirements for an ACT Senior Secondary Certificate and Tertiary Entrance Statement. The grade(s) achieved in the unit(s) will be recorded on the Senior Secondary Certificate.
- H courses are reported separately on the Senior Secondary Certificate and Tertiary Entrance Statement. The score achieved by the student in the units will be used in calculating a course score. Scaled H course scores may contribute to a student's Australian Tertiary Admission Rank (ATAR) calculation.
- Students interested in studying a H course should enquire with the College or contact the relevant provider. Refer to the University of Canberra Accelerated Pathways Programs for further information.

Vocational (V) Course

- A V course is a vocational education and training program combined with an A, T or M course. A V course leads to a vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF). The content of the learning program is based on the competencies defined in a Training Package and follows the requirements of the Australian Quality Training Framework (AQTF).

Registered (R) Unit or Course

- A Registered (R) unit or course has gained College Board and BSSS approval. R courses and R units are usually designed to further the student's social, cultural, sporting and/or personal development. R units may be registered with values of 0.2, 0.5, 1.0 of a standard unit.

E Course

- An E course is the study of a nationally recognised vocational qualification delivered by an external RTO or through an Australian School Based Apprenticeship (ASBA). It's important to keep in mind that students who register for an ASBA will miss 1-2 regular school days per week. Keeping up with course requirements will need efficient time management and planning. This is most achievable in the study of a standard package.

Unit Grades

Student achievement in A, T and M courses is reported on the ACT Senior Secondary Certificate on a five (5) point scale based on the A - E grade standards described in the Course Frameworks.

Generic criteria that form the basis of unit grade decisions across all Course Frameworks include:

- the student's knowledge and understanding of the concepts and principles of the unit; and
- the student's cognitive and practical skills in a wide range of situations.

Generally across all Course Frameworks, as well as representing the Course Framework specific unit grade descriptions, the letters A, B, C, D and E may be understood to indicate:

A: awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.

B: awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations.

C: awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.

D: awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.

E: awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations.

Other possible grades on an ACT Senior Secondary Certificate are Pass, Participated, Status and Recognition.

Pass: awarded in R and E units when a student has satisfactorily completed the unit and achieved at least some of the competencies (E units).

Status: awarded when a student is unable to complete sufficient assessment in a unit because of illness or misadventure.

Recognition: awarded when a student has completed some Year 11/12 studies in other jurisdictions.

Unit grades for H units will be awarded by the university, using the descriptors from that university These grades include High Distinction, Distinction, Credit, Pass, Ungraded Pass and Conceded Pass.

Unit Score

Unit scores are awarded for each unique T unit undertaken each semester. These unit scores are not tied to a percentage but are used to show students where they position (rank) in relation to other students enrolled in the unit.

The scores are scaled based on the relative strength of each course. This is to in some way predict the final scaling that will be conducted using the individual and group achievement in the ACT Scaling Test (AST). Historic and predictive diagnostic data such as PAT, NAPLAN and AGAT, have allowed for robust ATAR predictions. Unit scores are comparable from subject to subject, semester to semester, with each score back scaled to the previous semester.

Students can access unit scores and grades at the end of each semester via BSSS Profiles Online.

Course Score

To calculate an ATAR, course scores are needed. Course scores are calculated from the best 80% unit scores of the minimum number of units required for that course type.

Students are awarded a course score for each T and H course completed. These scores indicate the relative ranking of students within that course's scaling group. Course scores are not percentages and typically lie between 30 and 105.

Course scores are not reported on the ACT Senior Secondary Certificate. Scaled scores for T and H courses are influenced by performance in the ACT Scaling Test (AST) and are reported on the Tertiary Entrance Statement.

- **For a Major course:** 80% of 3.5 is 2.8. The best 2.8 scores are used to calculate the course score. The best two units count in full (1.0 + 1.0), and only part of the lowest scoring unit (0.8).
- **For a Minor course:** 80% of 2 is 1.6. The best 1.6 scores are used to calculate the course score. The best unit counts in full (1.0), plus part of the lowest scoring unit (0.6).
- **For a Major-Minor course:** 80% of 5.5 is 4.4. The best 4.4 scores are used to calculate the course score. The best four units count in full (1.0 + 1.0 + 1.0 + 1.0), and only part of the lowest scoring unit (0.4).
- **For a Double Major course:** 80% of 7.0 is 5.6. The best 5.6 scores are used to calculate the course score. The best five units count in full (1.0 + 1.0 + 1.0 + 1.0 + 1.0), and only part of the lowest scoring unit (0.6).

Tertiary Entrance Statement (TES)

Students who complete a Tertiary Package are awarded a Tertiary Entrance Statement (TES) which reports the student's Australian Tertiary Admission Rank (ATAR) and information on the tertiary courses the student studied.

Australian Tertiary Admission Rank (ATAR)

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) is a percentile ranking used by universities to assist in the selection of school leavers for entry into undergraduate courses. It is used as an indication of a student's suitability for study at university level, and to allow universities to select appropriate numbers of students for each course. The ATAR is a ranking of a student relative to the full age cohort i.e. relative to the set of students who would be in the group if all students stayed on and completed Year 12. It is reported with a range from 99.95 for the highest ranked students down to 30.00. For example, a student with an ATAR of 85.00 indicates a performance better than 85% of the population eligible to be in Year 12 or in the top 15% in relation to all the students who started school at the same time.

How is the ATAR calculated?

The ATAR is calculated once course scores are scaled and an aggregate score is calculated. An aggregate score is produced by adding the best three scaled scores from major courses, and 0.6 of the next best course score (either major or minor).

Aggregate scores are listed in order from highest to lowest. This ranking is then converted to an ATAR.

ACT Scaling Test (AST)

The ACT Scaling Test (AST) is a test designed by the Australian Council for Education Research (ACER) to facilitate the comparison of T and H course scores both within and across colleges. The test measures skills necessary for success at university.

Students who are enrolled in Year 12 and who wish to gain an Australian Tertiary Admission Rank (ATAR) must complete all parts of the AST. The test is usually held during the first week in September.

The AST scores of those students completing a tertiary package provide the basis for scaling courses.

Scaled course scores are used in the calculation of that student's ATAR. A Student Information Bulletin provides information about administration of the test, including rules and requirements. The AST comprises of three papers:

- **The Multiple Choice Test.** This test draws upon the humanities, social sciences, sciences and mathematics areas. It measures a student's ability to reason, comprehend, interpret and make inferences from a variety of verbal and quantitative stimulus.
- **The Short Response Test.** This test assesses a students ability to think and reason. Students will be asked for interpretations, explanations and justifications of responses or points of view.
- **The Writing Task.** Students are given stimulus material on a topic and are then expected to write a clear argumentative response.

An AST result will be awarded only if a student makes a serious attempt at all three components of the test.

The College administers three trial AST with students receiving individual feedback and learning support. The trials introduce students to both the procedures for the conduct of the test as well as the nature of the test itself. Students can also assist in their own preparation by practising the skills required where possible and by being aware of current events and issues, through print and online media in order to form opinions. The Critical and Creative Thinking and AST Preparation Programs timetabled throughout Years 11 and 12 also serve to support student preparation and targeted skill intervention diagnosed from completion of ACER General Ability Testing (AGAT) and AST trials.

Further information, sample tests and brochures can be accessed here. (bsss.act.edu.au)

Useful BSSS publications

Available on the ACT Board of Senior Secondary Studies website are:

- What Certificates Could You Obtain?
- What's the AST?
- What's the ATAR?
- What's Plagiarism? How you can avoid it.
- Your Rights to Appeal.

Senior Studies Unpacked

Informative video detailing:

- ACT Senior System
- Study Packages
- Certification
- Registered Units
- Calculation of ATAR
- AST

https://www.youtube.com/watch?v=BUZw8fSnJG0

Attendance and Participation Requirements

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

Scholarships

The St Clare's College Scholarship program offers financial support to students as they continue to build on their strengths and take advantage of the many academic, leadership and development opportunities that the College has to offer.

For further details on our scholarship program: https://stcc.act.edu.au/our-college/our-education/scholarships/

Selecting Courses

In planning a program of senior study, students are encouraged to consider not only their post secondary objectives but to choose courses that relate to their interests and abilities. Students usually achieve in the subjects they are interested in rather than those they perceive they 'need'.

Students should avoid over-specialisation. The best preparation for a place in the workforce or further study is a broad general education. Students who do well at university are able to think critically, who can write and speak and who have an understanding of the world and their place in it. Advancement in the workforce is available to those who can speak, read and write with confidence and who have a useful general knowledge of their world.

The College provides careers and future pathways counselling and advisory services to assist students in career and course choices; however, it remains the student's responsibility to ensure that courses and units selected are appropriate to their further needs.

Top Ten Tips For Choosing Senior Courses

Tip 01

Choose the courses you think you will be good at and interested in, and will lay a foundation for your future plans.

Choose courses best suited to your ability. Don't choose courses just because of scaling or because you think they will give you a better ATAR. Do what you enjoy and play to your strengths.

Tip 02

Tip 03

Make the link between your choice now and where you want to go after Year 12.

Check if the university you want to go to (and/or the course you want to do) has prerequisites and assumed knowledge - UAC's Steps to Uni for Year 10 Students has all this information.

Tip 04

Tip 05

If you want to get an ATAR, make sure you will be eligible.

Just about any combination of courses can lead to a good ATAR; it all depends on how well you do in all your courses in comparison to other students. Be aware of the 'scaling myths'.

Tip 06

Tip 07

The AST scores of those students who complete a tertiary package provide the basis for scaling course scores for students at the colleges they attend.

Remember that Universities often increase your selection rank in recognition of your performance in some courses.

Tip 08

Tip 09

Choose the level of Mathematics that suits your ability and future plans. You will not receive a higher course score just by being in a higher level of Mathematics, ultimately your score comes from the work that you have been able to show regardless of the level.

To maximise your ATAR you have to make good choices about what to study, work to the best of your ability and work towards your goals for life after school.

Tip 10

Senior Courses

To permit flexibility and scope for package variations, students study six courses in Year 11 with the option of reducing to five courses in Year 12.

English		
Literature (T)	English (T)	Essential English (A/M)
Languages		
French Continuing & Advanced (T/A)	Italian Continuing & Advanced (T/A)	Japanese Continuing & Advanced (T/A)
Mathematics		
Essential Mathematics (A/M)	Mathematical Applications (T)	Mathematical Methods (T)
Specialist Methods (T)	Specialist Mathematics (T)	
Health and Physical Education		
Exercise Science (T/A/M)	Health and Wellbeing (T, A, M)	Physical Education Studies (A/M)
Religion		
Religious Studies (T/A/M)	World Religions (T/A/M)	
Science		
Biology (T/A)	Chemistry (T)	Earth & Environmental Science (T/A)
Health Sciences (T/A/M)	Physics (T)	Psychology (T/A)
Humanities and Social Sciences		
Politics (T/A/M)	Business (T/A/M)	Economics (T/A/M)
Ancient History (T/A/M)	Pre-Modern History (T/A/M)	Modern History (T/A/M)
Sociology (T/A/M)	Global Studies (T/A/M)	Legal Studies (T/A/M)
Technology		
Data Science (T/A/V)	Design and Emerging Technologies (T/A/M)	Designed Environments (T/A/M)
Design and Graphics (T/A/M)	Information Technology (T/A/M)	Design and Technology Intgrated
Hospitality (T/A/M/V)	Design and Textiles (T/A/M/V)	
The Arts		
Dance (T/A/M)	Drama (T/A/M)	Media (T/A/M)
Music (T/A/M)	Photography (T/A/M)	Visual Arts (T/A/M)
Future Pathways		
Pathways to Work and Learning (A/M/V)		

T Tertiary study level
A Accredited study level
V Vocational study level
M Modified study level

Course Requirements at St Clare's

All students undertake courses in Religion and English. Studies of Religion may be studied as a major or minor (completed in Year 11). Studying Mathematics is highly recommended as many universities require study of Mathematics to gain entry.

Students are to elect six (6) courses of study in Year 11.

All students will participate in the Critical and Creative Thinking Skills (Year 11), AST Preparation (ATAR seeking students) or Future Pathways Program (non-ATAR seeking students). Students will attend timetabled classes, which provide opportunities to develop the following skills:

- → Inquiring (identifying, exploring and organising information and ideas)
- → Generating ideas, possibilities and actions
- → Reflecting on thinking and processes
- → Analysing, synthesising and evaluating reasoning and procedures
- → Embedding critical and creative thinking to coursework. and,
- → if studying a Tertiary Package, AST preparation skills.

The Future Pathways Program (Year 11 – Year 12) prepares students to transition into adult life by building pathways to employment or further education. Personalised learning programs are developed alongside the student with a curriculum that has a global outlook and utilises experts from the field.

The Future Pathways Program supports students through the development of:

- → Work readiness
- → Further education study skills
- → Wellbeing and relationships
- → Personal identity
- → Resume and interview skills
- → Individual transition planning.

A Tertiary Package student could include one Accredited (A) course in their package. Should students choose to complete two Accredited courses within their Tertiary package they must be aware that the four Tertiary courses completed throughout Years 11 and 12 will count towards their ATAR.

Students should attempt courses that provide them with the greatest opportunities and with the optimum learning experiences (i.e. at the highest level at which they can be successful). Each student at St Clare's College is expected to show a commitment to the study program they select. Each student should attempt courses appropriate to their needs, abilities and interests. Students considering a change of course need to discuss their options with the Leader of Learning Academic Wellbeing.

The Role of the Academic Wellbeing Leader of Learning

The Academic Wellbeing Leader of Learning works closely with the Assistant Principal, Learning and Teaching, to ensure courses and packages meet BSSS requirements. Academic Wellbeing Leader of Learning assists students in Years 11 and 12 in a variety of ways, including:

- → providing counselling around study related matters and packages
- → coordination of the Critical and Creative Thinking Skills program and the AST Preparation program
- → assistance in review, special consideration requirements and other matters that may impact students' senior progress and achievement.

Vocational Education & Training

Vocational Education at St Clare's College

- ICT20120: Certificate II in Applied Digital Technologies
- ICT30120: Certificate III in Information Technology
- SIT10222: Certificate I in Hospitality
- SIT20322: Certificate II in Hospitality
- FSK20119 - Certificate II in Skills for Work and Vocational Pathways

From their study of these courses, students can achieve a nationally recognised Certificate. Alternatively, if they do not satisfy all the requirements for a Certificate, they will receive a Statement of Attainment outlining the competencies achieved. For further information on these courses, please consult the relevant subject sections of this course guide and the VET Courses Handbook.

Independent Vocational Education Training (VET) Studies

SIS30315 Certificate III in Fitness

This qualification in Fitness, specialising as a Group Exercise Instructor, students will be able to plan and 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.

Possible job titles include:

- Group Fitness Instructor
- Sports Coach
- Gym Floor Supervisor

Study pathways:

- SIS40215 Certificate IV in Fitness

This qualification in Fitness, specialising as a Gym Instructor, students will work as part of a team of fitness professionals in a gym providing advice on using gym equipment and writing exercise programs, while also contributing to daily operations.

Possible job titles include:

- Sports Coach
- Gym Floor Supervisor

Study pathways:

- SIS40215 Certificate IV in Fitness

BSB20120 Certificate II in Workplace Skills

This qualification in Workplace Skills sets you up to enter the workforce and find your first job quickly. The skills you learn in this course can prepare you for an entry-level role in any professional environment (e.g. as a receptionist in an office or an administrative assistant in a firm).

Possible job titles include:

- Administrative assistant
- Office receptionist

Study pathways:

- BSB30120 Certificate III in Business
- BSB30120 Certificate III in Business (Medical Administration)
- BSB30120 Certificate III in Business (Customer Engagement)
- BSB30120 Certificate III in Business (Business Administration)

BSB30120 Certificate III in Business

This qualification in Business equips you with the knowledge and skills to work productively in a variety of workplace settings. This business course could lead you to a career as a CEO's personal assistant, an administration officer in a large corporation, or a word processing operator in an office.

Possible job titles include:

- Administration Officer
- Administrative Assistant
- Customer Service Representative
- Personal Assistant
- Receptionist
- Records Clerk
- Word Processing Operator

Study pathways:

- BSB30120 Certificate III in Business (Business Administration)
- BSB40120 Certificate IV in Business
- BSB50120 Diploma of Business
- BSB50120 Diploma of Business (Operations)

Australian School Based Apprenticeship (ASBA)

Students at St Clare's College are able to undertake an Australian School Based Apprenticeship (ASBA) as part of their senior studies. This usually involves completing components of on-the-job training combined with off-the-job training. Opportunities are available in a wide variety of fields including Business Administration, Hairdressing, General Construction, Animal Services and Retail.

Further information in relation to ASBAs can be obtained by contacting the Leader of Learning - VET.

Recognition of Prior Learning (RPL) at St Clare's College

The Recognition of Prior Learning (RPL) process enables students to seek acknowledgment of experience and skills they possess that are required in a particular Vocational Education Course.

Students applying for RPL supply evidence to support their application and will generally be required to attend an interview where they will discuss their skills with an experienced teacher and relate them to the Course.

Students who believe they may be eligible for RPL should discuss this in the first instance with their teacher. They can then apply for the RPL through the Leader of Learning - VET.

Students are encouraged to seek any help needed for their application from their teacher, the relevant Leader of Learning, the Leader of Learning - VET or the Learning and Teaching Coordinator.

If the application is successful, the student will be credited with the relevant competencies. If the application is unsuccessful, the student has the right to appeal against the decision.

English

The study of English language, literacy and literature develops students' communication, analytical, creative and critical thinking skills in all language modes. Students engage with texts from the past and present, from Australian and other cultures. They investigate different perspectives through a wide range of texts created in diverse social, historical or political contexts, broadening their capacity for intercultural understanding and empathy. Through such engagement, students develop a growing sense of themselves, their world and their place in it. English courses are inclusive; valuing and affirming the diversity of interests, backgrounds, knowledge and abilities of all students.

Students focus on developing their skills in responding to and creating texts for a range of purposes, audiences and contexts, building their understanding and appreciation of different uses of language. Through writing, reading, viewing, speaking and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts. They create their own imaginative, interpretive and analytical responses. Students are encouraged to analyse, research, reconsider and refine meaning, and to reflect on their own processes of responding and composing.

The study of English facilitates the acquisition of skills for communication and learning in an English language context. It fosters skills to work both independently and collaboratively, equipping students for the dynamic world of the 21st Century, and the future demands of work and life.

All courses enable students to:

- → develop skills in reading, writing, speaking, listening and viewing
- → understand and appreciate the use of language for effective communication
- → critically analyse contexts, values, attitudes and ideas in texts
- → understand the interrelationship between language, audience and purpose
- → investigate and evaluate different interpretations, representations and perspectives
- → communicate creatively and critically in a range of modes for a variety of purposes
- → reflect on own thinking and learning.

English (T)

Course Description

English focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures.

Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through presentations, discussion and debate, in a range of formal and informal situations.

Unit Descriptions

Communication of Meaning

In this unit students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Representations Through Texts

In this unit, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Comparative Texts

In this unit, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

Perspectives

In this unit, students examine different interpretations and perspectives to further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations though debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

Methods of Assessment

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

- → responding
- → creating.

Literature (T)

Course Description

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers, who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

Unit Descriptions

Ways of Reading and Creating

This unit develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Intertextuality

This unit develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Power of Literature

This unit develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Literary Interpretations

This unit develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Methods of Assessment

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

- → responding
- → creating.

Essential English (A/M)

Course Description

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

Unit Descriptions

Comprehending and Responding

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension.

They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Making Connections

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Understanding Perspectives

This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Local and Global

This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Methods of Assessment

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

- → responding
- → creating.

Languages

Continuing and Advanced French, Italian and Japanese

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. It also opens up new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view.

Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intracultural and intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Learning languages contributes to strengthening the community's social, economic, and international development capabilities.

Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

All courses enable students to:

- → enhance their capacity to communicate and interact effectively within and across languages and cultures and show control over linguistic elements with an awareness of audience and purpose
- → acquire language learning processes and strategies
- → understand the interrelationship of language and culture, and the importance of intracultural and intercultural capabilities
- → acquire skills to be a global citizen
- → understand the diversity and variability of language use – how language changes with the context of situation and culture (participants and their relationship, circumstances of communication).

Enrolment Advice

Senior language studies is recommended for those students who have studied the language in Years 9 and 10.

Students enrolling in a BSSS Language course are required to complete a BSSS Language Eligibility Form. Enrolment criteria is designed to assess the degree to which a student has had previous experience in, and exposure to, the language they wish to study. This determines the correct level of study for each student: Continuing or Advanced.

The BSSS requires the College to place students in a course based on hours of experience, not on student performance. There are three criteria against which an application for enrolment will be assessed:

- → education
- → residency and/or time spent in-country
- → use of the language outside the classroom.

Unit Descriptions

Units of study and organisation of content are universal to each language course: French, Italian and Japanese.

The Individual

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

Society and Community

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

The Changing World

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

Diverse Perspectives

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

Methods of Assessment

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

- → communicating
- → understanding.

Mathematics

Mathematics is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It is the study of pattern, relation, dimension, quantity, uncertainty, shape and change. Students identify appropriate mathematical processes, transfer skills between contexts, make informed decisions, make connections and develop mathematical arguments.

Students undertaking mathematics will develop their critical and creative thinking, problem solving skills, oral and written communication, information and communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility. This is achieved through setting and monitoring personal and academic goals, taking initiative, and building adaptability, communication, and teamwork. Students develop their ethical understanding by considering the social consequences of making decisions based on mathematical results.

All courses of study enable students to:

- → critically and creatively apply mathematical concepts, models and techniques
- → evaluate the reasonableness of solutions to problems
- → develop a critical appreciation of the use of information and communication technology in mathematics
- → communicate using appropriate mathematical language
- → develop mathematical judgements and arguments through inquiry
- → learn with purpose and persistence, independently and collaboratively
- → evaluate the potential of mathematics to generate knowledge in the public good
- → reflect on thinking and learning.

Specialist Mathematics (T)

Course Description

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods/ Specialist Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that cannot be taken as a stand-alone subject.

The course aims to develop students:

- → understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- → ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- → reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- → capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- → ability to construct proofs
- → capacity to choose and use technology appropriately.

Enrolment Advice

Specialist Mathematics has been designed to be taken in conjunction with Specialist Methods servicing as a major-minor or double major in Mathematics. The course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. The course is recommended for those studying 10A Mathematics, achieving a B grade or higher.

Unit Description

Specialist Mathematics is structured over four units. The topics broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. Unit study provides a blend of algebraic and geometric thinking. In this course there is a sequential progression of content, applications, level of sophistication and abstraction.

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

Methods of Assessment

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

- → concepts and techniques
- → reasoning and communications.

Specialist Methods (T)

Course Description

Specialist Methods focuses on the development of the use of calculus and statistical analysis. The course extends and develops the Mathematical Methods course with both additional content and greater depth and breadth of treatment. This is provided by more emphasis on structure and proof, by incorporating more challenging and abstract problems and the inclusion of more opportunities to develop their mathematical insight through research and exploration.

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

The course aims to develop students:

- → understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- → ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.
- → reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems.
- → capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.
- → capacity to choose and use technology appropriately and efficiently.

Enrolment Advice

Specialist Methods is designed for students whose future pathways involve mathematical and statistical applications in a range of disciplines at the tertiary level. In addition, this course is designed for students who wish to pursue the study of mathematics itself. The course is designed for those students who wish to study at the highest level of secondary Mathematics but do not wish to commit to a major-minor or double major. Students' studying 10A Mathematics, achieving a B grade or higher should consider this course.

Unit Description

Specialist Methods is organised into four units. The topics broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic and geometric thinking. In this course there is a sequential progression of content, applications, level of sophistication and abstraction. The probability and statistics topics lead to an introduction to statistical inference.

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

Methods of Assessment

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

→ concepts and techniques

→ reasoning and communications.

Mathematical Methods (T)

Course Description

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

The course aims to develop students:

→ understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics.

→ ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics.

→ reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems.

→ capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.

→ capacity to choose and use technology appropriately and efficiently.

Enrolment Advice

Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level. Students' studying 10A Mathematics, achieving a C grade or higher should consider this course, along with those achieving an A grade for Year 10 Mathematics.

Unit Description

Mathematical Methods is organised into four units. The topics broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic and geometric thinking. In this course there is a sequential progression of content, applications, level of sophistication and abstraction. The probability and statistics topics lead to an introduction to statistical inference.

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

Methods of Assessment

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

- concepts and techniques
- reasoning and communications.

Mathematical Applications (T)

Course Description

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

The course aims to develop students:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics.
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language; and
- capacity to choose and use technology appropriately and efficiently.

Enrolment Advice

Mathematical Applications is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways only require a general entry level. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or CIT. Students who achieved a C grade or higher in Year 10 Mathematics are suited to this course.

Unit Description

Mathematical Applications is organised into four units. The topics in each unit broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic, geometric and statistical thinking.

There is a sequential progression of content, applications, level of sophistication and abstraction.

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

Methods of Assessment

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

- concepts and techniques
- reasoning and communications.

Essential Mathematics (A/M)

Course Description

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

Students will encounter opportunities for problem solving, such as finding the volume of a solid so that the amount of liquid held in a container can be compared with what is written on the label, or finding the interest on a sum of money to enable comparison between different types of loans. In Essential Mathematics, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this subject.

The course aims to develop students:

- → understanding of concepts and techniques drawn from mathematics and statistics
- → ability to solve applied problems using concepts and techniques drawn from mathematics and statistics
- → reasoning and interpretive skills in mathematical and statistical contexts
- → capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- → capacity to choose and use technology appropriately.

Unit Description

Essential Mathematics has four units each of which contains a number of topics. Students use their knowledge and skills to investigate realistic problems of interest, which involve the application of mathematical relationships and concepts.

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

Methods of Assessment

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

- → concepts and techniques
- → reasoning and communications.

Health and Physical Education

Health and Physical Education is the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

Students develop knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical participation.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health, physical performances, participation and performance. They analyse the nature and purpose of physical activity and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Students develop skills to improve their own and others' health, well-being and physical activity opportunities. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about physical activity. They develop skills to communicate effectively and present logical and coherent arguments.

Courses enable learners to understand how health practices and physical activity participation are, in part, socially constructed and therefore require diverse strategies for gaining and maintaining positive outcomes for all.

Such knowledge has the potential for students to enhance their own and others' health and well-being in varied and changing contexts.

Course study provides continuity with many tertiary and industry courses.

Exercise Science (T/A/M)

Course Description

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 and gain knowledge through experiential learning and application of the science underpinning sports performance and movement.

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

This course enables 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.

Unit Description

Anatomy and Physiology of the Human Body

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

Factors Affecting Performance

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

Preparation for Training and Performance

In this unit, students investigate the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance. Students will explore a variety of training and nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

The Body in Motion

In this 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.

Methods of Assessment

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

- knowledge, understanding and application
- skills

Physical Education Studies (A/M)

Course Description

Physical Education Studies is 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.

The course enables 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.

Sport Skills Acquisition:

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

Leisure & Recreation

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

Building and Improving Teams

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

Sport, Activity, Culture and Society

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

Methods of Assessment

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

- knowledge and understanding
- skills.

Health and Wellbeing (A/T/M)

Course Description

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

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns.

They analyse the nature and purpose of health and broader wellbeing and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

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

Such knowledge has the potential for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Health and Wellbeing prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. They may work in community and international development. The course lays a foundation for both tertiary and vocational studies.

Unit Description

Individual Human Health

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

Health in Australia

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for Australia.

Health of Populations

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

Global Health and Human Development

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

Students must have studied a minimum of three standard 1.0 units from this course.

Methods of Assessment

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

- knowledge and understanding
- skills.

Religion

Religion courses available fall under the Humanities and Social Sciences framework - the study of how people process and document the human experience and their place in it. Course study empowers students to better understand humankind, society and culture and communicate ideas for the future. Students examine what it means to be human and to ask questions about society and its institutions. By analysing how people have tried to make moral, spiritual and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex and imperfect information.

Courses of study provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live. Students are empowered to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

Courses offered promote well-rounded, thinking, analytical young citizens equipped for the demands of the 21st Century globalised world. The analytical, critical and communication skills taught will be valuable for future study, work or profession.

At St Clare's College, the value of the academic study of religion, coupled with continued opportunities for personal faith development, is demonstrated by the requirement that all Year 11 students (with the exception of those accessing senior secondary studies in Year 10) undertake a compulsory minor (2 semesters) of study in this field, at a Tertiary (T), Accredited (A) or Modified (M) course level.

Religious Studies and World Religions, are interdisciplinary, where the learning acquired by students contributes to other learning areas. As an additional option, units from the two courses can be combined under the umbrella course of *Studies of Religion* to provide greater flexibility for students in selecting units that are of interest. Students in Year 11 may opt to complete a double major by electing to take both Religious Studies and World Religions.

All courses enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas and change
- synthesise different interpretations, representations and perspectives
- evaluate significance of information, processes and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Religious Studies (T/A/M)

Course Description

The Religious Studies course offers students an opportunity to be immersed in the study of identity, beliefs, community, society, human behaviour, ethics, morality and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence. Religious Studies extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability: they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Unit Description

Expressions of Faith and Spirit

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

A Good Life

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

Exploring Meaning

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

Continuity, Change and Diversity

Students examine how religious and spiritual traditions have responded to change and diversity. They explore continuity and change within traditions, beliefs and values, as well as responses to discovery and innovation.

Methods of Assessment

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

- knowledge and understanding
- skills.

World Religions (T/A/M)

Course Description

The World Religions course teaches students about world religions and spiritual traditions, their contexts, development and core beliefs, influential figures and their contribution to world history. Students analyse a variety of different religious and spiritual beliefs and practices, to encourage empathy and understanding of diversity. Students learn how religion and spirituality play a role in a wide variety of modern issues. World Religions promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system.

The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion.

Unit Description

Religion and Popular Culture

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and influence popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two belief systems must be studied in depth.

Influence, Community, Culture and Power

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

Narratives and World Views

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

Globalisation and Religion

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

Methods of Assessment

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

- knowledge and understanding
- skills.

Science

The study of Science is the unveiling of the mysteries of the universe in order to make sense of nature in all its wonder and complexity. Through knowledge, observation, questioning, experimentation, discussion, critical analysis and creative thinking in a scientific context, students develop their investigative, analytical and communication skills while cultivating an appreciation of the natural world.

Scientific processes test current understandings and are continually re-evaluated. Students are challenged to examine and reconsider their understanding of scientific concepts, inquiry methods and phenomena. Students apply their knowledge of science to solve problems, make evidence-based decisions and engage in public debate about contemporary issues from a scientific perspective. The study of Science explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of scientific knowledge. They examine strategies proposed to address major scientific challenges now and in the future in local, national and global contexts.

Studying Science provides students with a suite of cognitive and social skills and understandings that are valuable to a wide range of further study pathways and careers.

Studying Science will enable students to become citizens who are more knowledgeable about the world around them and who have the critical skills to evaluate issues and make informed decisions.

Biology (T/A)

Course Description

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Living systems are all interconnected and interact at a variety of scales, from the molecular level to the ecosystem level. Investigation of living systems involves classification of key components within the system, and analysis of how those components interact, particularly regarding the movement of matter and the transfer and transformation of energy. Analysis of the ways living systems change over time involves understanding of the factors that impact the system, and investigation of system mechanisms to respond to internal and external changes and ensure continuity of the system. The theory of evolution by natural selection is critical to explaining these patterns and processes in biology and underpins the study of all living systems.

Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism.

Biology aims to develop students:

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Enrolment Advice

Mathematics Applications is recommended for Tertiary students and Essential Mathematics is recommended for accredited students.

Unit Description

Cells and Organisms

This unit explores the structure and function of cells, examining how they exchange materials, transform energy through biochemical processes like photosynthesis and respiration, and regulate functions using enzymes. Students investigate multicellular systems, conduct scientific inquiries such as dissections and microscopy, and consider ethical, technological, and global perspectives on cellular biology.

Biodiversity and Connectedness

Students examine the interactions between biotic and abiotic components in ecosystems, exploring biodiversity, energy flow, and species relationships through classification, measurement, and fieldwork. The unit also highlights the role of technology, international collaboration, and scientific inquiry in understanding and conserving ecosystems at local, regional, and global levels.

Heredity and Genetics

This unit explores how genetic material is transmitted across generations, examining cellular division, inheritance patterns, and the role of genetic variation in evolution. Students use predictive models to analyse gene pools, investigate selection pressures, and explore the social, ethical, and scientific implications of heredity and population genetics in contemporary issues.

The Internal Environment

This unit explores how organisms maintain homeostasis by responding to internal and external environmental changes, including temperature shifts, water availability, and pathogen invasion. Students investigate physiological and immune responses, factors influencing disease spread, and the development of scientific models and theories in the context of social, economic, and ethical considerations.

Methods of Assessment

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

- concepts, models and application
- contexts
- inquiry skills.

Chemistry (T)

Course Description

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

Chemistry aims to develop students:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Enrolment Advice

Study requires sound mathematical and science inquiry skills. Tertiary students are strongly recommended to be studying Mathematical Applications or higher.

Unit Description

Chemical Fundamentals

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions.

Molecular Interactions and Reactions

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

Equilibrium, Acids and Redox Reactions

In this unit, students further develop their knowledge of chemical processes introduced in Chemical Fundamentals and Molecular Interactions and Reactions, including considering energy transfers and transformations, calculations of chemical quantities, rates of reaction and chemical systems.

Students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems.

Structure, Synthesis and Design

In this unit, students further develop their knowledge of chemical processes introduced in the preceding units. Students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

Methods of Assessment

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

- concepts, models and application
- contexts
- inquiry skills.

Earth and Environmental Science (T/A)

Course Description

Earth and Environmental Science is a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components. Earth and Environmental Science provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history; the dynamic and interdependent nature of Earth's processes, environments and resources; and the ways in which these processes, environments and resources respond to change across a range of temporal and spatial scales.

Earth and Environmental Science aims to develop students:

- interest in Earth and environmental science and their appreciation of how this multidisciplinary knowledge can be used to understand contemporary issues
- understanding of Earth as a dynamic planet consisting of four interacting systems: the geosphere, atmosphere, hydrosphere and lithosphere
- appreciation of the complex interactions, involving multiple parallel processes, that continually change Earth systems over a range of timescales
- understanding that Earth and environmental science knowledge has developed over time; is used in a variety of contexts; and influences, and is influenced by, social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate Earth and environmental science concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate Earth and environmental understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Enrolment Advice

Study requires sound mathematical and science inquiry skills. Tertiary students are recommended to be studying Mathematical Applications or higher. Accredited students are recommended to study Essential Mathematics or higher.

Unit Description

Introduction to Earth Systems

In this unit, students are introduced to the Earth system model and to the ways in which the Earth spheres interact and are related by transfers and transformations of energy. Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

Earth processes

In this unit, students are introduced to the Earth system model and to the ways in which the Earth spheres interact and are related by transfers and transformations of energy. Students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy.

Living on Earth

In this unit, students use the Earth system model and an understanding of Earth processes, to examine Earth resources and environments, as well as the factors that impact the Earth system at a range of spatial and temporal scales. Students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches.

The Changing Earth

In this unit, students use the Earth system model and an understanding of Earth processes, to examine Earth resources and environments, as well as the factors that impact the Earth system at a range of spatial and temporal scales. Students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments.

Methods of Assessment

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

- concepts, models and application
- contexts
- inquiry skills.

Health Science (A/T)

In Health Science, students will investigate the major systems of the body and their functions. They will investigate malfunctions related to external and internal factors. They will examine the human body with the goal of understanding conditions and possible therapies for management and treatment using the latest evidence. Students will develop and understand the contested nature of human health and use their knowledge and understanding to evaluate claims in the popular media about maintaining the body and effective therapies. They will examine the ethical environment for Health Science and how to make ethical decisions about health. Students will apply the scientific method to develop empirically derived knowledge and understanding about health science and the human body.

Health Science provides the opportunities to inquire into fundamental questions about cells and tissues, and organisms at the microscopic level, as well as the macro systems that regulate and control the body, using scientific methodologies, including empirical and literature-based approaches. They will develop a basic and broad knowledge of the human body and medical science that will support further studies at the tertiary level. The fundamental scientific and information literacy developed will also support making informed decisions as a person and a citizen navigating a complex and constantly changing context.

The Health Science course aims to provide students opportunities to:

- evaluate health science concepts, processes, theories, models, and the methodologies that produce them
- analyse the human body and evaluate the impact of factors that influence human health
- evaluate proposals for the management and treatment of human bodies
- conduct research to acquire data empirically and using literature and available data sets
- evaluate qualitative and quantitative data and the methodologies that produce and represent data
- evaluate the production, representation and reception of human health knowledge and practices
- evaluate ethics in health science & develop and apply ethical science inquiry skills with a deep understanding of the scientific method in health sciences
- communicate for specific purposes and audiences, including standard scientific experimental reports

Enrolment Advice

Study requires sound mathematical and science inquiry skills. Tertiary students are recommended to be studying Mathematical Applications or higher. Accredited students are recommended to study Essential Mathematics or higher.

Unit Descriptions

Human reproduction and development

In this unit, students investigate the reproductive system and its control by the endocrine system. They will explore aspects of human development and the role of genetics in this process. Students explore selected diseases and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

Cardiorespiratory Health

In this unit, students investigate cardiovascular and respiratory systems and elements of the Musculo-skeletal system. They evaluate the impact of lifestyle choices, on the management and prevention of injuries and diseases pertaining to these systems. Students explore selected conditions and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems

Human Digestive and Urinary Systems

In this unit, students investigate the anatomy and physiology of the gastrointestinal and urinary systems, and their regulation and control by the autonomic nervous system. They evaluate the impact of nutrition on health. Students explore selected conditions, such as cirrhosis, celiac disease, gout, IBS, and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

Concepts in Neuroscience

In this unit, students investigate structure and function of nervous tissue and its role in communication between the central and peripheral nervous systems. They explore the relationship between nervous tissue and ageing, degenerative conditions, mental health and drugs, including causation versus correlation in understanding environmental and genetic properties of these conditions. Students explore claims around the efficacy of related therapies, such as alternative and innovative therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems

Methods of Assessment

- Concepts, models and applications
- Contexts
- Inquiry Skills

Physics (T)

Course Description

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

This subject will also provide students with a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Physics aims to develop students:

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Enrolment Advice

Study requires sound mathematical and science inquiry skills. It is strongly recommended that students study Mathematical Methods or higher.

Unit Description

Linear Motion and Waves

In this unit students investigate motion, energy and forces through an introduction to kinematics. They also learn about the behaviour of waves. Whilst doing this, the foundational skills of understanding accuracy, uncertainty and precision in scientific investigations are developed and applications of principles explored.

Thermal, Nuclear and Electrical Physics

In this unit, students further investigate energy, motion and forces. Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Gravity and Electromagnetism

In this unit, students are introduced to more complex models that enable them to describe, explain and predict a wider range of phenomena, including very high speed motion and very small scale objects. Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves.

Revolutions in Modern Physics

Students investigate how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter, and the Standard Model of particle physics.

Methods of Assessment

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

- concepts, models and application
- contexts
- inquiry skills.

Psychology (T/A)

Course Description

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions of biological, social, and psychological factors in individuals and groups.

The study of Psychology enables learners to understand how individuals think, feel and act within different contexts.

Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

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

The course enables students to:

- understand key psychological concepts theories, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
- understand the influence of historical, political, technological and cultural contexts on behaviour
- analyse values and attitudes and evaluate their influence on behaviour
- reflect on individual differences, including social and cultural diversity through developing empathy and awareness
- apply psychological knowledge and skills to develop insights on individuals and society
- communicate in a range of modes and mediums for specific purposes and audiences
- understand the nature and purpose of Psychology
- apply psychological skills in real-world contexts.

Enrolment Advice

Study requires sound mathematical and science inquiry skills.

Tertiary students are recommended to be studying Mathematical Applications or higher. Accredited students are recommended to study Essential Mathematics or higher.

Unit Description

Self and Identity

In this unit, students examine how people develop both unique and shared identities with others. They focus on individual differences in thoughts, feelings and behaviour.

Through their studies, students explore the nature of the individual and how these differences relate to society.

Cognition and Emotion

In this unit, students examine the basis of human cognition and emotion. Through their studies they will explore how our perception of, and feeling about, the world shapes our interaction with it.

Normality and Abnormality

In this unit, students examine the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings and behaviour.

Through their studies, students explore how different aspects of normality and abnormality are determined, and how they have changed over time.

Groups and Society

In this unit, students examine the implications of identity and memberships within groups and society for thoughts, emotions and behaviour. They explore the role of psychology in society to explain how humans think, act and feel in a social setting, and how individual perceptions and interactions influence social relationships.

Methods of Assessment

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

- concepts, models and application
- contexts
- inquiry skills.

Humanities and Social Sciences (HASS)

Humanities and Social Sciences (HASS) is the study of how people process and document the human experience and their place in it. It empowers students to better understand humankind, society and culture and communicate ideas for the future. Humanities and Social Sciences examines what it means to be human and to ask questions about society and its institutions.

By analysing how people have tried to make moral, spiritual and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex and imperfect information.

Humanities and Social Sciences courses provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

The study of Humanities and Social Sciences promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21st Century globalised world.

Courses focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in the Humanities and Social Sciences will be valuable for future study, work or profession.

All courses enable students to:

- → compare and contrast theories, concepts, and principles
- → critically analyse concepts, principles, ideas and change
- → synthesise different interpretations, representations and perspectives
- → evaluate significance of information, processes and concepts
- → apply critical and creative thinking skills
- → reflect on own thinking and learning
- → communicate creatively and critically in a range of modes for a variety of purposes.

Business (T/A/M)

Course Description

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

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

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

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

This course enables students to:

- → analyse business concepts, principles, processes, structures, assumptions, arguments and ideas
- → analyse the relationship between decisions and their impact on the individual, society and environment
- → understand the influence of historical, political and cultural contexts on Business
- → analyse values and attitudes and evaluate the purpose and ethical dimensions of Business
- → evaluate the significance and implications of Business within local, national and global contexts
- → apply business knowledge and skills to create innovative solutions in changing contexts
- → communicate in a range of modes and mediums for specific purposes and audiences
- → synthesise perspectives, ideas and decisions to develop convincing arguments, judgements and recommendations.

Unit Description

Business Opportunities

In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. They critically analyse business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, a First Nations Australian enterprise and an enterprise operating in the Asia-Pacific region. Students develop skills in communication and planning to support collaborative problem solving and project work. They refine their capacity to analyse numerical data that supports business decisions. In proposing solutions and conclusions, students consider ethical and sustainability factors and issues.

Business Marketing

In this unit, students investigate the principles, theories, and ethics of marketing. They critically analyse case studies of marketing campaigns, including social enterprise marketing. Students develop skills in digital and social media to support the creation of marketing campaigns and business solutions derived from principles and theories. Students refine their creativity, teamwork, and communication skills in the collaborative analysis of marketing problems and creation of marketing solutions. They refine skills in statistics that will support the analysis of marketing processes and product formulation.

Leading a Business

In this unit, students investigate the principles and theories related to leadership, and managing people, operations, and change. They critically analyse case studies of business leadership from contemporary local, national, and global businesses. Students evaluate contemporary management practices considering emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements. They refine critical thinking and mathematical skills needed to undertake budgeting and financial analyses of enterprises and propose viable solutions. Students refine teamwork, creativity, and communication skills to create solutions to problems in leading a business.

Business Finance and Planning

In this unit, students investigate the principles and theories of business finance and planning. They investigate concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement. Students critically analyse case studies of business finance and planning in small, medium, and large businesses. They evaluate financial practices for different types of business organisations, including social enterprises. Students evaluate business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment. They refine their mathematical skills necessary to use financial data and business statistics in making plans and recommendations.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Economics (T/A/M)

Course Description

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

Students develop their knowledge and understanding of the structure and operation of economic models. They examine the relationship between theory and practice including the role of governments, firms and individuals in decision-making. Students develop insights into the impact of change on the economic environment and strategies for managing economic issues.

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

This course enables students to:

- → analyse Economic concepts, principles, processes, structures, assumptions, arguments and ideas
- → analyse the relationship between decisions and their impact on the individual, society and environment
- → understand the influence of historical, political and cultural contexts of Economics
- → analyse values and attitudes and evaluate the purpose and ethical dimensions of Economics
- → evaluate the significance and implications of Economics within local, national and global contexts
- → apply Economic knowledge and skills to create innovative solutions in changing contexts
- → communicate in a range of modes and mediums for specific purposes and audiences
- → synthesise perspectives, ideas and decisions to develop convincing arguments, judgements and recommendations.

Unit Description

Microeconomic Foundations

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

Debates in Microeconomics

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

Macroeconomic Foundations

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

Debates in Macroeconomics

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Global Studies (T/A/M)

Global Studies is the study of political, economic, social and cultural relationships of the world. Students develop an understanding that global politics has numerous and evolving processes for managing conflict and enhancing co-operation. As another distinct feature of this discipline students will examine the use of multiple, and often contradictory, theories and/or perspectives to see and interpret world systems. This course draws on data from a range of Humanities and Social Sciences disciplines, including but not limited to: History, Politics, Legal Studies, Economics, Geography, Sociology, as well the Arts and Sciences. This course enables students to 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.

This course enables students to:

- → compare and contrast theories, concepts, and principles
- → critically analyse concepts, principles, ideas and change
- → synthesise different interpretations, representations and perspectives
- → evaluate significance of information, processes and concepts

- → apply critical and creative thinking skills
- → reflect on own thinking and learning
- → communicate creatively and critically in a range of modes for a variety of purposes.

Unit Description

Global Actors

This unit explores the distinctive nature and origins of global actors in contemporary politics. Students analyse theories of power, sovereignty, and legitimacy to evaluate the role of states, international organisations, and non-state actors. They reflect on how their own beliefs and decisions contribute to the legitimacy of global actors.

Global Processes

This unit explores the purpose, nature, and impact of global processes in shaping international relationships. Students examine how these processes facilitate or hinder cooperation between actors in a system of global anarchy. They critique these processes from different International Relations perspectives and reflect on their community's role in working toward global cooperation and reform.

Global Challenges

This unit explores contemporary global challenges that arise from interactions between global actors and processes. Students assess the effectiveness of international mechanisms in managing tensions between self-interest and collective good. They use theory to anticipate future challenges and reflect on their connection to global issues and their potential role in addressing them.

Global Opportunities

This unit explores the potential for progress and change through global political action. Students examine how international systems, agreements, and declarations influence social and economic improvements. They evaluate reform efforts, consider who benefits from change, and reflect on their own vision for a better future and the actions required to achieve it.

Methods of Assessment

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

- → → knowledge and understanding
- → → skills.

Ancient History (T/A/M)

Course Description

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present.

The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources.

Students apply increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world, to their close study of features and structures of ancient societies.

The course aims to develop students:

- → knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- → capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- → analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- → appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Enrolment Advice

The course is designed to allow students to pursue their interest(s) in Ancient and/or Modern History. Students can study a major-minor or double major in History. Units from each course (Ancient and Modern) may be combined to form a Major in History.

Unit Description

Investigating the Ancient World

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

Ancient Societies

This unit examines how people lived in the ancient world through an investigation of the remaining evidence.

The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

People, Power and Authority

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

Reconstruct the Ancient World

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Pre Modern History (T/A/M)

Pre Modern History is the study of life in the pre modern period based on the analysis and interpretation of physical and written remains. The pre modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE. Students develop historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. This course enables students to understand how the world and its people have changed, as well as the significant legacies that exist into the present. The study of pre modern history illustrates the development of some of the distinctive features of contemporary societies for example social organisation, culture, systems of law, governance and religion. Pre modern history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the pre modern world.

This course enables students to:

- → Develop knowledge and understanding of the pre-modern period, including key individuals, institutions, structures, and features of pre-modern societies.
- → Build the capacity to undertake historical inquiry through research, interpretation, source analysis, evidence-based arguments, and effective communication.
- → Apply analytical and critical thinking using key historical concepts such as evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations, and contestability.
- → Appreciate the origins, impact, and legacy of ideas, beliefs, and values in shaping societies and historical developments.

Unit Description

Transformation

This unit examines the factors that transformed pre-modern societies and the challenges of interpreting fragmented and contested historical evidence. Students develop techniques for analysing historical silences and representations, refining their historiographical skills. Through selected electives, they explore key issues in understanding the pre-modern world.

Golden Ages

This unit examines the role of individuals and social structures in shaping historical golden ages. Students analyse case studies to assess the contributions of great figures and question how surviving sources influence perceptions of these periods. They critically evaluate the extent to which a golden age benefited different groups within society.

Conflict

This unit examines the interactions between societies in the pre-modern world and their consequences, including adaptation, confrontation, and cultural exchange. Students compare different perspectives on historical events using written and archaeological sources. They develop skills to interpret fragmented evidence and analyse historical silences in shaping cultural narratives.

Power

This unit examines the nature and exercise of power in pre-modern societies through different historical theories and perspectives. Students analyse structures of authority and how power relations were shaped by factors such as gender, class, and ideology. Engaging with historiographical debates, they explore how historical interpretations evolve over time.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Modern History (T/A/M)

Course Description

Modern History enhances students' curiosity and imagination and their appreciation of individuals, events and ideas that have shaped the contemporary world. The themes that run through the units include: global conflicts and their resolution; the rise of nationalism and its consequences; the process of decolonisation; the transformation of social and economic life; and the changing nature and influence of ideologies.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance.

Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

The course aims to develop students:

- → knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- → capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- → application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- → capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Enrolment Advice

The course is designed to allow students to pursue their interest(s) in Ancient and/or Modern History.

Students can study a major-minor or double major in History. Units from each course (Ancient and Modern) may be combined to form a Major in History.

Unit Description

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.

Change in the 20th Century

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

Modern Nations

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

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.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Legal Studies (T/A/M)

Course Description

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

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

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

This course enables students to:

- → analyse political and legal concepts, principles, processes, structures, assumptions arguments and ideas
- → understand the influence of historical, political and cultural contexts on law
- → analyse values and attitudes that underpin legal systems
- → evaluate the interrelationship between the legal system and society and the use of power

- → reflect on the influence of legal systems on the lives of individuals and society
- → apply knowledge and skills to become active and informed citizens that can affect change
- → communicate in a range of modes and mediums for specific purposes and audiences.

Unit Description

Crime and Justice

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

Civil Law

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

Contemporary Issues and the Law

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

International Law

Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system.

Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Sociology (T/A/M)

Course Description

Sociology is the study of how individuals and groups think, feel, and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society. Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. They analyse the nature and purpose of Sociology and develop insights into types of behaviour across a range of contexts in society. This course enables students to understand how individuals function within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, and develop tolerance and respect for others.

This course enables students to:

- → analyse behavioural science theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- → analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
- → understand the influence of historical, political, technological and cultural contexts on behaviour
- → analyse values and attitudes and evaluate their influence on behaviour
- → reflect on individual differences, including social and cultural diversity through developing social skills, values and awareness
- → apply sociology knowledge and skills to develop insights on individuals and society
- → communicate in a range of modes and mediums for specific purposes and audiences
- → understand the nature and purposes of sociology
- → apply skills in practical contexts.

Unit Description

Constructing Identity

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

Understanding Difference

This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories.

Students explore how difference can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

Applying Sociology

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

Structure and Agency

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Technologies

Technologies enrich and impact the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Technologies enable students to become creative and responsive designers. When students consider the ethical, legal, aesthetic and functional factors combined with the economic, environmental and social impacts of technological change, they are developing the knowledge, understanding and skills enabling them to become discerning decision-makers. Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future.

Students studying technologies will learn about the design process and its application. Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning. Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end. Students have the opportunity to demonstrate enterprise thinking, make connections with industry and develop real world innovative solutions for stakeholders. They will use critical and creative thinking to address a need, problem or challenge. The study of Technologies offers a platform for making connections with other disciplines.

Students will manage projects independently and collaboratively from conception to realisation. They will apply design and systems thinking and design processes to investigate, generate and refine ideas, plan, produce and evaluate design solutions. They will develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative design products, services and environments.

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

Information Technology Courses

ICT30120 Certificate III in Information Technology

Information Technology Courses lead to an ICT30120 Certificate III in Information Technology qualification. To gain a full VET qualification the course must be undertaken as a major. A Statement of Attainment is awarded for the competencies completed in a minor. This vocational course it is based on units of competency from the Information and Communications Technology National Training Package (ICA). Students are assessed in these competencies through both written and practical work.

Data Science (T/A/V)

Data Science is the key to solving the problems of global issues such as climate change, consumerism, energy, health and poverty through data analysis, statistical inference, predictive modelling and related methods in order to understand and analyse phenomena. Students explore and develop solutions to interesting problems in a range of contexts, forming opinions and challenging attitudes using data as evidence to form compelling and persuasive arguments for change and innovation.

Since the advent of computers, individuals and organizations increasingly process information digitally. Data processing occurs with tools such as spreadsheets and databases and progresses to more automated methods as the quantity and complexity of data being analysed increases. Cloud-based technologies have led to increasingly large data sets and big data and Machine Learning techniques now form the basis of automation in many fields of science, social science and the humanities, health and technology.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies –data, systems, and equipment.

Unit Descriptions

Data Representation & Analysis

This unit explores the ways that digital information is encoded, represented, manipulated, stored, compressed and transmitted. Understanding where data comes from, having intuitions about what could be learned or extracted from it, being able to use computational tools to digitally manipulate data, visualise it and identifying patterns, trends, and to use data to develop narratives and arguments are the primary skills addressed in the unit.

Big Data Analysis & 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

Machine Learning (ML) is an area of Artificial Intelligence which uses autonomous, simulated learning models and large data sets to develop models for prediction, analysis, diagnosis and recommendation. Students will develop an understanding of ML, different learning models, and statistical pattern recognition. Students will learn how to apply models of supervised and unsupervised learning. They will apply learning algorithms to analyse datasets from a range of authentic sources relevant to contemporary contexts. Students will learn how selection of training data can skew the results of the machine learning system. They will be able to build models or applications which enable predictions or recommendations, contextualising the social impact of their ML application.

Data Research Project

This practical unit develops skills that students need to acquire data to learn about the world that we are in and develop and test hypotheses about the patterns and relationships that might otherwise be invisible; how to use computational tools to quickly analyse vast amount of data and clearly present the conclusion drawn from it and develop relevant, complex computational/visualisation artefacts, such as written, audio, video, animation, web or robotics to best inform and to maximise impact.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Digital Products (A/V)

Course Description

Digital Products will provide students with the knowledge, skills and understanding of practices, procedures and concepts relevant to working in an Information Technology workplace. They use desktop applications, manipulate digital media and manage data.

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

This course enables students to:

- → analyse business industry practices, processes and procedures relevant to the ICT workplace
- → analyse technical information and specifications relative to the ICT business environment
- → understand materials and equipment and their use within the Digital products environment
- → demonstrate industry specific literacy and numeracy skills
- → solve problems and use industry specific terminology
- → organise resources and material to create quality products and services appropriate to the ICT environment
- → analyse, evaluate and apply principles of good customer service
- → work independently and collaboratively in accordance with WHS principles and industry standards
- → communicate in a range of modes and mediums
- → demonstrate digital literacy to communicate electronically.

Unit Descriptions

Desktop Applications

This unit of study provides opportunities for students to investigate the components of Information Technology and the applications that can be installed on computers to assist in publishing digital products and that can be used for communication.

Students will identify part of a computer, how they are installed and used. Students will learn how to create documents in both desktop and cloud-based applications as well as use applications for communication and presentation.

Digital Media Foundations

This unit of study provides opportunities for students to create digital video and audio products. Students will investigate the difference between analogue and digital products, their capture, storage and editing of files to create a digital product. Students will design and create workflows, investigate market trends and capture and edit digital audio and video to create products.

Managing Data and Clients

This unit of study provides opportunities for students to learn how data is collected and managed using relational databases. They will investigate the ethics and security of data storage as well as the tools used to export and visualise data for real world purposes.

ICT Workplace Practices

This unit of study provides opportunities for students to investigate current workplace practices that influence behaviour in an IT environment. They will have the opportunity to demonstrate sustainable work practices. Student will be able to interact with ICT clients in a real or simulated environment and demonstrate communication skills required in an IT workplace.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Digital Technologies (T/A/M/V)

Digital Technologies transform the way we communicate, learn, collaborate and work within our world. Students create new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They learn about computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

Through the study of Digital Technologies, students present, test, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving.

Students model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products.

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

Throughout the course, students are exposed to a range of strategies for managing projects and communicating their ideas from ideation to development and launch. Understanding the value of collaboration with others and the importance of stakeholder input in the design of a product is a critical part of developing any solution, including the selection of appropriate technologies and platforms.

This course serves as a basis for further education and employment in the IT industry in a range of fields including programming, web development, robotics and games development.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Descriptions

Digital Assets Value:

The focus of this unit is on developing the students' understanding of the building blocks of larger systems and developing the skills necessary to effectively design and develop digital assets for more complex data driven systems.Students will develop the skills and knowledge required to interpret and create their own digital assets for a range of purposes and audiences. This could include the analysis of discrete components of existing processes and products and analysing how they interact within a system, as well as re-designing and developing assets. Students will learn about file system and content organisation architecture, design philosophies as well as fault finding and troubleshooting skills.

Programs and Platforms

The focus of this unit is on managing the complexity of larger systems by understanding the individual components involved, and how they interact. Students will develop their algorithmic thinking skills in order to design and build systems that make use of the interconnected nature of various platform elements.

Digital Solutions

The focus of this unit is creating solutions to complex problems and on developing students' understanding and application of the design process. Students will develop their problem-solving skills by working through the discovery process, interpretation, ideation, experimentation, visual and design thinking processes, and evaluation of design solutions.

Structured Project

The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a project from end to end. Students will develop and refine their project management and design skills in order to develop and design solutions for projects that have a clearly defined structure. The project should be in an authentic context and may take a variety of forms, such as a program, game or website built to a set of provided criteria.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Robotics and Mechatronics (T/A/M/V)

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems.

Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing.

Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Descriptions

Building & Programming Circuits

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

Digital & Analogue Interactions

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

Robotics & Mechatronic Systems

This unit of study provides opportunities for students to investigate the development of robotics and mechatronic systems. Students critically analyse the effect that robotics and mechanised systems have on human society, built and natural environments and general well-being. Student

will use the design process to create and control a product/ solution incorporating mechanical, electrical and control systems.

Applications of Robotics

This unit of study provides opportunities for 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. Students will analyse their results and present their findings with justification.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Design and Emerging Technologies Courses

Design and Graphics (T/A/M)

The study of Design and Graphics focusses on exploring 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.

Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects.

Design and Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Descriptions

Design Applications

This unit focuses on solving design problems and presenting their ideas and solutions as graphical products. Students explore the use of the design process and to use a range of mediums to create practical solutions to design problems. They communicate solutions in the form of graphical representations using a range of processes and applying industry conventions and standards where applicable.

Design for Clients

This unit develops the knowledge and skills to generate concepts and solutions in response to a design brief in a range of real-world contexts. They will focus on unpacking different design briefs and delivering solutions that will meet the client's needs.

Graphic Communication

This unit provides an understanding of visual cues to transmit a message to people. They will learn to create graphic images using colours, textures, contours and shapes that communicate emotions, attitudes, experiences, lifestyles and concepts.

Design for Screen & Media

In this unit, students develop design for screen and media. They evaluate materials, techniques and strategies for screen and media design in the film, television and digital industries. Students apply a variety of screen and media techniques.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Designed Environments (T/A/M)

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

Designers apply creative and open approaches to defining and solving problems, to enable businesses and industries to overcome rigid or outdated ways of doing things. Design has applications in the creation and improvement of cities, buildings, transport networks, furniture, websites, processes, bridges, landscapes and environment.

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

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

Unit Description

Architectural Design

This unit examines architecture and design theory. Students learn that architects investigate new technologies and materials and help ensure that what we build is environmentally sustainable.

Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication. Students learn the contextual elements that contribute to designed environments including ethics.

Landscape Architecture

Landscape architecture is the design of outdoor areas, landmarks and structures which consider aesthetic, practical, environmental and social needs. In this unit, students learn about the design process, and the guiding principles and elements of landscape design. They use this knowledge to create, present and justify design solutions.

Interior Design

Interior Design focusses on students' understanding and applying the design process to design ways of organising interior space for living or working that are functional and aesthetically pleasing. Students learn the principles of design, the elements they need to consider in their design solution and communication skills in presenting ideas using appropriate terms and technology.

Town Planning & Urban Design

Town Planning and Urban design considers the systems that we need for living. Students learn that design concepts include sustainability, aesthetics, human interaction, the ethical use of space and functionality. Students use the design process to create solutions using technologies as tools for communicating ideas.

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Design and Emerging Technologies (T/A/M)

Design and Emerging Technology offers students a range of career pathways in design in fields such as engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future. Students studying technologies will learn about the design process and its application.

Students will develop research skills, computational thinking and a range of communication skills. They

will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning.

Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas.

Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Description

Design Processes

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

Product Design

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

Design for Manufacturing

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

Innovation and Design

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Design and Textiles (T/A/M/V)

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

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

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

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge

- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Descriptions

Design Aesthetics

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts.

They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

Design for Purpose

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

Design for Futures

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

Design for Communication

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

Design and Technology Integrated (T/A/M)

The Design and Technology Integrated course can comprise of any combination of units from Design and Emerging Technologies, Design and Graphics, Designed Environments and Design and Textiles. Students can choose to enroll in any of the courses listed for the duration of a semester unit to achieve a minor (2 units) or major (4 units) in Design and Technologies Integrated.

Hospitality (T/A/M/V)

SIT20322: Certificate II in Hospitality

SIT20421: Certificate II in Cookery

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

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

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

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.

This course enables students to:

- → analyse problems or challenges to determine needs for solutions or products
- → apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- → use critical and creative thinking to design innovative solutions
- → produce or create solutions or products to address a need, problem or challenge
- → evaluate and use technologies in a range of contexts
- → demonstrate problem solving skills
- → communicate to different audiences using a range of methods
- → engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.

Unit Descriptions

Hospitality Essentials

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

They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

Hospitality Operations

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

Students analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. They plan, organise, prepare and serve a range of hospitality products that reflect current market trends and practices.

Hospitality Industry

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

Hospitality Management

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

Methods of Assessment

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

- → knowledge and understanding
- → skills.

The Arts

Performing and Visual Arts

Through the study of the Arts, students learn to express their ideas, thoughts, and opinions, as they discover and interpret an increasingly complex technological and interconnected world.

The study of Arts, both Performing and Visual, excites the imagination through meaning-making experiences. The Arts incorporate ways of knowing or making sense of the world, life events, relationships, and self (Springgay, 2005; Wright, 2012).

The Arts offer experiential ways of knowing, engaging the mind and body through the senses, perception, action, and reaction (Franco et al, 2015). The study of the Arts also engenders curiosity, imagination and wonderment cultivated through inquiry-based learning - experimentation, reflection, creative thinking, and design. Students learn to apply critical and creative thinking through challenging problem solving.

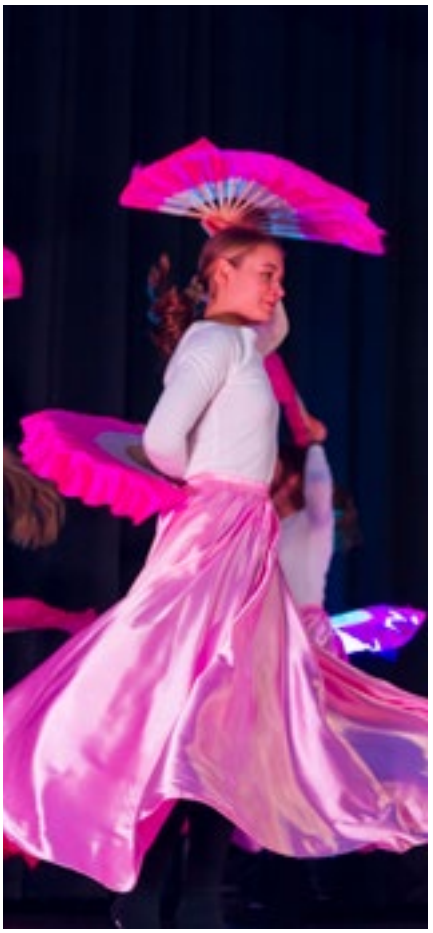
In the Arts curriculum, studying of artists, cultural artefacts and artistic traditions of different societies and contexts provides insights into the values, beliefs, and customs of different cultures. When students' arts engagement is contextualised by reference to artists' works, they see how they belong, how others belong, what unites us, what distinguishes us and what is possible when people passionately strive to create something that speaks to our humanity.

In the Arts, students learn as artists and audience through the intellectual, emotional, and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices.

They learn that the processes of designing, producing, and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes, and skills of the Arts subjects.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, through nurturing and challenging, developing active and informed citizens.

The Arts bring pleasure, joy, challenge and understanding into people's lives. It is about expression and communication of meaning. Arts learning provide students with pathways to engage with the broader community, creative industries, and arts professionals.



Performing Arts - Dance (T/A/M)

Course Description:

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

In Dance, movement is a knowledge. Students learn as they engage with the history, lineage, technical dance skills, theories and concepts of dance, choreographers and critics, and become literate in the vocabularies and ideas of a range of styles and forms. They use the theories, concepts and vocabulary and learning to develop their own creative practice that explores self, life, and the world. Students learn to use their body as an instrument to skillfully express knowledge and understanding.

They develop their voices as informed artists and engage with the world aesthetically and intellectually to become clear sighted about problems and empowered to propose solutions. Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. They develop production skills and hone practices that present ideas and projects in ways that engage target audiences.

Students develop empathetic awareness and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

The course enables students to:

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

Enrolment Advice

Dance (T) is designed for students who have experience in dance and for those who wish to pursue dance or a related subject at university level. It is preferable that students have some experience in the techniques of Classical Ballet, Jazz or Contemporary dance.

Dance (A) is intended for students who are interested in dance and wish to develop their skills.

There are no prerequisites for this course. Previous dance experience and a strong interest is essential.

Unit Descriptions

Creativity in Dance

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

Communicating Meaning in Dance

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

Dance in Context

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

Collaboration in Dance

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

Innovation in Dance

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

Leadership in Dance

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

Entrepreneurship in Dance

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

Interdisciplinary Inquiry in Dance

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

Independent Study

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Performing Arts - Drama (T/A/M)

Course Description:

The study of Drama develops knowledge and understanding through exploration of performance and production elements. Dramatic works have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential.

Drama builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. Students develop self-management, problem solving, leadership and interpersonal skills.

They learn to be resourceful, critical, and creative thinkers, and develop capacity to take risks.

Students understand that theatre stems from traditions, that drama has changed over time and that dramatic works differ widely in different contexts. They learn that drama exists in process, as much as in finished artistic products and understand the collaborative contribution of actors, directors, playwrights, designers, and technicians. Students work collaboratively, collectively, and independently, making and responding to dramatic works for a range of audiences.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Students become highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals. Students develop production skills and hone practices that present ideas and projects in ways that engage target audiences. They become empathetic and aware and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

The course enables students to:

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

Enrolment Advice

Study of Drama in Years 9 and 10 is recommended.

Unit Description

Creativity in Drama

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

Communicating Meaning in Drama

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

Drama in Context

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

Adaptation in Drama

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

Innovation in Drama

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

Leadership in Drama

Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work, through engagement with aspects such as producing, writing, directing, performing, or designing. Students develop skills in risk taking, integrity, initiative, and confidence to share their

vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

Entrepreneurship in Drama

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

Interdisciplinary Inquiry in Drama

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Media (T/A/M)

Course Description

The study of Media develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, codes and conventions, times, places, and cultures.

Through exploration of narrative and production elements, students understand that media stems from traditions, that media is dynamic and changes over time and that media works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Through theories of communication and evaluation of media products, students enrich their intercultural understanding.

Media products have the capacity to engage, inspire and enrich all students, excite the imagination, and encourage students to reach their creative and expressive potential. Media builds confidence, empathy, understanding about human experience, and a sense of identity and belonging.

Students learn to become flexible and adaptable, as well as developing self-management skills, showing initiative, and demonstrating leadership and interpersonal skills. They work collaboratively, independently, and ethically whilst making and responding to media products. Through the creative process, they develop capacity as problem solvers, risk takers, and critical and creative thinkers. They learn that media exists in process, as much as in finished media products and understand the collaborative contribution of a production team.

The skills and knowledge acquired through the study of Media prepare students for a variety of pathways such as media (journalism/ film/ television/ internet), communications, marketing, advertising, public service, public relations, multi-media producers and digital developers. While some students may pursue a career in media and related fields, they also participate in media for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

This course enables students to:

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

Enrolment Advice

Students in the T course are expected to work at the conceptual level required for tertiary entrance while students in the A course respond in a more practical way.

Unit Descriptions

Creativity in Media

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

Communicating Meaning in Media

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

Media in Context

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

Narratives in Media

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Performing Arts - Music (T/A/M)

Course Description

Music is unique as an aural art form that develops cognitive, kinaesthetic, empathetic, and aesthetic capacities in students. It is an integral part of culture, society and personal identity. In Music, students learn about principles, practices and approaches to music making, and develop a critical understanding of self and perspectives on the world.

The critical study of music engages in research, development of technical skills, communication and involves students in debate on contemporary issues.

Through listening, performing, composing, presenting and producing, students develop an informed appreciation of music. In Music, students learn as artists and develop the necessary skills for making, interpreting and responding to a variety of music genres. They apply the creative process, elements of music, metalanguage, symbols, theory, and aural skills to communicate their ideas and understanding. Students conduct in-depth creative inquiries into creativity, communicating meaning, music in context and improvisation and variation, and apply their learning to their own music making.

Students engage in experimentation and creative risk taking, work collaboratively, independently, and collectively to achieve creative goals. They learn to use a variety of technologies to create and communicate their ideas and experiences. They develop transferable skills for further work and study, such as intercultural awareness, research skills, critical and creative thinking, and problem solving in range of contexts.

Studying senior secondary Music provides students with a suite of skills and understandings that are valuable to a wide range of further study and careers. Music enables students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and communicate with an increasingly globalised and technology-driven society. It provides a foundation in music knowledge, understanding and skills for those students who wish to pursue further Music related studies. The transferable skills developed by the dynamic and collaborative processes of creativity assist students to follow pathways that engage with the broader community both in the arts and a wide range of professions.

The course enables students to:

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

Enrolment Advice

Music (T) assumes students have a formal knowledge of musical notation, developed literacy and performance skills, and a general knowledge and understanding of some musical styles.

The entry level for T courses is Grade 3 from a relevant examination body and is at the discretion of the Principal. This course will allow students to continue the study of music at a Tertiary Institution.

Music (A) course caters for students who wish to pursue music as an interest at a non-tertiary level and who have little or no prior knowledge of musical notation and performance skills.

Unit Description

Creativity in Music

Students learn about creativity in music by exploring a range of techniques and strategies musicians use in the creative process. They make informed personal interpretations in performances, compositions and criticism to evoke responses from target audiences. Students make music to

express their understanding of the world through interpretation, performance, production and composition in authentic contexts.

Communicating Meaning in Music

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

Music in Context

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

Improvisation and Variation in Music

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

Innovation in Music

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

Music in Leadership

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

Entrepreneurship in Music

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

Interdisciplinary Inquiry in Music

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Studies in Visual Arts (T/A/M)

Course Description

The study of Visual Arts develops knowledge and understanding of traditional and contemporary art works through engagement with art from a range of different styles, times, places, and cultures. Through exploration of traditional and non-traditional art forms, students develop the technical proficiency and confidence as art-makers to communicate their ideas. They learn as consumers and art creators, by responding critically to art works, concepts, and theories, enriching their intercultural understanding. Students critically and creatively analyse their world and develop curiosity, knowledge and understanding of the evolving and dynamic nature of art.

Students learn as artists, by creating art products that engage audiences and communicate meaning, utilising art techniques.

Art practice has the capacity to engage, inspire and enrich all students, excite their curiosity and imagination, and encourage students to reach their creative and expressive potential.

They work collaboratively, independently, and ethically whilst making and responding to art works. Through the creative process, they develop capacity as problem solvers, risk takers, and critical and creative thinkers. They learn that art exists in process, as much as in finished art works and understand the collaborative nature of an interconnected art ecosystem.

Students develop transferable skills useful in any academic, professional, and vocational context, such as independence, collaboration, teamwork, and leadership. Visual artists develop highly skilled at working with others and communicating clearly to achieve joint enterprises. They develop skills as researchers and engage with theories and ideas critically and creatively. Students engage with technologies and become adept at pivoting to new technologies that help them achieve their goals.

They develop production skills and hone practices that present ideas and projects in ways that engage target audiences.

Students develop empathetic awareness and skilled in the practice of collaborating with others respectfully and using Work Health and Safety standards.

The course enables students to:

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

Enrolment Advice

It is strongly recommended that students have successfully completed prior study in Visual Arts. Students who have not studied Visual Arts are to seek guidance prior to enrolling in this course.

Students in the T course are expected to work at the conceptual level required for tertiary entrance while students in the A course respond in a more practical way.

Unit Descriptions

Creativity in Visual Arts

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

Communicating Meaning in Visual Arts

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

Visual Arts in Context

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

Narratives in Visual Arts

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Innovation in Visual Arts

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

Curation and Exhibition

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

Entrepreneurship in Visual Arts

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

Interdisciplinary Inquiry in Visual Arts

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- making
- responding.

Studies in Photography (T/A/M)

Course Description

The study of photography can be used to broaden personal experience and understanding of an increasingly interconnected and technologically rich world. Photography enables students to explore and understand self, others, the world, and their place in it, as creators and consumers.

Images are the language of photography, and are used to represent, question, and communicate concepts and ideas. Students learn how photography stems from traditions and has styles, forms and conventions that inform its visual language.

Photographic practice has the capacity to engage, inspire and enrich all students, excite their curiosity and imagination. Photography builds resilient, empathetic, and resourceful people with the ability to shape and respond to a changing world. Students develop interpersonal skills to work collaboratively and independently, making and responding to photographic works for a range of audiences.

Students develop general capabilities and transferable skills through the creative process. They become problem solvers, and critical and creative thinkers. Students develop sophisticated technical, conceptual knowledge and skills to be informed, visually literate communicators. These skills enable students to flourish in pursuit of their interests and ambitions.

The course enables students to:

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

Enrolment Advice

Students in the T course are expected to work at the conceptual level required for tertiary entrance while students in the A course respond in a more practical way.

Unit Descriptions:

Creativity in Photography

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

Communicating Meaning in Photography

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

Photography in Context

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

Narratives in Photography

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

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- ➜ making
- ➜ responding.

Innovation in Photography

Students learn about innovative photographic practice and practitioners who break with codes and conventions.

They explore the aesthetics and ethics of new technological and conceptual innovations in photography. Through experimentation and problem solving, students apply their skills and knowledge of innovative photographic practice.

Photographic Exhibitions

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

Entrepreneurship in Photography

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

Interdisciplinary Inquiry in Photography

Interdisciplinarity inquiry is an approach to studying and addressing complex problems and/or issues to explore new perspectives and advance critical thinking. By exploring other disciplines, students enhance their ability to synthesise and draw conclusions, to develop diverse applications of photographic practice. They learn how photographic practice can be applied to and work with other disciplines to enhance or develop understanding. Students examine how to incorporate knowledge and skills from other disciplines and consider how photographic works can incorporate other mediums.

Methods of Assessment

Students will be assessed on the degree to which they demonstrate through performance and theory:

- ➜ making
- ➜ responding.

Inclusive Education

Pathways to Work and Learning (A/M/V)

FSK20119 - Certificate II in Skills for Work and Vocational Pathways

Students can achieve competency in FSK20119 - Certificate II in Skills for Work and Vocational Pathways. It aims to provide students with opportunities to acquire knowledge, understanding, and skills to access further studies and employment. Students identify their existing skills, target areas for development and actively seek to build skill sets for work and learning opportunities. They investigate dispositions and mindsets needed to succeed in learning and develop strategies to acquire them.

This course also provides students the opportunities to develop 21st Century work skills and dispositions. Students develop an understanding of how skills can be transferred to a broad range of contexts.

The course supports the acquisition of enterprise skills such as communication, presentation, digital, and teamwork that give access to a wide range of occupations and allows students to acquire new and emerging skill sets.

Students learn how to engage in a complex world of study and work by developing a career mindset. Students investigate workplace rights, responsibilities, and expectations so they are better prepared for the transition to post-school life.

Students who undertake this course will be better positioned for entry in the workforce and prepared to engage in further study. They develop a sense of self and have the capacity to identify and take advantage of opportunities that they encounter and learn to seize opportunities for themselves.

This course enables students to:

- → Analyse and evaluate ideas, concepts, issues, and knowledge
- → Apply ethical frameworks that underpin disciplines
- → Plan and develop research projects
- → Reflect on the learning process
- → Demonstrate interpersonal and communication skills
- → Build on and connect, concepts, skills from diverse disciplines
- → Use enquiry and research methods from diverse disciplines to identify problems and to research solutions
- → Use critical and creative thinking skills to synthesise methodologies and insights
- → Demonstrate collaboration and build mentoring relationships within the community
- → Apply creative and innovative solutions to real life contexts

Unit Description:

The Career Mindset:
Students investigate the changing world at a local, national, and global level, and set goals to address the challenges and take advantage of opportunities. Students explore the practices, methods, and dispositions useful for work and learning. They identify learning required to prepare for a planned career. Students acquire the capabilities and skills that empower them as lifelong and adaptive learners, and participants in the workplace. They understand the value of their existing skills and knowledge, their transferability to a wide range of settings, and reflect on areas for further development.

Workplace and Learning Practices

This unit focuses on the expectations of workers, 21st century skills, and relational skills utilised in a variety of diverse workplace environments. Students analyse and understand workplace practices such as digital processes, communication protocols, behavioural expectations, workplace rights and obligations, and workplace health and safety requirements. They understand social, legal, and industrial codes, and how to navigate them so they can plan for their future lives as they work with others.

Enterprise Skills

Students develop and apply transferable skills that allow them to be enterprising, so they can navigate and participate in careers across a range of businesses, industries, organisations, and professions. They understand, develop, and refine enterprise skills and readiness to use them: problem solving, communication skills, digital literacy, teamwork skills, presentation skills, critical thinking, creativity, and financial literacy. Students appraise their personal capacities, become aware of their existing skills, and identify and redress gaps.

Creating Opportunities

Students apply their understanding and skills to develop their own ideas and build supports and networks to plan opportunities for their future. They work collaboratively and independently to be creative, solve problems, and present their ideas. Students develop and use project management skills to bring their innovations and ideas to action. They identify sources of reliable information, advice, and support to implement entrepreneurial ideas. Students investigate opportunities and learn how to research workplace contexts, assess risk, and develop and implement a plan.

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

- → knowledge and understanding
- → skills.

Senior Policies

Late Submission of Tasks

Students are encouraged to submit work on time as this is a key tenet of assessment condition standardisation, and supports timely completion of marking, moderation, attribution of outcomes, return of work and provision of feedback. Students are also encouraged to complete work, even if it is late, as soon as possible after the due date.

The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.
- For marks, the penalty for late submission is 5% of possible marks per calendar day late or part thereof, including weekends and public holidays, until a penalty of 35% or the notional zero is reached. If an item is more than 7 days late, it receives the notional zero score (Refer to 4.3.11 Notional Zeros).
- While grades are determined using the achievement standards, in the interest of fairness and the consideration of assessment that has been submitted on time, the grades of items submitted late will also be subject to penalty. The school will determine the grade (original grade) the item would have received had it been submitted on time. The school will determine the adjusted grade by attributing a grade based on the grade range within which the adjusted
- Mark for that item falls following the application of the mark penalty. The student should be informed of both the original grade and the adjusted grade for the item. An item submitted more than seven days late and deemed a valid attempt will be subject to a minimum two grade penalty unless an E grade is reached.
- Submission on weekends or public holidays may not be acceptable if a physical submission is required. This should be clearly stipulated to students.
- When an extension is granted, the penalties for late submission will apply from the new due date.
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students. Work not submitted by the time marked work is returned to other students may be declared as 'Not submitted'. Students should be made aware in writing if this will be less than 7 days after the due date and any granted extensions.

Non-Attendance and Rescheduling for Examinations and In-Class Assessments

Students are expected to attend and complete examinations and in-class assessments on the specified day.

- An absence from an in-class task or examination without a reasonable excuse will incur late penalties and students will be expected to sit the task at another time.
- Students (or parent/carer) is required to make contact with the teacher on the due date of any assessment task if the student will not be present to complete or submit.
- Upon return to school, it is the student's responsibility to see her teacher about the missed item.
- Unless there are exceptional circumstances due to illness or misadventure, students must advise of a reason for an absence in advance, providing due cause and adequate documentary evidence for rescheduling of tasks to the respective Faculty Leader of Learning and/or Leader of Learning Academic Wellbeing, after consulting their teacher. The Application for Extension of Time Form must be submitted. The student must have the extension request form signed by at least one parent when the application for extension is submitted.
- It may not be possible to reschedule examinations missed due to illness/ misadventure. Wherever possible we will do so, and if we cannot, alternative arrangements will be made.
- The exam timetable has been designed to have no more than two examinations per day for each student; however, timetabling restrictions means that this is not always possible. If three or more of your subjects are scheduled on one day, you will be offered a reschedule time/date.

Attendance Requirements for students in Years 11 and 12

In addition to the legal requirement for compulsory attendance, students in years 11 and 12 are also governed by class attendance requirements of the Board of Senior Secondary Studies (BSSS). This component of the attendance policy is to provide consistency in decision-making around the classification of absences as explained and unexplained and to ensure that appropriate documentation is provided to meet BSSS requirements. For all units of study in years 11 and 12, students are required to attend 90% of all classes to achieve the attendance requirements as outlined by the BSSS. At St Clare's, 10% of class equals X lessons of absence per semester (per class). However, absences, can be considered "explained" and therefore not contribute to the 10% with the provision of appropriate document outlining a "reasonable excuse".

These include:

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

Appropriate Documentation

Absence of up to two consecutive days: Provision of communication via normal process (See Acceptable evidence of Short-Term Absence above). Communication must be received within 5 days of the student returning to school. In the case of documentation not being provided within 5 days the absence will be considered an "unexplained absence".

Absence of 3 or more consecutive days: Medical certificate from a registered medical practitioner, psychologist, psychiatrist or other recognised health professional treating the student.

Unexplained Absence

Examples of unacceptable excuses to explain a student's absence might include:

- Failing to provide documentation of an absence within 5 school days of the return to school
- Missing a single lesson during the day while attending all others. Medical documentation must be provided if a single lesson is missed due to an appointment
- Deliberately avoiding a lesson, which may be seen as a pattern of repeatedly missing lessons in one subject while attending all other lessons of the day
- Choosing to work on assessment rather than attending class
- Sleeping in
- Traffic congestion
- Driving lessons
- Preparation for formals
- Failure to notify the College before leaving the premises for any reason
- Family holidays or extended visits overseas without Principal approval

Pastoral Care Attendance

Pastoral Care integrates the religious, academic and social spheres of the College and promotes the wellbeing of all students. Our pastoral care is based upon the premise that all members of our community are created in the image of God and thus students encounter the love of God through their experiences of being treated with, and treating others with, compassion, love and forgiveness.

Our implicit and explicit interactions, our rituals and ceremonies, the way in which we facilitate teaching and learning, the way in which we design and implement policy and processes are all a reflection our pastoral care.

Senior students are expected to attend their Pastoral Care classes, both the daily and extended lessons.

Additional Links

- BSSS – Policy and Procedures Manual (see 'Attendance for Senior Classes'), http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual

Academic Integrity

The BSSS and College is committed to a system of school-based assessment and views seriously any breach of the rules or instructions governing assessment. Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to school-based assessment in any subject shall constitute a breach of discipline. Submitting work created by another person or AI without referencing the extent of this assistance is cheating. Any tampering with the assessment data on computer files by a student is a serious breach of Academic Integrity.

Any work that is found to be in breach of discipline in relation to school-based assessment will incur a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for Years 11 and 12. Students who unintentionally breach the rules of school-based assessment will be given appropriate counselling and guidance so they do not repeat the offence. The impact on unit scores of the penalties imposed for serious and repeated instances will be managed in accordance with the BSSS Policy and Procedures (4.3.12 Academic Integrity).

- → Any suspected breach of discipline in relation to assessment is to be investigated initially by the teacher.
- → If there is evidence of a breach of discipline, the student must be interviewed by the teacher and the Faculty Leader of Learning and given the opportunity to explain his/her case before a penalty is determined.
- → If a breach of discipline is shown to have occurred, then the teacher in conjunction with the Faculty Leader of Learning should determine the penalty, in conjunction with the Leader of Learning Academic Wellbeing, taking into account the principles and the penalty schedule outlined by the BSSS.
- → The student must be advised in writing within five working days (except in Semester 2 of Year 12, where it is two working days) of any penalty imposed and informed that they have the right to appeal the decision to a College Appeal Committee: an Leader of Learning not involved in the investigation and the Assistant Principal Learning and Teaching.

Students are to refer to and be familiar with the BSSS Academic Integrity Information for Students and Academic Integrity: Student Guide to ensure student obligations and academic integrity are met. A College Referencing and Curriculum Guide is accessible via LibGuides.

The College uses Turnitin to assist students to detect plagiarism and enhance academic skills for original thinking, authentic writing, proper attribution and academic integrity practices.

Students are to use this tool to check text similarity, find missing citations and ensure proper citation using the Harvard Referencing Style for all assessment from first draft to final submission. The use of Turnitin does not apply to exams and in-class tasks.

The College Declaration of Original Work Form is to be submitted with all tasks done outside class time.

It is the student's responsibility to keep a copy of the task, e.g. original Word, PowerPoint, Excel document, photocopy or digital photograph (particularly for art works, long handwritten documents e.g. Maths assignment). Teachers may also request the submission of drafts as a way of monitoring student progress and the authenticity of student work.

St Clare's Appeal Process

An appeal is a request to an authority higher than a teacher for a decision regarding an assessment outcome (e.g. assignment, essay, test, etc) or against procedures used to calculate unit grades, scores and course scores and the application of penalties.

The steps should a student be dissatisfied with the assessment result for a task or the procedures used to calculate unit grades or scores, or course scores, are:

Teacher Review

- → A student can request a review of their results including assessment item marks, grades or penalties, the unit grade, the unit score including any meshing procedures, or course score to the classroom or relevant teacher.
- → A review can be requested verbally or in writing.
- → students should seek a teacher review within five school days of the results being published. For the final assessment period of Year 12, students should seek a teacher review within one school day of the results being published.
- → The teacher may increase, decrease, or maintain the original result, and review additional student results if deemed appropriate. They may consult with other teachers.
- → Following the teacher's decision, the option to contact the Faculty Leader of Learning, and any relevant deadlines, must be communicated to the student.

Faculty Leader of Learning Review

- → A student who is not satisfied with the teacher review can request a review of their results including assessment item marks, grades or penalties, the unit grade, the unit score including any meshing procedures, or course score to the Faculty Leader of Learning. If the teacher and Faculty Leader of Learning are the same person, another Faculty Leader of Learning will be asked to review the result.
- → The student may ask for a review verbally or in writing.
- → In general, students should seek a review within five school days of the teacher's review decision being communicated to the student. For the final assessment period of Year 12, students must seek review within one school day of the teacher's review decision being communicated to the student.

→ The Faculty Leader of Learning may increase, decrease, or maintain the original result, and review additional student results if deemed appropriate. They may consult with other teachers or schools.

Following the head of department's decision, the student's option to seek a College Appeal, and any relevant deadlines, must be communicated in writing to the student.

→ A student who is not satisfied with the teacher or Faculty Leader of Learning review can appeal their assessment results including assessment item marks, grades or penalties, the unit grade, the unit score including any meshing procedures, or course score to the principal.

→ To lodge a college appeal the student must write to the Principal

- The written appeal should include:
- the student's name and ID
- the specific mark/s, score, grade, penalty being appealed, including the task, unit, course concerned
- the specific remedy being sought for each matter being appealed
- a statement setting out and supporting the matters of appeal.

→ In general, the appeal should be submitted to the principal within five school days of the head of Faculty's decision being communicated to the student. For the final assessment period of Year 12, students should submit a college appeal within two school days of the review decision being communicated to the student.

College Appeal Committee

→ This committee consists of the Principal as Chair, a member of the teaching staff and an experienced member of the teaching profession nominated by the Board from outside the college. One of the members of the committee must be a teacher experienced in the supervision of student assessment. No member of the College Appeal Committee should have had any direct dealings with the matter of the appeal at an earlier stage.

→ Students may be accompanied to the hearing by a support person. Students making an appeal will be allowed either to present their own case or have their case presented by the support person. The support person may be another student, a parent, or some other person.

→ The teacher or Faculty Leader of Learning has the right to make a prepared written response to the appeal and submit this to the committee. Both the student and the teacher or Faculty Leader of Learning have the right to make an uninterrupted statement to the committee and have the opportunity to correct or contradict submitted evidence.

→ Each party may be subject to questioning from the Committee, but not to cross examination from each other.

→ The teacher or head of department, and/or the student, and/or the support person, may seek clarifications through the College Appeal Committee Chair.

→ The College Appeal Committee may seek advice or evidence from any source it considers relevant. It is expected that both the student and teacher or Faculty Leader of Learning will have an opportunity to comment on the advice or evidence presented.

→ The College Appeal Committee may increase, decrease, or maintain the original result. The decision should be communicated in writing to the student as soon as practicable. The committee may also decide that as a consequence of the appeal the results of other students should be changed.

→ When the outcome of an appeal causes changes to the results of other students, the Principal is responsible for informing these students. Any further appeals related directly and only to these changes, should be allowed. These appeals must be lodged with the Principal within five school days of notification. For the final assessment period of Year 12, these students should submit the appeal within one school days of the changed results being communicated to the student

Appeals to the Board

These are generally limited to disputes arising from the fair and proper application of published assessment procedures and appeal procedures. The intention is not to remark work. Students may appeal to the Board on the grounds that:

→ the published procedures used to calculate a unit grade or score or course score have not been followed, or have been applied unfairly or incorrectly

→ an inappropriate penalty has been imposed for a breach of discipline in relation to assessment, including the severity of the penalty or denial of the breach of discipline, and/or

→ the published appeal procedures, which are available for public inspection, have not been followed or have been applied unfairly or incorrectly.

For further information from the BSSS please click here: https://www.bsss.act.edu.au/act_senior_secondary_system/assessment,_scaling_and_the_atar/your_rights_to_appeal

Appendix A – Common Curriculum Elements

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix B – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

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