



St Francis Xavier College

# Senior Course Guide

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# Course Offered

Courses offered at the College for 2021 are outlined in this handbook.

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



# Design and Technologies

- Engineering Studies (T/A)
- Tourism and Event Management (T/A)
- Design and Technologies (T/A)
- Design and Textiles (T/A)
- Timber Products (A)
- Metal Products (A)
- Food Studies (A)
- Hospitality Studies (C)
- Construction Pathways (C)

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

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

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

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

# Engineering Studies (T/A)

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

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

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

This course prepares students for further study in engineering.

## Course Content

### **Engineering Systems**

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

### **Engineering: Processes & Concepts**

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

### **Applied Engineering**

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

### **Future Challenges & Innovation**

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

## Assessment Requirements

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

# Tourism and Event Management (T/A)

The tourism, event management and hospitality industry contribute significantly to the Australian economy and employs individuals on a casual, part-time and full-time basis. This industry is committed to training, ongoing improvements and new challenges.

This course allows students to gain an understanding and appreciation of the workplace culture of the tourism and hospitality industry and engage in examining and evaluating the impact of social, cultural and environmental issues facing the industry. Through the theoretical and practical components of this course, students are provided with opportunities to develop skills, concepts, processes and attitudes crucial to making valid decisions typical for tourism and hospitality industry (regarding hospitality and tourism issues.)

## Course Content

### **Tourism and Event Management**

This unit introduces students to the tourism industry in Australia and students will develop their tourism and event management skills.

### **Global Tourism**

This unit introduces students to global tourism and students will examine and evaluate global tourism operations.

### **Working in Tourism**

This unit introduces students to working in the tourism industry and students develop their skills for working in tourism applications.

### **Tourism and Event Promotion**

This unit introduces students to tourism and events. Students develop their skills in tourism and event applications.

## Assessment Requirements

Tertiary/Accredited

- Research report with recommendations – 800-1000 words(T) / 500-800 words (A)
- Examination – 90 minutes (T) / 60 minutes (A)
- Event Management Activities.
- Plan, design and implement an event.
- Industry simulation

# Design and Technologies (T/A)

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

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

## Course Content

Design and Technology is a course we have selected for its flexibility. It is made up of school selected units from the BSSS courses: Designed Environments, Design and Emerging Technology and Design and Graphics. This allows the teacher to tailor the organisation of content to the cohort for each class. Below is an example content progression.

### Design Processes

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

### Architectural Design

Examines architecture and design theory. 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.

### Design for Manufacturing

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

### Negotiated Study

In this unit, students will study an area of special interest within Design and Technologies to be decided upon by a class, group(s), or an individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appear in the unit.

Other Possible Units Include: Town Planning & Urban Design, Product Design and Visual Communication



## Assessment Requirements

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

# Design and Textiles (T/A)

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

Students learn about the textiles and the fashion industry by exploring; fundamentals of design, emerging technologies, textile and fashion futures, history and culture, sustainability and ethics. Students apply problem solving skills in making appropriate design solutions.

A course of study in Textiles and Fashion can establish a basis for further education and employment in the design fields such as interior personal styling, fashion design, industrial design, costume design, production manufacture and textile technologies.

## Course Content

### Design Aesthetics

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

### Design for Purpose

This unit examines how designers create for end purpose. Students engage using a range of textile mediums to design and create products with consideration given to needs, purpose and performance.

### Design for Futures

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

### Design for Communication

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

## Assessment Requirements

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

# Timber Products (A)

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

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

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

## Course Content

### **Working with Wood**

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

### **Techniques In Working with Wood**

This unit is designed to develop skills in the workshop using wood, timber and other materials. Students learn the fundamentals of workshop safety requirements, including attitudes and behaviours. They learn techniques for the manufacture and use of jigs, as well as tool maintenance for both power and hand tools. Students make decisions about appropriate jointing techniques according to the product. They learn communication skills such as reading plans and drawings, measurement and scale, as well as the reasons for selecting particular materials for a given task.

### **Creating to a Design Brief or Plan**

This unit focuses on sustainable workshop practices and procedures, including interpretation of plans and the concept of the design brief and the design process. They explore the nature and properties of materials to fulfil a design brief. Students learn about the selection of appropriate materials and calculate cost of production, including the whole manufacturing process. They learn communication skills such as to actively listen, and to reflect on and implement feedback from clients.

### **Timber Project**

In this unit students create a project of their own design, or modify an existing design, to meet a particular need. Using a project timeline, students learn to manage the entire construction of a project, from conception to delivery. They consider the choice of appropriate materials, finishes and techniques, in accordance with the project requirements, proactively managing risks associated with constructing the product in the workshop. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.

## Assessment Requirements

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

# Metal Products (A)

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

This course is intended to meet the needs of students who have a general interest in industrial technology trades as well as those intending to choose a career pathway into traditional metal trades and related service industries.

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

## Course Content

### **Working with Metal**

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

### **Techniques in Working with Metal**

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

### **Creating to a design brief or plan**

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

### **Metal Project**

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

## Assessment Requirements

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

## Food Studies (A)

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

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

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

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

### Course Content

#### **Food First**

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

#### **Nutrition for Life**

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

#### **Food and Culture in Australia**

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

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

#### **Independent Living**

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

## Assessment Requirements

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



## Hospitality Studies (C)

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

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

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

Hospitality has been identified as a national skills shortage area.

This course provides students with the knowledge, skills and attitudes to enable them to make informed decisions on seeking careers in Hospitality and help them gain employment in the Hospitality Industry.

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

### Qualifications

It is intended that students studying this course will achieve a:

- Certificate I in Hospitality
- Certificate II in Hospitality

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

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

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

- make an informed decision on seeking a career in the Hospitality Industry
- gain employment skills to move directly into a career in Hospitality or other industries
- undertake further courses in Hospitality at CIT
- work part time while still studying

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

### Structured Workplace Assessment

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

Extension opportunities:

Students are offered the opportunity to complete the following additional competencies through:

- [Access Recognised Training: SITHFAB002](#) Provide responsible service of alcohol

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

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

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

## Certificate 1 Hospitality - First year of study

**Qualification:** [SIT10216](#) Certificate I in Hospitality

**Training package:** [SIT](#) - Tourism, Travel and Hospitality Training Package

**Duration:** Completed at the end of the first year of study

To achieve this qualification, 6 units of competency must be completed:

- 3 core units
- 3 elective units.

Students will complete the following competencies:

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

## Assessment Requirements

Assessment strategies may include:

- Observation
- Practical Tasks
- Questioning
- Written tasks

- Online Activities

In this course students will study competencies relating to workplace skills and basic food preparation including several of the core competencies for all Hospitality certificates. Safe and hygienic work practices are discussed and applied through practical experiences. Students learn about the commercial kitchen and learn and refine industry related skills when working in the kitchen. They will also learn to present food to a standard suitable to serve to customers.

Students will also have the opportunity to extend their teamwork and communication skills. In the kitchen, there will be an emphasis on appropriate food storage and the production of non-alcoholic drinks. They learn how to work with others and cater for the individual needs of customers. To assist them to learn front of house service skills students will be involved in the running of some basic cafés and workplace activities in the canteen.

Participation in these units should enable students to:

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

## Certificate II Hospitality - second year of study

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

**Qualification:** [SIT20316](#) Certificate II in Hospitality

**Training package:** [SIT](#) - Tourism, Travel and Hospitality Training Package

**Duration:** Completed after the second year of study

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

- 6 core units
- 6 elective units.

Students will complete the following competencies:

- [BSBWOR203](#) Work effectively with others (Core)
- [SITHFAB004](#) Prepare and serve non-alcoholic beverages (Elective)
- [SITXWHS001](#) Participate in safe work practices (Core)
- [SITXFSA001](#) Use hygienic practices for food safety (Elective)
- [SITHIND002](#) Source and use information on the hospitality industry (Core)

- [SITXINV002](#) Maintain the quality of perishable items (Elective)
- [SITHFAB007](#) Serve food and beverage (Elective)
- [SITHFAB005](#) Prepare and serve espresso coffee (Elective)
- [SITXCCS003](#) Interact with customers (Core)
- [SITXCOM002](#) Show social and cultural sensitivity (Core)
- [SITXFIN001](#) Process financial transactions (Elective)
- [SITHIND003](#) Use hospitality skills effectively (Core)

## Assessment Requirements

Assessment strategies may include:

- Observation
- Practical Tasks
- Questioning
- Written tasks
- Online Activities

Participation in these units will enable students to:

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

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

## Vocational Course Information

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

<http://www.usi.gov.au/Pages/default.aspx>

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

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

## Construction Pathways (C)

A course in Construction allows students to be a:

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

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

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

### Qualification

It is intended that students studying this course will achieve a Certificate II in Construction Pathways. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

The unit [CPCWHS1001](#) Prepare to work safely in the construction industry, is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site. White card and Asbestos training component of Work safely in the construction industry, is delivered by CIT. Students are required to make a part payment and the college covers the remaining amount. The payment breakup is decided each year. More information is available on request.

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

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

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

### Structured Workplace Learning

Students are encouraged to complete an Industry Placement. Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes.

It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time, holidays or on an on-going basis as an Australian School Based Apprenticeship (ASBA).

Structured Workplace Learning provides the context for:

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

## Vocational Pathway

This course provides the student with appropriate skills, knowledge and attitudes to:

- gain credit transfer to higher qualifications in the Building and Construction Industry make an informed decision on seeking a career in the Building and Construction Industry
- gain employment skills to move directly into a career in the Building and Construction Industry
- undertake further courses at CIT
- facilitate entry into an Australian Apprenticeship
- work part time while still studying or travelling

**Qualification:** [CPC20211](#) Certificate II in Construction Pathways

**Training Package:** [CPC08](#) - Construction, Plumbing and Services

**Duration:** Two-year course studied across year 11 and 12

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

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

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

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

- 6 core units
  - 6 elective units.
- (0.5) Structured Workplace Learning (SWL) Unit highly recommended

Students will complete the following competencies:

- [CPCCCM1012](#) Work effectively and sustainably in the construction industry (Core)
- [CPCCCM1013](#) Plan and organise work (Core)
- [CPCCCM1014](#) Conduct workplace communication (Core)

- [CPCCCM2001](#) Read and interpret plans and specifications (Core)
- [CPCCCM1015](#) Carry out measurements and calculations (Core)
- [CPCCWHS2001](#) Apply WHS requirements, policies and procedures in the construction industry (Core)
- [CPCCCM2004A](#) Handle construction materials (Elective)
- [CPCCCM2006](#) Apply basic levelling procedures (Elective)
- [CPCCBL2001A](#) Handle and prepare bricklaying and block laying materials (Elective)
- [CPCCBL2002A](#) Use bricklaying and block laying tools and equipment (Elective)
- [CPCCCA2011A](#) Handle carpentry materials (Elective)
- [CPCCCM2010B](#) Work safely at heights (Elective, CIT Delivery)
- [CPCCCA2002B](#) Use carpentry tools and equipment (Elective, CIT Delivery) \*

\*This competency is an additional competency, delivery is determined yearly by the teacher. The competency must be delivered by CIT.

## Assessment Requirements

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

## Vocational Course Information

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

<http://www.usi.gov.au/Pages/default.aspx>

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



# Digital Technologies

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

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

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

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

There are two strands that students can enrol in. The first is a major in Digital Technologies and the second is a major in Robotics and Mechatronics. Both can be studied at the Tertiary and Accredited levels.



# Digital Technology (T/A)

This course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution.

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

## Course Content

### Digital Assets

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

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

### Digital applications

The focus of this unit is on managing and understanding the complexity of a data-driven system by examining the individual components involved in its operation and the interconnectedness of those components.

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

They design and build their own applications to further their understanding of the interconnected nature of various digital assets.

### Digital Solutions

The focus of this unit is creating appropriate data-driven solutions to authentic problems, and on developing students' understanding, and application, of a design process.

Students develop the skills and knowledge required to analyse and examine existing solutions to known problems and produce their own solutions to existing problems.

They focus on understanding how to choose and apply a design process to create a relevant solution for a client's needs.

### **Structured Project**

The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a data-driven project.

Students develop and refine their design skills and knowledge in order to create and develop a project using a clearly defined structure in an authentic context.

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

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

### Assessment Requirements

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

# Robotics and Mechatronics (T/A)

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

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

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

## Course Content

### **Building & Programming Circuits**

This unit of study provides opportunities for students to learn about the components of electronics and the design and construction of electronic systems.

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

### **Digital & Analog Interactions**

This unit of study provides opportunities for students to learn to respond to a real-world need and justify creation of a complex control system. Students will investigate and program microcontrollers and control systems.

Students will apply a design process to design interface circuits, prototype, construct and test systems to receive input and collect data from sensors and provide meaningful output.

### **Robotics & Mechatronic Systems**

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

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

### **Applications of Robotics**

This unit of study provides opportunities for students to investigate the role of robots and other intelligent machines, including technologies such as, but not limited to: artificial intelligence, machine learning, neural networks etc.

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

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

## Assessment Requirements

- Design Documentation
- Prototype
- Digital asset
- Major Project

## Business Services (A/V)

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

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

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

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

### Qualifications

It is intended that students studying this course will achieve a:

- Certificate II in Business
- Certificate III in Business

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

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

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

### Structured Workplace Learning

Students are encouraged to complete a minimum of 27.5 hours in an Industry Placement.

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence,

and achievement of outcomes. It is highly recommended for students to complete at least one placement in an industry setting. These work placements can be organised to suit the needs of individual students during term time or holidays.

Structured Workplace Learning provides the context for:

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

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

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

## Year 11

**Qualification:** [BSB20115](#) Certificate II in Business

**Training Package:** [BSB](#) Business Services

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

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

Students will complete the following competencies:

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

## Year 12

**Qualification:** Statement of attainment in [BSB30115](#) Certificate III in Business

**Training Package:** [BSB](#) Business Services

Students will complete the following competencies:

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

## Assessment Requirements

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

## Vocational Course Information

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

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# English

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

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

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



## English (T)

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

### Assessment Requirements

- In Class textual analysis (90 minute) 25%
- 8-10-minute Oral presentation (1 per year) 25%
- 800-word creative task 25%
- 1000-word essay (during 2-hour exam) 25%

## Literature (T)

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

### Assessment Requirements

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

## Essential English (A)

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

### Assessment Requirements

- In Class textual analysis (60 minute) 25%
- 6-8-minute Oral presentation (1 per year) 25%
- 600 - 800-word creative task 25%
- 600 – 800-word essay (during 60 minute exam) 25%

## Contemporary English (A)

Contemporary English (A/M) is designed to develop students' literacy ability and aims to help them become effective users of language and producers of texts. It focuses on developing reading, writing, speaking and listening skills. Students explore how language and texts influence their personal identity and perception of the world through creating their own imaginative, analytical and practical texts. They reflect on themselves as members of society and as world citizens.

### Assessment Requirements

- In Class textual analysis (60 minute) 25%
- 6-8-minute Oral presentation (1 per year) 25%
- 600 - 800-word creative task 25%
- 600 – 800-word essay (during 60 minute exam) 25%



# Languages

- Continuing Italian (T)
- Continuing Japanese (T)

Learning an additional language such as Italian or Japanese widens your horizons, broadens your cognitive and cultural experiences and develops communicative and intercultural capabilities. It also opens new perspectives for learners not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Some of the scientifically proven benefits of learning an additional language are that it helps you to increase literacy and numeracy skills, enhancing critical and creative thinking as well as a developing a deeper intercultural understanding of the world we live in.

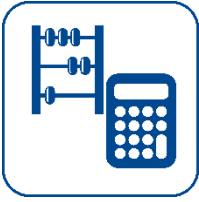
This course is designed for students who have studied Italian or Japanese for a minimum of two to three years in high school. The main aim of the course is to enhance the students' communicative skills and cultural awareness in both written and spoken Italian and Japanese.

The course also prepares a student for tertiary studies, employment or simply can be undertaken for enjoyment. Students may complete a minor or major. This course consists of four units of study and each unit is one semester in length. The four units are as follows:

Unit: The Individual (1.0)	Unit: Society & Community (1.0)	Unit: The Changing World (1.0)	Unit: Diverse Perspectives (1.0)
Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.	Students explore how to participate in society and the community. Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own.	Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.	Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

## Assessment Requirements

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



# Mathematics

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

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

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

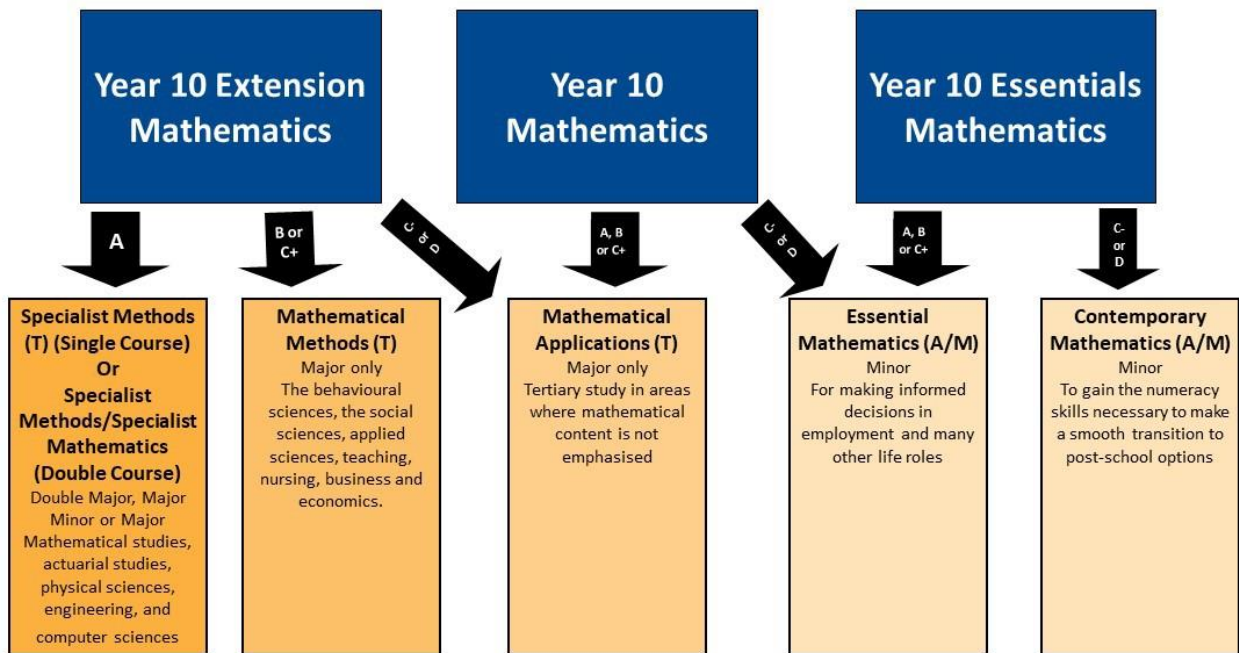
- your performance in Years 9 and 10 mathematics
- your teacher's formal recommendation
- your interest in mathematics
- the mathematical requirements of your career choice

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

For these reasons, it is important that students choose their courses carefully as it is extremely difficult to change courses after the first two weeks of a semester and still be credited with a unit in Mathematics for that Semester.

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

The following flowchart should be taken into consideration when choosing a Maths level of study.



## Specialist Methods (T)

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

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

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

### Assessment Requirements (per unit)

- Mid-semester Test (75-90 minutes)
- Investigation (2-4 week take home task) with in-class validation
- End of semester Test (90 minutes)

## Specialist Mathematics (T)

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

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

### Assessment Requirements (per unit)

- Mid-semester Test (75-90 minutes)
- Investigation (2-4 week take home task) with in-class validation
- End of semester Test (90 minutes)

## Mathematical Methods (T)

The major themes of Mathematical Methods are calculus and statistics. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. In developing calculus and statistical concepts, Mathematical Methods includes studies of algebra, functions and their graphs, and probability.

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

### Assessment Requirements (per unit)

- Mid-semester Test (75-90 minutes)
- Investigation (2-4 week take home task) with in-class validation
- End of semester Test (90 minutes)

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



## Mathematical Applications (T)

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

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

### Assessment Requirements (per unit)

- Mid-semester Test (75-90 minutes)
- Investigation (2-4 week take home task) with in-class validation
- End of semester Test (90 minutes)

## Essential Mathematics (A)

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

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

### Assessment Requirements (per unit)

- Mid-semester Test (60 minutes)
- Investigation (2-4 lesson in class task)
- End of semester Test (60 minutes)



## Performing Arts

- Dance (T/ A)
- Drama (T/A)
- Music (T/A)
- Live Production and Services (C)

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

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

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

## Dance (T/A)

The Dance course is open to students of all levels of dance experience. It enables students to perform, choreograph and respond to dance, encouraging them to become innovative and creative thinkers which are highly valuable skills for all career and industry pathways.

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

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

### Course Outline (sample)

Semester 1: Contemporary Dance

Semester 2: Dance & Entertainment

Semester 3: World Dance

Semester 4: Dance in the Community

Please note other Dance units from the BSSS may also be offered depending on student demand and availability of resources at any one time.

### Course Content

#### **Dance and Entertainment**

Students will learn sequences, technical exercises and choreographed dances in styles such as jazz, tap, ballroom, pop, commercial and musical theatre. They will learn about key choreographers of these styles and will explore the cultural contexts of specific musical theatre works. In this unit, students will also continue to develop and refine their understanding of the elements of dance, compositional processes and choreographic devices.

#### **Contemporary Dance**

This unit examines modern and contemporary dance through the study of modern and postmodern practitioners and companies from both the Australian and the international dance industries. Students will develop technical skills in contemporary dance and will learn about the choreographic process, including the exploration of various stimuli, the elements of dance and choreographic devices.

#### **Dance in the Community**

This unit will enable students to learn about dance as it appears in a community context, such as social dance, dance therapy and dance fitness. They will use the body as an instrument of communication and creativity to demonstrate and justify the elements and processes of choreography and they will develop an awareness of community principles such as integration and inclusivity through dance. Students will work as a group to develop a community performance and workshop model for a chosen group of primary or high school aged students.

**World Dance**

This unit includes the study of Ritual Dance and dance from other cultures. Students will learn and perform repertoire from specific countries and cultures and will investigate the social, religious, geographical and cultural contexts of these styles and their influence on dance today. Students will also choreograph their own works influenced or inspired by cultural dances.

**Dance Foundations**

In this unit, students will develop an understanding of familiar dance styles such as classical ballet and contemporary dance. They will learn about the composition process and movement practice and will develop theoretical skills. Students will also study various techniques, dance history and safe dance practices.

**Dance in our Time**

In this unit, students will study dance in contemporary society including one, or a variety of styles, such as jazz, funk, hip hop, street dance, rock n roll or contemporary dance. They will investigate the personal, historical and cultural context of the role of dance in contemporary society. Students will develop skills and techniques relevant to these styles, including the ability to choreograph their own dance piece.

**Dance Production**

This unit examines specific methods of approaching movement creation, including the use of costuming, lighting, sets, props and/or multi-media to enhance and develop a dance production. Students will perform their work with consideration of technical skills relevant to the style of choice.

**Dance and the Media**

In this unit, students examine dance as it is seen in commercial media such as advertising, music videos, television and print media. Students will explore dance through various media elements such as notation, storyboarding, video/digital camera techniques and editing. They will also learn specific dance techniques, aesthetic qualities of dance performance and choreographic processes.

## Assessment Requirements

**Year 11/12 Dance T**

- Major Performance 30%
- Research Task 30%
- Choreography Task and rationale 40%

**Year 11/12 Dance A**

- Major Performance 35%
- Research Task 25%
- Choreography Task and rationale 40%

# Drama (T/A)

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

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

In responding to Drama performance, students learn about theory, the elements of production, performance styles, presentation of dramatic works, audience and drama criticism, and the roles of directors, actors, playwrights. Students will develop an informed critical appreciation of dramatic works, considering drama practices, elements, genres, styles, production techniques and conventions in the construction of meaning. They interpret, analyse and evaluate the social, cultural and historical significance of drama. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

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

## Course Outline (sample)

Semester 1: Comedy

Semester 2: Devising an Ensemble Production

Semester 3: Actor and Director

Semester 4: Australian Theatre

Please note: other Drama units from the BSSS (see below descriptions) may also be offered depending on student demand and availability of resources at any one time.

## Course Content

### Comedy

The focus of this unit is to explore the many facets of comedy in performance. Students will develop a knowledge and understanding of theatrical styles such as Melodrama and Dark Comedy and experiment with techniques such as farce, satire, status and comic timing. Students will explore, and experiment, with their physicality of characters and use of voice.

### Devising an Ensemble Production

This unit is designed for students to work as an ensemble to create and present original theatrical work/s for an intended target audience either within the school community or for regional or interstate theatre festivals. The content studied will be determined by the production requirements and may draw on a wide range of both conventional play building techniques and/or specific art forms such as; physical theatre or verbatim.

### Actor and Director

The focus of this unit is to explore the role, purpose and focus of the actor and the director and to

understand their relationship in making theatre. Students will use scripted works to develop their acting and directing skills whilst focusing on performing for a live audience.

### **Australian Theatre**

The focus of this unit is to develop an understanding of the relationship between Australian theatre practices and content; such as Australian cultures, both historical and developing. Students will workshop and perform a variety of plays and extracts which identify specific themes, characters and forms in Australian Drama. Students will explore the historical, cultural and social perspectives presented by past, and present, Australian artists.

### **Acting for Film and Television**

The focus of this unit is to provide students with an understanding of acting techniques for screen and television. Students will explore acting skills for specific camera angles/shots in relation to various genres such as children's television, soap opera, advertising, news presentation, comedy and more.

### **Dramatic Explorations**

The focus of this unit is to provide students with an understanding of the fundamental elements of Drama as well as the historical influences and styles such as Stanislavski, Brecht, and Artaud on the development of theatre.

### **Modern and Classical Tragedy**

The focus of this unit is to explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.

### **Theatre Production and Performance**

The focus of this unit is to work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives: performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.

### **Theatre for Young People**

The focus of this unit is to explore and appreciate the value of theatre designed and intended for young people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. The unit will explore the importance of establishing interaction and rapport between the young performers and their audience.

## **Assessment Requirements**

### **Year 11 Drama A**

- Responding Research Essay (600-800 words) 30%
- Major Performance and Evaluation 35%
- Portfolio Task 35%

**Year 11 Drama T**

- Responding Research Essay (800-1200 words) 30%
- Major Performance and Evaluation 35%
- Portfolio Task 35%

**Year 12 Drama T/A**

- Research Analysis Task 30%
- Making Task (Major Performance) 30%
- Portfolio (Reflection Task) 40%



## Music (T/A)

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

The Tertiary course has a prerequisite requirement which is Grade 3 AMEB standard or equivalent in theory and practical. Previous completion of Year 10 Music, or a discussion about the required standards with one of the members of the Music Staff is recommended. The Accredited course provides students with the opportunity to improve their musical knowledge and is open for students who are eager to learn more about Music including playing a musical instrument.

### Course Outline (sample)

Semester 1: The Blues

Semester 2: Film Music

Semester 3: Music of the 1990's and Beyond

Semester 4: Self-Directed Studies

Please note other BSSS Music units (see below descriptions) may also be offered depending on student demand and resources at any given time.

### Course Content

#### **The Blues**

In this unit, students develop their instrumental skills through individual skill development, ensemble playing and also through playing as a class group. They learn about the origin of the Blues, the Twelve Bar Blues, extended Blues chords, Blues scales, vocal and instrumental Blues elements, improvisational skills and they learn how musical elements are used to influence a sense of place and time.

Students also analyse how social, historical, technological, cultural, political and/or geographical contexts have influenced Blues music. Students are also provided with the opportunity to create original music works manipulating the key elements that relate to blues music. Students may perform in their own choice of styles, although one Blues inspired work must be included in their repertoire.

#### **Film Music**

In Music for Film, students continue to develop their instrumental skills and also study the soundtracks created by composers such as John Williams, Hans Zimmer, Jerry Goldsmith, Henry Mancini, John Barry and Anne Dudley. Students learn about the use of leitmotif in movies such as Jaws to build characterisation and other techniques including the use of Hit Points and musical suspense. As a further opportunity into Film Music, students get to create a short score for a film scene negotiated with the teacher.

#### **Music of the 1990s and Beyond**

In Music of the 1990s and Beyond, students analyse how music elements are used to influence mood and

audience in contemporary music genres. They continue developing their instrumental skills on their choice of instruments and build knowledge of musical structure and the impact that extended harmonies, rhythms, technological, social and geographical influences have had on Music. Examples of artists studied include Bjork, Muse, Thom Yorke, Peter Sculthorpe, Kaija Saariaho and Elena Kats-Chernin.

### **Self-Directed Studies**

In this unit, students negotiate the overall topic of study with the teacher and address the parameters of performance, creation and musicology and further develop their instrumental skills. Students may choose to complete the musicology section through a research task or a theory test and can choose to arrange or compose a new work for the creation component. One of their performed pieces must reflect their overall topic of study, the other piece is of their own choice.

### **Ensemble Music**

In this unit, students explore the development of ensemble music and further strengthen their ability to perform within an ensemble such as in a concert band, chamber ensemble, orchestra, rock band or as an acoustic duo or trio. Students are also encouraged to improve their individual instrumental skill and will have the opportunity to perform as a soloist if they wish. The creation component consists of a composition for an ensemble of the student's choice.

### **Rock Music of the 1970's and 1980's**

This unit examines sub-genres such as Art Rock, Progressive Rock, Punk, New Wave, Heavy Metal and artists including Pink Floyd, Led Zeppelin, Elton John, Metallica, David Bowie, Blondie and Heart. Students will analyse how music elements are used to influence the mood and audience. They will create and perform original music works manipulating the key elements that relate to rock music of the 1970's and 1980's.

## **Assessment Requirements**

### **Year 12 Music T/A**

- Minor Performance 15%
- Composition Task 30%
- Moderation Performance 25%
- Musicology, Aural and Theory Test 30%

### **Year 11 Music T/A**

- Minor Performance 15%
- Musicology, Aural and Theory Test 30%
- Moderation Performance 25%
- Composition Task 30%

## Live Production and Services (C)

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

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

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

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

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

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

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

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

### Course Content

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

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

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

- demonstrate the ability to work and learn individually and with others

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

## Student Group

These courses are designed for students interested in the Entertainment industry. They focus on the fundamental skills and underpinning knowledge required to pursue further training and work in a range of live events. It is envisaged that these courses will meet the needs of students with varying ability levels and interests who wish to:

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

## Structured Workplace Learning

As a part of the Certificate II and Certificate III courses, students will be given the opportunity to participate in a structured work placement at local theatres.

Structured Workplace Learning is the workplace component of a nationally recognised industry specific VET in Schools program. It provides supervised learning activities contributing to an assessment of competence, and achievement of outcomes and requirements of a particular Training Package. (Please refer to BSSS Policies and Procedures Manual for Board policy on SWL)

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

## Qualification: Creative Industries

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

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

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

- 3 core units
- 7 electives

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

Students will complete the following competencies:

- [BSBWOR203](#) Work effectively with others (Core)
- [CUAWHS302](#) Apply work health and safety practices (Core)
- [CUAIND201](#) Develop and apply creative arts industry knowledge (Core)
- [CPCCWHS2001](#) Apply WHS requirements, policies and procedures in the construction industry (Elective/CIT delivery)
- [CPCCWHS1001](#) Prepare to work safely in the construction industry (Elective/CIT delivery)
- [CPCCCM2010B](#) Work safely at heights (Elective/CIT delivery)
- [CUALGT201](#) Develop basic lighting skills and knowledge (Elective)
- [CUASOU201](#) Develop basic audio skills and knowledge (Elective)
- [CUAVSS201](#) Develop basic vision system skills (Elective)
- [CUASTA201](#) Develop basic staging skills (Elective)
- [CUARES201](#) Collect and organise content for broadcast or publication (Elective)

## Qualification: Live Productions and Services

**Qualifications:** [CUA30415](#) Certificate III in Live Production and Services

**Qualification:** Training package: [CUA](#) - Creative Arts and Culture Training Package.

To achieve a Certificate III in Live Production and Services 15 units of competence must be achieved:

- 6 core units and
- 9 elective units of which:

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

Students will complete the following competencies:

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

## Assessment Requirements

Assessment strategies may include:

- Observation
- Student Demonstration
- Questioning
- Written tasks
- Tests

## Vocational Course Information

As these are vocational courses, students will need to provide to the College their USI (Unique Student Identifier) before being enrolled in the course and to be awarded competencies and receive the certificate for the course. To obtain their USI students need to use the USI link

<http://www.usi.gov.au/Pages/default.aspx>

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

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



# Physical Education

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

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

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

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

The Physical Education (A) course has a focus on physical activity and practical assessment components. Outdoor Education (A) course will put newfound skills to the test with camps each semester.

## Exercise Science (T/A)

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

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

- those who wish to proceed to post-secondary studies in the fields of paramedical, nursing, physiotherapy, occupational therapy, sports training/conditioning, sports studies, teaching, community fitness and recreation, personal training and other areas of applied anatomy and physiology
- those who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of Exercise Science

Exercise Science is a very challenging course with a strong theoretical component. Students over the two years will study the following units: Anatomy and Physiology of the Human Body, Factors Affecting Performance, Preparation for Training and Performance and, The Body in Motion.

### Assessment Requirements

- 90-minute exams – 1-2 per semester
- Lab Reports
- In class case analysis
- Video Presentation

### Course Content

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

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

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



nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

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

# Physical Education Studies (A)

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

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

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

## Assessment Requirements

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

## Course Content

### **Sport Skills Acquisition**

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

### **Leisure & Recreation**

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

### **Building and Improving Teams**

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

### **Sport, Activity, Culture and Society**

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

# Outdoor and Environment (A)

Outdoor & Environment provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing. It provides skills allowing students to safely and respectfully participate in physical activity in diverse outdoor environments. It allows students to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability, particularly in local contexts. This course prepares students for lifelong physical and recreational activity as well as employment pathways.

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

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

## Assessment Requirements

- Oral presentation
- Research tasks
- Outdoor skills
- Reflective Journal
- End of Semester Exam

## Course Content

### **Discover Outdoor Environments**

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

### **Planning and Management**

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

### **Responsibility of Self and Others**

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

**Sustainable Outdoor Recreation**

Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.



# Religion

**As of 2021 Religious Studies is a compulsory minor. For Year 11 students only.**

Students in Year 12 will have the option of doing a Registered unit in Youth Ministry which will give them 5 points credit on top of their ATAR for entry to ACU.

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

Religious Studies foster moral and ethical development. and offers students the opportunity to gain crucial skills in intrapersonal, interpersonal and intercultural understanding.

Students are also given the opportunity to develop skills of critical evaluation and reflection which are crucial to all career fields, personal development and relationships. As such, Religious Studies offers pathways into a multitude of academic studies and career pathways.

Religious Studies involves learning about the phenomenon of religion in general, and the expression of it within specific religious and philosophical traditions. Religion exerts an important influence on the lives of individuals and societies. Understanding the nature of religion, its practices and its expression gives students' greater understanding of themselves and the world in which they live.

# Religious Studies (T/A)

In 2020 the BSSS is introducing a 4-unit model for students beginning Religious Studies in 2020. This model will integrate and consolidate units into 8 discrete units under two courses – Religious Studies and World Religions. Colleges are free to develop these units accordingly.

The two compulsory Religious Studies units introduce students to the big questions of life. The central question really is “What is a good life and how do I live this life with meaning and purpose in this global and diversified world?”

## Year 11 Course Information

For each unit a minimum of two belief systems must be studied in depth. Beliefs systems may include world religions or first nations spiritualities. It is expected that all major world religions will be studied across the course.

### Semester 1

#### Exploring meaning

*Big question: Who am I and why are we here?* Students examine how humanity has sought to understand and express the fundamental questions of existence over time, across cultures and in diverse places. A minimum of two religious or spiritual traditions to be studied in depth

### Semester 2

#### Globalisation and religion

*Big question: How are religion and spirituality impacted by globalization?* Students examine the process of globalisation and its influence on religions and spiritualities in the contemporary world. Students examine how religions and spiritualities play a role in shaping globalisation. They explore the concepts such as a global ethic and challenges for the future. A minimum of two belief systems must be studied in depth.

## Year 12 Course Information

### Semester 1 - Compulsory Unit

#### A good life

*BIG QUESTION: What does it mean to live ‘a good life’?* What do various religious and spiritual traditions tell about how to live a good life. How should we live our lives as human beings? Various ethical issues we might explore are: Moral courage, ethical issues across the lifespan, contemporary ethical issues, AI, health, environmental issues, human relationships.

### Semester 2 Elective Choices

#### Expressions of faith and spirit

*BIG QUESTION – How is faith and spirituality expressed through creative expression?* Students investigate how religious and spiritual traditions and beliefs shape, form and support creative expression. Students explore forms of communication, such as literature, textiles, art, architecture, oral storytelling, music, digital technology, drama and dance, that seek to explain or illustrate religious and spiritual ideas or experiences. The unit also examines how religious and spiritual expression impacts on and interacts with, groups in society. A minimum of two religious or spiritual traditions to be studied.

**Negotiated study**

*BIG QUESTION: What are the burning questions about faith and spirituality that I want to explore?* This unit empowers students to make decisions about their own learning. The content is decided upon by a class, group(s) or individual student in consultation with the teacher

Opportunities here to study such areas as:

- religion and psychology/history/politics
- independent study



## Science

- Biology (T)
- Chemistry (T)
- Human Biology (T/A)
- Physics (T)

**Please note: Only 2 Science courses can be studied as part of your package.**

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

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



# Biology (T)

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

## Course Content

### **Biodiversity and Connectedness (Prerequisites-Nil)**

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

### **Cells and Organisms (Prerequisites-Nil)**

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms. Human Anatomy and Physiology is a major focus of this unit.

### **Heredity & Continuity of Life (Prerequisite-Cells and Organisms)**

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

### **The Internal Environment (Prerequisite- Cells and Organisms)**

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

## Assessment Requirements

- Formal Practical Report from Excursion (2000 words) – 30%
- In-Class Data Analysis Test (90 mins plus research component 1000 words) – 30%
- Semester Exam (90 minutes) – 40%

# Chemistry (T)

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

## Course Content

### **Chemical Fundamentals (Prerequisites – nil)**

Students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions.

### **Molecules (Prerequisite – Chemical Fundamentals)**

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

### **Equilibrium and Redox Reactions (Prerequisites – Molecules)**

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

### **Structure, Synthesis and Design. (Prerequisites – Equilibrium and Redox Reactions)**

Students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

## Assessment Requirements

- Research Task (2500 words) – 25%
- Term Test (60 mins) – 25%
- Practical Task and Formal Report (2000 words) – 25%
- Final Exam (90 mins) – 25%

## Pathways

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

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

# Human Biology (T/A)

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

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

## Course Content

### **The Essentials of Human Life**

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

### **The Aging Human Body**

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

### **Human Health & the Environment**

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

### **Treating the Human Body**

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

## Assessment Requirements

- Research Task and Website Creation (approx. 2500 words) – 40%
- Term Test (60 mins) – 25%
- Final Exam (90 mins) – 35%

## Pathways

Human biology provides a valuable foundation for students who wish to follow a variety of career pathways by introducing them to the concepts, foundations and technical language relating to the human body.

The skills learnt in human biology enables students to make informed decisions about their pathways into tertiary studies. These include:

- Medicine
- Nursing

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

# Physics (T)

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

## Course Content

### **Linear Motion and Waves (Prerequisites – Nil)**

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

### **Thermal, Nuclear and Electrical (Prerequisites – Nil)**

Students describe, explain and predict linear motion, and investigate the application of wave models to light and sound phenomena.

### **Gravity and Electromagnetism (Prerequisites – Linear Motion and Waves and Thermal, Nuclear and Electrical)**

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves.

### **Revolutions in Modern Physics (Prerequisites – Linear Motion and Waves and Thermal, Nuclear and Electrical)**

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

## Assessment Requirements

- Weekly Reflection Journal (200 words per week) – 10%
- Investigative Project (approx. 2500 words) – 35%
- 3 x Topic Tests (60 mins each) – 20, 20, 15%

## Pathways

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

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



## Social Science

- Business (T/A)
- Geography (T/A)
- Global Studies (T/A)
- Legal Studies (T/A)
- Modern History (T/A)
- Psychology (T/A)

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

All Social Science courses follow the Australian Curriculum.

# Business (A/T)

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

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

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

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

## Course Content

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

### **Unit 1: Changing Business Environment**

This unit explores business and its dynamic environment through the following focus topics: Small business, Globalisation and Entrepreneurship.

### **Unit 2: Relationship Management**

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

### **Unit 3: Planning for the Current Context**

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

### **Unit 4: Business Challenges**

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

## Assessment Requirements

### **Tertiary**

Students can expect a combination of the following assessment tasks:

- In class essays – 90 minutes (800 words),

- Digital presentations – 10 minutes
- Business reports – 1500 words
- Creative design tasks – 2000 words
- Examinations – 90 minutes

### **Accredited**

Students can expect a combination of the following assessment tasks:

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



# Geography (T/A)

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

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

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

## Course Content

Geography units offered are:

### **Natural and Ecological Hazards**

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment

### **Sustainable Places**

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

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

### **Landcover Transformations**

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

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

## Global transformations

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

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

## Assessment Requirements

### Tertiary

Students can expect a combination of the following assessment tasks:

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

### Accredited

Students can expect a combination of the following assessment tasks:

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

## Global Studies (T/A)

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

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

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

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

### Course Content

Global Studies units offered are:

#### **Global Actors**

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

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

#### **Global Processes**

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

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

#### **Global Challenges**

Students critically analyse significant contemporary issues that pose challenges to global actors and

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

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

### **Global Opportunities**

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

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

## Assessment Requirements

### **Tertiary**

Students can expect a combination of the following assessment tasks:

- Document Study/In class Task – 90 minutes (800 words)
- Research Essays – 1000-1500 words
- Oral Presentations-10 minutes
- Examinations – 90 minutes

### **Accredited**

Students can expect a combination of the following assessment tasks:

- Document Study/Inclass Task –60 minutes (600 words).
- Research Essays –600-1000 words
- Oral Presentations - 6 minutes
- Examinations –60 minutes

# Legal Studies (T/A)

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

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

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

## Course Content

Legal Studies units offered are:

### **Unit 1: Crime, Justice and the Legal System**

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

### **Unit 2: Civil Law and Dispute Resolution**

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

### **Unit 3: Law, Government and Society**

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

### **Unit 4: International Relations and Law**

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

### **Unit 5: Negotiated study**

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

## Assessment Requirements

### **Tertiary**

Students can expect a combination of the following assessment tasks:

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

### **Accredited**

Students can expect a combination of the following assessment tasks:

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

# Modern History (T/A)

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

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

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

## Course Content

Modern History units offered are:

### **Understanding the Modern World**

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

### **Change in the 20th Century**

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

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

### **Modern Nations**

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

### **The Modern World since 1945**

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

## Assessment Requirements

### **Tertiary**

Students can expect a combination of the following assessment tasks:

- Oral Presentations – 10-12 mins
- Research Essay - 1000-1500 words
- Examinations – 90 minutes
- Creative Responses – creative component and rationale.

### **Accredited**

Students can expect a combination of the following assessment tasks:

- Oral Presentations –8-10 mins
- Research Essay - 700-800 words
- Examinations –60 mins
- Creative Responses – creative component and rationale.



# Psychology (T/A)

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

Students develop skills which promote higher-order thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

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 and behaviour. They analyse the nature and purpose of psychology and develop insights into types of behaviour across a range of contexts.

The study of Psychology provides continuity with many tertiary and industry courses.

## Course Content

Psychology units offered:

### **Unit 1: Individual Differences**

This unit examines individual differences in human cognition and behaviour. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences.

Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

### **Unit 2: Into the Mind**

This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions.

Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

### **Unit 3: Psychology of Wellness**

This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness.

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

#### **Unit 4: Psychology in Society**

This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society.

Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

### Assessment Requirements

#### **Tertiary**

Students can expect a combination of the following assessment tasks in Psychology:

- In-class essays- 90 minutes (800 words)
- Research essays and reports-
- Year 11 (1000-1200 words); Year 12 (1200-1500 words);
- Creative tasks Year 12 (1000 words + 500-word rationale)
- Examinations- 90 minutes

#### **Accredited**

Students can expect a combination of the following assessment tasks in Psychology:

- In-class essays- 60 minutes (600 words)
- Research essays and reports- Year 11 (600-800 words) Year 12 (800-1000 words)
- Creative tasks Year 12 A (700 words + 300-word rationale)
- Examinations- 60 minutes



## Visual Arts

- Visual Art (T/A)
- Photography (T/A)
- Media (T/A)

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

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

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

## Visual Art (T/A)

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

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

### Assessment Requirements

- a Visual Arts Process Diary, including examples of technical exercises and demonstrates an investigation of specific artists' work, techniques and approaches.
- a major work or series of student-directed works
- a written assignment which may take the forms of an exhibition report, essay or research task (900 – 1300 word limit)

### Course Content

The units below are designed for teaching at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at 'A' level and this will be reflected in the assessment for individual units. A combination of the following units will be offered as a major in Visual Art:

#### **Drawing**

This unit provides basic skills in using a variety of drawing media, with an exploration of both traditional and contemporary approaches. Experimentation and self-expression are a strong focus of this course as students consider 'how' and 'why' artists make drawings. The study of aspects of the art-making process, techniques, terms and concepts related to various media are important components of this unit.

#### **Painting**

This unit explores a variety of painting techniques, concepts and artists from a variety of cultures and art movements, from both historical and contemporary contexts. An understanding of several painting mediums; acrylic, watercolour, gouache and oils, is developed through experimentation. Students then demonstrate their newly acquired abilities through the development of a conceptual major work, in a medium of their choice.

#### **Printmaking**

Students explore a range of printmaking techniques and processes in this unit; relief, etching/intaglio, screen printing, collagraph and mono-printing. Students investigate the historical tradition of these methods, as well as contemporary approaches developed by modern printmakers from a variety of cultures. This unit offers a very different approach to artmaking as it presents new and unique concepts and avenues for experimentation and self-expression.

**Sculpture**

The focus of this unit is on the development of technical and conceptual skills related to sculpture and installation practice. Specifically, students experiment with the sculptural processes associated with subtraction, substitution, addition, and manipulation, using a wide variety of media. This is a very 'hands on' unit that allows students to move away from the 2D surface and explore the exciting and often challenging world of 3D Art.

**Culture and Identity**

This unit provides students an opportunity to investigate many rich and meaningful themes associated with their own, as well as others, culture and identity. Students will be encouraged to think deeply as they reflect on a variety of ideas that relate to themselves as individuals, the society in which we live and the global cultures that have shaped our world. For their major work students will develop a conceptual artwork that challenges the viewer in some way, in a medium and format of their choice.

**Protest Art**

In the Protest Art unit students examine a variety of ways artists use their work to make social comment. They will investigate ideas such as the relationship between art and politics, the importance of the artist's 'voice' in the world, related ethical issues, propaganda, the Media and the power of artistic appropriation. Students have an exciting opportunity to create work of a challenging or subversive nature as they present their own perspectives in a public arena.

## Photography (T/A)

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

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

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

### Assessment Requirements

- a Visual Arts Process Diary that may include examples of technical exercises and demonstrates an investigation of specific photographers and their work, techniques and approaches.
- a major work or series of student-directed works
- a written assignment which may take the forms of an exhibition report, essay or research task (900 – 1200-word limit)

### Course Content

The units below are designed for learning at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at 'A' level and this will be reflected in the assessment for individual units.

Students must begin their study at the first unit and study units sequentially.

#### **Photography Practice - Prerequisite - Nil**

This is a foundation unit and a prerequisite for all subsequent units. It provides basic practical and theoretical knowledge on the history of Photography, using cameras, manipulating digital media and printing photographs. Composition, and using manual mode to achieve correct exposure are the areas through which students explore and express their ideas.

#### **Photography Communication - Prerequisite – Photography Practice**

This unit builds upon skills acquired in the foundation unit with an emphasis on consolidating and expanding previous understanding of digital procedures in manual shooting mode and digital printing processes. A study of Nineteenth and Twentieth Century photographic movements and associated photographers is included to enhance awareness of composition and photographic techniques.

**Photography Applications - Prerequisite – Photography Practice, Photography Communication**

This unit introduces students to a range of photographic applications, including portraiture and studio lighting, photojournalism, documentary photography and architecture photography. An understanding of the historical and contemporary contexts of several photographic applications in society is also a focus of this course.

**Art Photography - Prerequisite – Photography Practice, Photography Communication**

This unit focuses on artistic photographic approaches and processes and explores photography as a means of creative self-expression. The history of photography as Art is investigated and several key art photographers are examined. Students prepare portfolios of their work, based on a negotiated concept.

## Media (T/A)

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

In the making of media products, students learn about:

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

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

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

### Assessment Requirements

- Media Logbook or Pre-production materials that could include: screenshots and photos of practical exercises and demonstrates, scripts, storyboards, investigation of specific techniques, technology, reflect on approaches that influence their class activities or documentation of their major works.
- a major work or series of student-directed works in the form of a multimedia product
- a written task which may take the forms of a report, essay or research task (800 – 1500 word limit)

### Course Content

The units below are designed for teaching at both 'T' and 'A' levels. Students studying at 'T' level cover the same content, but in greater detail. It is also expected they will develop their skills more than students studying at 'A' level and this will be reflected in the assessment for individual units.

#### Media Foundation

This unit introduces technical, symbolic and narrative elements, as well as production and media issues. This also investigates the codes and conventions applicable to the study of communication theory. It is designed as a generalist unit – in which the basic codes and conventions of media communication and production are identified and developed. Students will evaluate their creative process through pre-production, production, post-production and distribution.

#### Film Genre Studies

The focus of this unit is to explore a modern method of film studies that assesses the role of the audience, the industry and the artist in creating influential genres of film production. Students will explore a wide



range of cultural and historical transformations of popular genres such as science fiction, crime and action. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production.

### **Popular Cultural**

The focus of this unit is to examine the concept of culture, ideology, systems of representation and the role of media in a cultural context. Students will undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences.

### **Process to Production**

This unit explores the development of production from beginning to end. It focuses on developing students' skills in pre-production, production and post-production. Students are required to work independently on one production for the duration of the semester. It is considered to be a final unit in media production. Students will critically evaluate their creative process through pre-production, production and post-production.

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