

# Marist College Canberra



## Year 11 and 12 Handbook 2018



MaristCollege  
Canberra

TOGETHER, WE CREATE FINE YOUNG MEN



MaristCollege  
Canberra

# Year 11 and 12 Handbook 2018

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Mr Matthew Hutchison  
Headmaster

## HEADMASTER'S MESSAGE

Dear Students and Parents,

I am conscious in writing this introduction that I am addressing two different sets of boys and families. On the one hand are those currently enrolled at Marist in Year 10, and on the other are those who are considering enrolling with us for the first time in Year 11.

It is a distinction which quickly disappears - usually in the first ten minutes of a new school year - because, for everyone, Year 11 is a new start. Wherever you have completed Year 10, you now come to the stage in your life where you begin to make decisions and choices that may affect you for many years.

The first of these decisions is where you will complete your secondary schooling. Of course, as Headmaster, I recommend Marist College. It is a core principle of Marist education that we work with your parents and extended family to develop all sides of your personality. What delights and gratifies all those involved at Marist at Year 12 graduation every December is seeing the culmination of many years of effort by all concerned – parents, staff and especially the boys themselves - to produce the young citizens who go forth physically, intellectually, morally and culturally mature and looking forward to what life will bring.

Marist College has a reputation in the local community for the high standard of its academic, sporting and cultural life. We firmly believe that we provide an environment in which boys can develop all aspects of their personality in a friendly and unstressed atmosphere. We provide opportunities for developing leadership and we urge all our senior students to avail of these.

I point out too, that we take our responsibilities as a Catholic school seriously. We do not proselytise or otherwise pressure our students in matters of personal faith. However, we urge all our students to explore the moral and religious questions that face every human being, and in our senior retreats we provide opportunities for each student to examine their relationship with God and their responsibilities to their fellow human beings.

I invite you to read this book and join our vibrant, learning community. Take time to examine the course options that are outlined here; speak with your House group Leaders, House Deans, teachers and careers advisors in choosing what courses you will follow. For those coming to Marist for the first time, our Dean of Studies Mr Folan and his assistant Ms Pamenter will be happy to help you with this or with any other questions you may have.

Yours sincerely

*Mr Matthew Hutchison*

**Headmaster**

# TABLE OF CONTENTS

	<i>Page</i>
<b><i>Mission Statement</i></b>	6
<b><i>College Organisation</i></b>	8
<i>Administration</i>	
<i>Pastoral Organisation</i>	
<i>Academic Organisation</i>	
<i>Reporting</i>	
<i>Fees</i>	
<i>People to contact</i>	
<b><i>Choosing to Enrol in Year 11 at Marist</i></b>	11
<i>Religious Education</i>	
<i>Academic Expectations</i>	
<i>Leadership</i>	
<i>Community Service</i>	
<i>Participation</i>	
<b><i>Code of Conduct</i></b>	12
<b><i>Choosing Your Courses</i></b>	18
<i>Access and equity</i>	
<i>Some terms to understand</i>	
<i>Some College requirements</i>	
<i>Some requirements of tertiary institutions</i>	
<i>Other considerations</i>	
<i>Repeat students</i>	
<b><i>Assessment</i></b>	26
<i>General</i>	
<i>Grades</i>	
<i>Course scores</i>	
<i>Appeals</i>	
<i>Cheating in Academic Work</i>	
<i>V-grade</i>	
<b><i>List of Courses Available in 2018</i></b>	31

<b>Courses and Units</b>	<b>Page</b>
<b><i>Religious Education :</i></b>	
	T course, A course 32
<b><i>English:</i></b>	T course 36
	A course 38
<b><i>Mathematics:</i></b>	Specialist Mathematics 39
	Specialist Methods 41
	Mathematical Methods 43
	Mathematical Applications 45
	Essential Mathematics 47
<b><i>Science:</i></b>	Biology 49
	Chemistry 50
	Earth & Environmental Science 52
	Physics 53
	Senior Science 54
<b><i>Social Science:</i></b>	Modern History 57
	Ancient History 58
	Geography 61
	Business 63
	Economics 65
<b><i>Language:</i></b>	Continuing French 68
	Continuing Italian 69
	Continuing Japanese 70
<b><i>Information Technology:</i></b>	
	IT Digital Media 74
	IT Programming 76
	IT Networking 76
<b><i>Technology and Applied Studies:</i></b>	
	Engineering Studies 77
	Design and Technology 80
<b><i>Performing Arts:</i></b>	Music 82
	Drama 85
<b><i>Art:</i></b>	Visual Art 88
	Graphic Design 91
	Photography 92
<b><i>Physical Education:</i></b>	Exercise Science 94
	Talented Sports 97
	Physical Education 98
<b><i>Vocational Courses:</i></b>	
	Hospitality 103
	Construction Pathways 108
	Furniture Construction 111
<b><i>R-Units:</i></b>	114

*Information contained in the booklet is accurate at the time of printing, but changes are possible and information should be checked with appropriate members of staff.*

# Mission Statement

## *The Marist School*



The Marist school has the gospel of Jesus Christ at its heart. Its members seek to live out their response to the gospel with the same faith, hope, commitment and love that Mary did. Like Mary, they seek to bring God-life to birth, in ordinary ways and in even in the most unlikely of people and places. Their Marian approach is to nurture, to teach, to gather, to reconcile, and to stand with young people, so as to give each and all of them reason and means to believe, to hope and to love.

St Marcellin Champagnat wished for Marist schools to have a family spirit, where all would relate and belong to each other as members of a loving family intuitively do. He believed that the key means of education was the personal relationship between teacher and student and so he encouraged maximum presence of teachers in the lives of the young. He insisted on a prevailing simplicity that would ensure transparency, integrity and lack of pretence in relationships, method and style. He encouraged zeal and a love of work.

These defining features of the Marist school — family spirit, presence, simplicity, love of work, and the way of Mary — give Marist College Canberra its special values and culture as a genuinely Marist school.

## *Our Mission*

To run an exceptional Catholic school for boys, in the Marist tradition, where the Good News of Jesus Christ is proclaimed and where faith, educational excellence and the call to justice are reconciled and lived. This College, in partnership with the families of its students, aims to build on the initial formative influence of the family, in the lifelong process of Christian education.

## *Our Vision*

We want to create a school that nurtures and strengthens our students as they are transformed into better and more compassionate people.

We invite young people to engage in an education that sets high expectations and uncompromising standards. In the process, we give them a chance to test themselves against the best they think they can be, to grow in the knowledge of the Catholic faith, to develop a loving relationship with Jesus Christ and to build a Christian community.

## ***Core Values***

Marist College Canberra is a Catholic learning community illuminated by the gospel of Jesus Christ and founded in the Marist tradition of St Marcellin Champagnat. Our core values derive from our understanding of the gospels and Marist characteristics as modelled by Jesus Christ and Marcellin Champagnat.

### ***The Heart of our College***

Our response to the gospel message is to make Jesus Christ known and loved. We seek to give joyful witness through our motto *Servo Fidem*, by passing on our faith in God to others and living in a way that is faithful to the gospel call to love our neighbour, especially the most neglected. We offer an opportunity to listen to the gospel message of Jesus Christ, to embrace these values and to accept the challenge of living them out through the witness of faithful Christian service.

Informed by both the values inherent in the gospels and in these Marist characteristics of education, Marist College Canberra upholds the core values of faith, love, justice, compassion and hospitality.

### ***Faith***

As we follow in the footsteps of Saint Marcellin, we strive to give practical expression to our Catholic faith in the evangelisation of young people.

### ***Love***

We acknowledge that our love of God calls us to love of self, love of neighbour, love of work, love of learning, and love of our College in the way we take pride in all that we do.

### ***Justice***

We strive to see each person as equal in dignity and worthy of respect. We are honest in our relationships with one another, remembering always to act with a spirit of forgiveness and listen carefully to all voices before making decisions. This attitude leads us to reach out to the wider community to those who suffer injustice.

### ***Compassion***

We seek to live in solidarity with others, letting our presence be a good example to our students and those with whom we work. We strive to be aware of the suffering of others and respond with sensitivity and respect in times of need. Compassion is a sign of our mateship with those in need.

### ***Hospitality***

We seek to be a welcoming school community which is open to others and embraces diversity. Our service to others is an expression of this hospitality.

### ***“Servo fidem”***

I have fought a good fight,  
I have finished my course,  
I have kept the faith.

# College Organisation

## *Administration*

The governing body of Marist College Canberra is the Provincial Council of the Marist Brothers' Sydney Province. This Council entrusts the normal administration of the College to the Headmaster who is assisted by an Executive.

## *Pastoral Organisation*

The College is divided into eight **Houses**: Conway, Crispin, Darlinghurst, Haydon, Mark, McMahon, Lavalla and Patrick. Every student from Year Seven to Year Twelve is a member of one of these Houses and remains in that House throughout his time at Marist.

The House is the principal administrative and pastoral unit within the College. It determines groupings for assemblies, retreats, Outdoor education activities, etc., as well as locating students in particular areas in the College building. Swimming, athletics and cross country carnivals are arranged as inter-House competitions. Each House is under the direction of a **House Dean** who has overall responsibility for all the students in the House.

The main reason for introducing the Houses at Marist was to focus on the pastoral care of students. At Marist, you are valued as an individual and structures are established to enable you to become known and appreciated by as many staff and other students as possible. As a senior student, you have a particular responsibility for the development of your House and House Group. You are called upon to lead by example; opportunities are provided within each House to mentor, support and help younger students especially in your House Group. You each have the opportunity and the responsibility for bringing to the House your own talents, friendliness and the willingness to contribute what you can. In turn you will find in the other students in the House, in the House Dean and House Group Leaders, people who encourage, challenge and help you.

In your House, you belong to a group under the care of one of the staff members. This person is known as a **House Group Leader** and he or she will be responsible for supporting and encouraging you in all school activities, especially your studies, for reporting to parents at regular intervals, and for being the contact person at the school for parents. Senior students also have a leadership role in their House Group and work closely with their HGL to look after the younger students.

**The Head of Senior School**, has overall responsibility for coordinating the pastoral, academic and general administrative aspects of the College.

## *Academic Organisation*

The teaching programmes of the College are organised according to Subject Departments: Religious Education, English, Mathematics, Science, Social Sciences and Commercial Studies, Languages (other than English), Information Technology, Food Technology, Art and Design, Technology and Applied Studies, Performing Arts, Health and Physical Education, Enrichment and Learning Support. Each Department has a **Head of Department** or **Coordinator** who is responsible for the development and teaching of all courses in that Department.

If you have enquiries or problems about a particular subject at any stage in your two senior years you should approach the teacher of that course. Alternatively you may wish to go to the Head of the Department.

**The Assistant Head, Mission** is responsible for leading the Ministry Team in order to promote and develop the faith formation of both staff and students in keeping with the College ethos and the spirit of St Marcellin Champagnat.

**The Assistant Head, Curriculum (Dean of Studies)** is responsible for coordinating the academic organisation of the College.

**The Assistant Head, Staff Development** is responsible for working with Heads of Department on quality of teaching and professional development of staff.

**The Assistant Head, Learning and Teaching** is responsible for working with Heads of Department on implementing learning and teaching strategies.

### *Reporting*

You will receive a written report at the end of each semester. An oral reporting session will take place each semester in the form of Parent/Teacher/Student or Parent/House Group Leader/Student interviews.

### *Fees*

A **non-refundable** fee is charged at the time of registration for Year 11, part of which is credited to the fees payable for the final term of Year 12 and part of which goes towards the cost of the Senior Blazer. For students enrolling for the first time in Year 11 there is, in addition, a once-only, non-refundable enrolment fee.

Fees and charges are payable four times per year in Year 11 and Year 12. These fees cover the cost of tuition, book hire, capital levy and a general levy. Accounts are posted. In Term 4, parents are notified of the fee schedules for the following year.

Music tuition fees and instrument hire fees are arranged through the Music Department.

## *People to contact*

The following list may prove helpful in finding out whom to consult in the first instance.

Absence from School	House Group Leader / House Dean/ Attendance Officer
Academic Certificates and records	Dean of Studies
Academic Progress	House Group Leader
Accounts	Cashier / Bursar
Appeals (see also page 28)	Class Teacher /Head of Department / Dean of Studies
Appointments with Head of School	Head of School's Secretary
Careers	Careers Adviser
Changes to courses	Dean of Studies / Assistant Dean of Studies
Conduct	House Group Leader / House Dean / Deputy Headmaster
Course selection	House Group Leader/House Dean/ Dean of Studies
Enrolments	College Registrar
ID cards	Deputy Headmaster
ICT	Tech Support/ICT Systems Manager
Library books	Librarian
Lost property	Attendance/Medical Officer
Permission to drive a vehicle	Deputy Headmaster
Personal or social problems	Counsellor / House Dean/ House Group Leader
Purchase of uniform	Clothing Shop coordinator
Reports	House Group Leader
Special consideration (e.g. assignment extension, prolonged absence from classes)	Assistant Dean of Studies/ Dean of Studies
Sport - general	Sportsmaster
Sport - particular	Coordinator of the sport/team coach
Structured Workplace Learning (SWL)	Vocational Education Coordinator
Textbook hire	Book hire assistant
Timetable	Dean of Studies / Assistant Dean of Studies
Travel concession forms (NSW)	Reception
Vocational Education	Vocational Education Coordinator
Work Experience	Careers Adviser

Any other enquiries should be directed to your House Dean.

The "Who's Who" list which is published each year in the College Diary gives you the names of people whom you may need to consult for counselling, advice and permission in choosing your courses.

# Choosing to Enrol in Year Eleven at Marist

Senior secondary education in the ACT affords students a wide range of options. Your choice to enrol in Year Eleven at Marist is an option for a particular type of school and a distinctive type of education. Whether you are a continuing student or applying to come to Marist for the first time, you should not make your choice without careful consideration and understanding of the aims and expectations of the College and a readiness to attempt to meet these.

## *Religious Education*

You attend Marist to come to a deeper understanding of God and the world which is His creation. In Year Eleven and Year Twelve you are required to take Religious Education as one of your courses and participate in worship, prayer, the Years Eleven and Twelve Retreats and whatever other activities further the religious life of the College.

## *Academic Expectations*

While offering courses that cater for a range of student ability, the College expects high standards of application and achievement from all students. In Year Eleven and Year Twelve, Marist retains a strongly structured daily timetable and a requirement that you do **six subjects, including English and Religious Education**. You are required to choose a balanced package of courses; specific requirements are detailed later. As a senior student, you are expected to spend about 2-3 hours *each night* on homework and study. There are high expectations on the presentation and submission of assignments, and all T-courses have a significant examination component.

## *Leadership*

As a Senior at Marist, you will be expected to look for opportunities for leadership of the younger students. *The most effective contribution you can make is through the example you give them in your approach to schoolwork, your conduct, your punctuality and presentation, your loyalty to your College, and the level of your participation in co-curricular activity.* There are also many specific avenues for leadership, particularly within your House, including: assisting House Group Leaders, acting as Leaders on junior camps, participating in the Big Brother Little Brother Programme. Individual Houses have various formal roles for senior students. Many students also make a valuable contribution through their coaching of junior sports teams.

## *Community Service*

The College offers many opportunities for students to participate in community service activities, and this participation is recognised through the MATES programme. *It is an expectation that all Year Eleven and Year Twelve students undertake a minimum of 20 hours of community service each year.*

## *Participation*

Strong involvement by staff and students in a range of College-sponsored activities is a feature of Marist. So that you might obtain the full benefit of the educational programme offered at the College and so that you might take your place in developing the College tradition, *you are expected to be as fully involved as possible in the life of the College.*

Among the activities offered to enable you to do this are service activities, social activities, public speaking and debating, sports and the coaching of sports, music and drama productions, band and orchestra, chess, photography, Duke of Edinburgh Award Scheme, outdoor activities, camps and retreats. The Years 11 and 12 Retreat Programme is an important feature in our calendar in which *you are expected to take part.*

Games, for teams and individuals, are an integral part of this College's curriculum. To gain the full benefit of that curriculum, you are encouraged to participate in the sports available and to seek representation in inter-school competition teams. We encourage you to place the interests of the College above personal preferences.

The following sports are offered: cricket, tennis, basketball, volleyball, athletics, swimming, skiing, hockey, Australian football, rugby union, football and cross country. The College is a member of the Associated Southern Colleges group and preference is given to those sports which form this school-based competition.

## **Code of Conduct**

Integral to the Code of Conduct are the core values of the College. These values of faith, love, justice, compassion and hospitality derive from our understanding of the gospels and Marist characteristics as modelled by Jesus Christ and Marcellin Champagnat. They underpin all aspects of College life.

### **Respect for our Faith.**

Servo Fidem- Be faithful.

Acknowledge the faith journey of each person as reflected in our College motto and life

### **Respect for Others**

Value differences

Ensure others' safety

Show consideration for the property of others and of the college

### **Respect for Self**

Each of us is a gift from God. Value the gift that we are

Be the best you can be

### **Respect for Learning**

Contribute to a safe, orderly and productive learning environment

Use your gifts and talents effectively

Interact positively with your teachers and peers

### **Respect for the College**

Be proud of the College

Continue to build on the traditions and the good name of the College

Abide by College rules

Wear your uniform with pride

## **Respect for the Environment**

Help fulfil the College's aims to be environmentally sustainable

Play your part in keeping the college environment and elsewhere clean and tidy

### ***Damages***

The College will pay for damage to property which is normal 'wear and tear'. However, the student will incur the costs when damage is caused by a student either wilfully or through carelessness or a failure to observe College rules.

It is the responsibility of each student to act in a manner that ensures the safety and security of themselves and all the other members of our Marist community.

At all times and in all places:

- A Hands Off rule applies.
- Shoes must be worn at all times.
- Games must be safe and should not lead to injury or damage to clothes or property.
- Students should not swing on, or lean back on, chairs in the classroom
- Chewing gum, whiteout liquid, matches, lighters, laser lights, fireworks, spray or aerosol paint, steel rulers, markers and weapons (ACT Weapons Act 1966) are not permitted in the college.

### ***Safety and Security***

Students are not to have prohibited items at school including steel rulers, marker pens or any items that are dangerous or illegal. The College will not accept responsibility for the loss of prohibited items and will be under no obligation to investigate the loss or alleged theft of such items. All belongings should be clearly marked or engraved with the owner's name. Items that should not be brought to school may be confiscated.

### ***Out of Bounds***

There are certain areas of the College which are out of Bounds during school time for the safety and security of the boys. Boys are not permitted in these areas:

- corridors before school during terms 1 and 4;
- classrooms and corridors at recess and lunch;
- ovals before school;
- the administration area, except for students who have business there;
- the front of the College;
- the paved area on the northern side of the Parents Building;
- the Gymnasium;
- the southern side of the Senior Common Room;
- the area behind the Monastery;
- the Junior School bike racks and Jubilee Oval;
- outside the dead-ball line or sidelines on the perimeters of ovals;
- staff car parks;
- anywhere west of the steps and seating near Oval No. 1;
- areas between Industrial Arts and the main building;
- the Junior School without permission.

### ***Electronic equipment***

Mobile phones, iPods, MP3 players and other electronic devices are not permitted to be used at school during school hours unless explicitly allowed by a classroom teacher. They are not permitted to be in a boy's possession during the school day and must be stored securely in lockers. The College, while it does not condone or accept stealing, takes no responsibility in case of theft. If any electronic equipment is sighted or heard, it will be confiscated and stored in the Deputy's office'. For a first offence, the equipment is generally returned on the same day. For a 2nd offence, electronic equipment is stored for a week and for subsequent offences, equipment is stored for a longer period of time and a detention is issued. A student who has a mobile phone or other unapproved electronic device in his possession during an examination or assessment task will receive zero marks for that assessment item.

### ***Travelling to and from school***

Marist boys are expected to travel to and from school in a manner which is safe and which demonstrates respect for each other and members of the public.

Normally, boys travel directly to and from school. They should not wait at places such as the Woden or Tuggeranong Interchanges, Woden Plaza or the Hyperdome unless they have particular business there. Boys who live in suburbs not serviced by school buses may apply to the Deputy for a pass for the Woden bus. Other boys wishing to go to Woden on a particular day are required to request a pass from their House Dean.

After afternoon dismissal, students catching buses should move promptly to the bus lines. Junior School boys board first and then Senior School boys in order.

Whether at the College or public bus stops, students line up in an orderly fashion. Boys travelling on buses remain calmly in their seats, avoiding all loud, annoying, aggressive or attention-seeking behaviour since the safety of all passengers comes first. When travelling on route buses, seating preference is given to members of the public. Senior students have a particular responsibility to monitor the conduct of all Marist students on buses.

Students who wish to drive a car or ride a motor bike to and from the College require the permission of their parents and the Deputy Headmaster. Those seeking this permission must complete the appropriate application form. Students have the use of a parking area adjacent to Number 1 oval. If this area is full, any other parking must be in the street.

Students riding their bikes to and from school need the permission of their parents and the Deputy Headmaster. Those seeking this permission must complete the appropriate application form. Boys who ride bikes are to wear protective helmets. Bikes are to be secured in the designated areas. They are not to be ridden in the grounds.

### ***Moving between classes***

Movement between classes should be brisk and courteous. Students carry books for both classes between breaks. Students are to wait quietly outside the classroom until the teacher arrives and move inside in an orderly fashion.

### ***Information about daily College or Co-curricular activities or events***

It is each boy's responsibility to ensure he has accurate information about daily events and co-curricular activities in which he is involved.

Each boy must check the electronic bulletin boards, his House notice boards and the College intranet each day.

When announcements are made to the College community during class time, House Group time or recess/lunch each boy is expected to be silent, still and attentive.

### ***Absences from School***

Absence from school should be only for sickness or other important reasons. Medical and other appointments are to be made outside school hours. The dates for the beginning and end of semester are to be observed by all. Families seeking approval for extended leave are required to write to the Headmaster.

Notifying the College of absences or late attendance

If there is prior knowledge of an absence, parents write to their son's House group leader.

For any unanticipated student absence or lateness, parents/guardians can:

- 1 text/SMS the College before 9.30am on 0428 262 674. Text messages should state the date(s), boy's name, Year, House and reason for his absence. Once the text is received at the College, it is converted and a written note is not required.
- 2 Alternatively, telephone the College before 9.30 am on 6298 7266 (and follow up with a note on return to school);

If a call is not received, an SMS message will be sent to the nominated mobile telephone. Parents/guardians are asked to reply to the call by return text.

If a student arrives at school late or has to leave during the day, he is required to check in and/or out with the attendance office with a written explanation. For an unexplained late arrival a late slip is issued which should be returned on the following day, signed by a parent.

A student who needs to leave the property should see his House Dean for permission. If the House Dean is unavailable, the student should see the Deputy Headmaster. When leaving, the student hands in a note signed by his House Dean or the Deputy Headmaster at the Medical Room and signs out. When returning, the student signs in at the Medical Room.

At lunchtime, senior students may leave the College grounds with the permission of their House Dean. Where they are travelling in a vehicle, the permission of the Deputy Headmaster is also required.

## ***Library and Resource Centre***

All students are encouraged to make extensive use of the Library and Resource Centre, both for class-based research and private use of resources. During the day the Library and Resource Centre should be a place of quiet, active and purposeful study and learning.

Boys may borrow eight books or periodicals (plus one CD) at a time, usually for a two week period. They should be alert to the date when their return is due. Borrowings may be renewed.

The Library and Resource Centre also has a number of networked computers with access to the internet. It is open from 8.00 am until 5 pm each day (8.00 am - 4.00 pm on Friday).

## ***Book Hire***

The College provides an efficient and generous book hire service for all class texts. Each boy is responsible for the care of the books lent to him. If a book is lost or damaged, he will be expected to meet the cost of a replacement.

## ***Assignments***

Assignments form an important part of the learning and assessment in all courses taught at Marist. It is College policy that any assignment not submitted by the due date will be subject to a penalty, although it must still be submitted to fulfil course requirements. Extensions will only be granted in exceptional circumstances, and then only by the Dean of Studies or Assistant Dean of Studies. Students who are sick or who are away from school for some other reason on the day an assignment is due should organise for someone else to hand it in.

## ***Study, Study Days and Homework***

Success in your senior studies will come about only by dint of application, hard work and dedication. There is a direct relationship between the amount of study and revision done, and academic success. Our experience at Marist indicates that students in Year Eleven and Year Twelve who are serious about doing well should be spending an average of fourteen to twenty hours a week in homework/study/revision.

The College timetable is arranged over a ten day period and each senior student is given six periods of study every ten days. These six periods all occur on the same day, the **Senior Study Day**, which occurs every second Wednesday.

A senior study day is not granted automatically; students who meet specific criteria concerning their work and study habits in each of their courses and their House Group, and have the permission of their parents/guardians, can apply for the study day after the first few weeks of Year 11.

If approval is granted students are not normally required to attend school on their study day. However, the Library and Resource Centre and specialist subject areas (with the permission of the Head of Department) will be available for Year 11 and 12 students on study days and they are encouraged to

make use of them. Year 11 and Year 12 students who are on the campus on study days must sign in and sign at on the list provided in the Studies Office.

On some occasions during the year, Year 11 and 12 students will be required to attend school on study days for reasons such as but not limited to: end of semester examinations, missed assessment work, excursions, community service, special house and/or whole school activities.

If a student is granted a study day but his subsequent performance in all or some of his classes falls below expectations and/or his use of the study day is inappropriate, then this privilege will be removed and he will be required to attend supervised private study periods on study days until his performance in classes becomes satisfactory and/or his plan for the use of the study day is approved by the college.

If a student does not receive approval for a study day then he will be required to attend supervised private study at the college on those days.

### ***Detentions***

Detention periods are run for students who have failed to meet the expectations outlined on these pages. Detentions are normally held after school and, for more serious offences, on Saturday mornings. They are organised by the Deputy Headmaster, House Deans, Heads of Department and individual teachers. Afternoon detentions usually last for one and a half hours, and Saturday detentions for three hours. Students placed on Saturday detentions are required to be at the College by 9.00 am in full school uniform.

### ***General***

Smoking, drinking alcohol, possessing marijuana or illegal or dangerous drugs are regarded as extremely serious breaches of College and personal discipline. No student may engage in any of these activities while at school, while travelling to and from school, in College uniform or while engaged in any activity organised or sponsored by the College.

### ***Information and Communication Technology***

Marist College Canberra provides students with the opportunity to use computers, and gives students rights to use and access services on the College data network. The College expects students to act responsibly as they would with all other College equipment and facilities. Students are expected to conduct themselves appropriately when they access information and communicate over an electronic network.

It is essential therefore that all computers are kept in good working order at all times. Students are expected to take care and full responsibility of computers and IT equipment made available for their use. This includes all cables and attachments such as mice and keyboards.

Before students are given access rights, they will need to agree to a number of conditions, which are contained in the *Student ICT Use Agreement* that can be found on the College Computer network.

## **Bring Your Own Device (BYOD)**

Students are allowed to 'bring their own device' to school for use during lesson times.

The College will recommend devices that will be deemed as suitable (these will include laptops, tablets and equivalent but NOT Smart phones or gaming devices) and specify minimum requirements and specifications.

More detailed information about the use of BYOD is available on our website.

# **Choosing Your Courses**

After choosing to enrol at Marist, your next choice is the package of courses you will follow over the two years. This section of the handbook provides some general information which you need to understand before you make your selections.

### ***Access and equity***

It is the policy of Marist College Canberra that all students have the right to a broad, balanced education in an inclusive, supportive environment. Students are encouraged to engage in all aspects of the curriculum and to develop capabilities needed to be active participants in a changing world. This is consistent with one of the tenants of Marist education which is to help develop good Christians and good citizens.

Students at Marist College Canberra will experience enrolment processes which are: inclusive and ethical, carried out in a responsible manner and are consistent with the requirements of the curriculum. We will be pro-active in protecting the right of all students to experience equality of opportunity and to pursue their learning without discrimination within the resource and organisational capabilities of the College.

Qualified and experienced staff are available within Marist College Canberra to provide information, counsel students and parents, and supportively help them to make decisions when selecting study pathways and courses.

### ***Some Terms to Understand***

***Unit*** A programme of study in a particular subject, lasting for all or part of a semester.  
At Marist, most units last for a full semester.

***Course*** A combination of units. For example, the Physics course consists of four semester-length units.

Courses have four main classifications: A-courses, T-courses, V-courses and R-courses.

***A-course*** A course which has been accepted by the ACT Board of Senior Secondary Studies as being educationally sound and appropriate for students in Year 11 and Year 12.

- T-course*** T classification is given to an accredited Year 11 and Year 12 course this is considered by the ACT Board of Senior Secondary Studies to prepare students for higher education. The local universities are involved in classifying T-courses.
- V-course*** An accredited course that has been accepted by the ACT Board of Senior Secondary Studies which also delivers a nationally recognised vocational qualification. Students may gain a Statement of Attainment or Certificate (I or II). These courses are based on industry endorsed competency standards and are delivered to industry standards.
- R-course*** A course which has gained internal College approval and has been placed on the public register. R-courses and R-units are usually designed to further the students' social, cultural, sporting and/or personal development.
- H-Course*** H classification is given to a Year 11 and Year 12 course which is designed and accredited by an Australian university and where successful completion of the course will be recognised towards an undergraduate degree.

### ***Major and Minor Courses***

You study courses as either "majors" or "minors". A major is obtained by completing four units of a course, that is, studying it for all of Year Eleven and Year 12. A minor is obtained by completing two or three units of a course, that is, studying it for only two or three semesters.

### ***Major/Minor, Double Major Courses***

In some courses it is possible to do more than four units. If you complete six units, then you gain a "major/minor" in the subject; eight units give you a "double major".

### ***Tertiary Package***

A package of courses which allows you to meet the requirements for tertiary entrance. If you wish to go to university you must complete a tertiary package. The minimum requirements are:

- i. the completion of 20 standard units, including at least 18 standard 'A', 'C', 'E', 'T', 'M' or 'H' units which must include at least the equivalent of 12.5 standard 'T' or 'H' units. These units must be arranged to form at least four majors and one minor or three majors and three minors, of which three majors and one minor must be T-courses.

**(In short, to begin a tertiary package in Year 11, you must start with at least FOUR T-courses.)**

- ii. the completion of the ACT Scaling Test (AST) in Year 12.

***AST*** The ACT Scaling Test. The AST consists of three components: an objective test, which measure your verbal and quantitative reasoning abilities, a short response paper and a writing task.

### ***Course Score***

The score you are awarded when you have completed a T-course. It indicates your ranking in the course relative to other students. *Course* scores are calculated using the top 80% of *unit* scores.

***Aggregate*** You will receive an aggregate score only if you have completed a tertiary package. It is calculated by adding your best 3.6 scaled course scores, i.e. your best 3 scores from majors and 0.6 of your fourth. The fourth may be a minor.

***ATAR*** Australian Tertiary Admissions Rank. This is your rank by Year 12 candidature and is the figure which may determine your acceptance for tertiary study. For example, an ATAR of 92 means that the student is placed in the top 8% of candidates in the ACT.

### ***ACT Senior Secondary Certificate***

This certificate is issued at the end of Year Twelve to all students who have completed an approved programme of studies in Year Eleven and Year Twelve which includes at least 17 standard units. It consists of:

- the certificate, detailing your years of attendance and the college you are graduating from, and
- the Record of Achievement, that details your studies in Years 11 and 12.

To gain a Senior Secondary Certificate a student must complete at least 17 standard units. At least 12 of these need to be classified as A, T, M, H, C, or E. These units need to form courses from at least three different course areas

### ***Statement of Achievement***

The Statement of Achievement is available for students who have not achieved the requirements for an ACT SSC.

The Statement of Achievement gives details of the courses you studied and your level of achievement in each of those courses during Years 11 and 12.

### ***The Tertiary Entrance Statement***

This is an additional certificate issued at the end of Year Twelve to all students who have qualified for an ATAR, that is, they have completed a Tertiary package and sat for the AST. It contains information used in the calculation of the Australian Tertiary Admission Rank (ATAR), which is required for admission into universities in Australia.

### ***ACT Course Frameworks.***

All courses at Marist College are taught in accordance with ACT Course Frameworks. These provide a common basis for assessment and reporting of student outcomes across the ACT system.

## ***Some College Requirements Concerning Course Selection***

In making your choice of courses you need to be aware of a number of College requirements:

### ***RE and English:***

These courses are compulsory.

### ***Number of Courses***

All students at Marist are enrolled in SIX courses through all of Years 11 and 12, including RE and English. Normally, at least five of these are studied as majors. You may opt to do two minors in order to increase the breadth of your package.

### ***Pre-requisites, Enrolment Exclusion***

A number of courses have restrictions on enrolment. These are often expressed in terms of pre-requisite grades that need to have been obtained in Year 9 and Year 10.

The "grade-point average" (GPA) referred to below is calculated by taking the grades over the four semesters of Year 9 and Year 10 and averaging them, with A = 5 points, B = 4 points, C = 3 points, D = 2 points, E = 1 point.

<b>COURSE</b>	<b>PRE-REQUISITE</b>
English T	GPA 3.0 in English
English T (Double major)	GPA 4.75 in English
Specialist Mathematics	GPA 5 in Mathematics
Specialist Mathematical Methods	GPA 5 in Mathematics
Mathematical Methods	GPA of 4 or higher in Mathematics
Mathematical Applications	GPA 3 in Mathematics
Information Technology (Programming and Networking)	GPA 2.0 in Mathematics
Physics	A GPA of 4 or higher Science and be studying Specialist Mathematics or Mathematical Methods in Year 11
Chemistry	A GPA of 4 or higher in Year 10 science

Biology	A GPA of 3 or higher in Year 10 science
Earth and Environmental Science	A GPA of 3 or higher in Year 10 science
Continuing Italian	GPA 3.0 in Italian
Continuing French	GPA 3.0 in French
Continuing Japanese	GPA 3.0 in Japanese
Tertiary Music	see page 82 for details
Engineering Science	GPA 3.0 or higher in Advanced Mathematics
Exercise Science	B grade in Science

## **Courses in Which You Cannot Enrol Simultaneously:**

- i Any three courses under the same course framework
- ii *A 'T' course and an 'A' course in the same subject*
- iv *Three Language courses*

In exceptional cases, the Dean of Studies may consider waiving a particular requirement for an individual student.

### ***Some Requirements of Tertiary Institutions***

Please check carefully the pre-requisites or assumed knowledge for the course you intend to study at the end of Year 12. While entry to most university courses requires only a particular ATAR, for some courses you must have studied certain subjects (pre-requisites), while for others it is assumed that certain subjects have been studied at secondary school; without this knowledge you will find the course difficult. A number of universities require only a portfolio and interview for courses in the Design, Architecture and Visual Arts area, and, in such cases, non-tertiary students may also apply. Check the individual university website.

Before selecting your courses for Year 11 and Year 12 refer to prerequisites and assumed knowledge for courses at local and interstate universities. The primary source of current and correct information

is the university website. The Universities Admission Centre (UAC) for ACT /NSW universities provides a free guide to all ACT Year 12 students which lists the prerequisites for the current year's courses (at the time of printing). Admission guides for VTAC (Victorian universities), SATAC (South Australian universities) and QTAC (Queensland universities) may be purchased from major newsagents or ordered from their website. Other websites which may assist students to investigate careers and training organisations are [www.myfuture.edu.au](http://www.myfuture.edu.au) and [Job Outlook](http://Job Outlook). The 2015 Job Guide was published as the final edition. Data files from the 2015 Job Guide can be downloaded for public use and are covered under Creative Commons licensing. [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au).

For entry to some courses, you should be prepared for a face-to-face interview and/or supplementary documentation, in addition to reaching the required the required academic standard for entry. The competition for places is now shifting towards an industry-focused selection process. This may require applicants to show aptitude for future employment in a particular field; it may also look for good communication skills and for applicants who are people oriented, adaptable, flexible and capable of working as part of a team.

To succeed at university a student needs to attain a level of competence in English suitable for tertiary studies. Many courses also assume knowledge of T Mathematics at Year Eleven and Year Twelve. Courses such as Engineering require at least Maths Methods, as well as Physics or Chemistry (or both) so it is essential to check.

*Pre-requisites for some of the ANU* courses are: (please note that the following information is only a guide and students must consult the current UAC or university handbooks for more up to date information)

**Economics and Commerce:** Mathematical Methods major.

**Actuarial Studies:** Specialist Mathematics major although a student with an outstanding performance in Mathematical Methods major may be considered.

**Engineering:** Mathematical Methods major and assumed knowledge in physics.

**Information Technology:** Mathematical Methods major.

**Science:** Students who intend undertaking courses involving physics should plan Year 11 and Year 12 courses which give them the best possible background in Mathematical Methods and physics. Students expecting to do chemistry at university should try to obtain as strong a background as possible in this subject. A minor in chemistry is a prerequisite for Medical Science, Genetics and Biotechnology. It is also useful to have a strong background in Mathematical Methods and to have studied some physics in Year 11 and Year 12.

**ANU Institute of the Arts:** There are special requirements in selection for admission. There is a music audition interview and testing program for the Music School and a portfolio presentation and interview program for the Art School.

*Recommendations for some of the University of Canberra* courses are:

**Software Engineering:** Mathematical Methods major and Tertiary English.

**Applied Science:** Most assume a major in Chemistry and/or biology plus a major in Mathematical Methods.

**Nursing:** English, Biology, Chemistry and Mathematical Methods major.

**Information Technology:** Mathematical Methods.

**Primary Teaching and Secondary (HAPE):** Tertiary English and Mathematical Methods

*Pre-requisites for the Signadou Campus of ACU (Primary Teaching) are:* English (T) and Mathematical Applications.

**Note:** Students should check the current requirements for all courses before making their subject selections. **In particular, requirements for teaching courses are under review. Check the UC and ACU website when choosing your subjects.**

### *High ATAR Courses*

Some university courses require achievement at a very high standard in Year 11 and Year 12. Examples of these are: medicine, law, actuarial studies, physiotherapy, veterinary science and pharmacy. Note: Undergraduate entry to medicine, dentistry and optometry at most universities will be dependent on the result of the UMAT, ATAR and an interview. Check university websites as some universities do not require the UMAT.

### *Other Considerations*

#### *Broad Education*

The best preparation you can give yourself for a place in the society of the twenty-first century is a broad general education. Rapid changes in technology and the nature of work mean that you will probably change your career several times during your working life. Indeed, it is quite likely that the job in which you will be engaged in fifteen years' time has not yet been developed! So, beware of over-specialisation at this stage of your education.

Students who do well at university are people who bring to their studies an ability to think critically and evaluate, who can write and speak with coherence and intelligence; and, most importantly, have an understanding of their world and their own place in it. Similarly, employers want employees who can speak, read and write with ease and confidence.

## ***Courses That Are Best For You***

Students are sometimes under the misapprehension that by studying particular courses they will automatically get better scores. This is a misunderstanding of how the system works. If you want to maximise your ATAR, you are best advised to study courses at which you do best and in which you have greatest interest.

## ***Keeping Your Options Open***

Whereas it is useful for you to study courses that fit in with your career aspirations, it is also important to put together a package of courses that will not limit your post-school pathways. If you are unsure of what you want to do after you leave school, you should study courses that will maximise choice for you at the end of Year Twelve.

## ***Tertiary Package - Yes or No?***

Whether or not to study a tertiary package is a question for many students. Across the ACT, usually 50-60% of senior students take tertiary packages, with usually about 45% qualifying for some sort of tertiary entrance after Year Twelve. At Marist, 70-80% of students take a tertiary package, with 60-70% of students gaining entry to tertiary institutions. With these past figures in mind, you need to decide whether it is realistic for you to attempt a tertiary package. If you are usually placed in the bottom 25-30% of your Year-group *it is unlikely that a tertiary package is appropriate for you* and you should look to Accredited or Vocational courses offered by the college. You may, however, want to take one or two T-courses in the interests of providing yourself with a sound general education.

## ***Repeat Students***

With the Head of School's approval you may repeat Year Eleven or Year Twelve. If you repeat Year Eleven, your previous year's grades and scores are not counted and do not appear on your Record of Achievement.

It is more likely that you would want to repeat Year Twelve rather than Year Eleven. In this case, special provisions apply. In your repeat year, you study FIVE courses, including RE and English. If you want a tertiary package, four of these courses must be T- courses. Only your results from the repeat year will count in the calculation of your ATAR- your previous year's results will be entirely discarded.

More details about repeating can be obtained from the Dean of Studies.

# Assessment

## *General*

Assessment tasks are designed to enable students to demonstrate the quality and extent of their learning. They inform decisions about

- \* the *relative ranking* of students
- \* the *grade* awarded for a unit.

Assessment tasks will vary with the unit and subject, but will usually involve tests or examinations, written assignments, oral presentations, performance of some skills, and presentation of some artistic or practical piece of work.

When you are given an assignment, it will specify what is required, what criteria will be used in assessing your work, when the work is due and any other matters relevant to the assignment. You should discuss with your teacher any difficulties with the assignment or any problems you may foresee. The teacher may make changes to the assignment after discussion with the class.

## *The following 'rules' apply to assessment tasks at Marist:*

1. Within 14 days of the start of each semester teachers will issue their classes with a unit and assessment outline that includes (at least):

- The name of the unit and course
- The point value of the unit
- Date (Semester and Year)
- An overview of the content of the unit
- A list of assessment tasks
- The assessment criteria
- Dates on which the assessment tasks are due
- Weightings of tasks
- VET Competencies (for vocational courses)
- Training package qualification name (for vocational courses)

**Note:** The following information will be made available electronically on the College portal:

- Grade descriptors
- Moderation procedures (internal and external – if applicable)
- Meshing procedures (where applicable)
- Method of unit score calculation
- Penalties for late and non-submission of work
- Appeals processes
- Breaches of Discipline in Relation to School-based Assessment
- Course information, including any course requirements and pre-requisites
- Procedures for calculating course scores

2. All students are expected to complete all assessment tasks in all of their units of study.
3. If a student is absent for an assessment task through illness, he must provide a doctor's certificate. A note from parents is normally not sufficient.
4. Students will normally not be permitted to sit a test or examination before or after others in the class. This includes absence on "school business." Where unusual exceptions arise, they will be dealt with by the Dean of Studies or Assistant Dean of Studies.
5. When a student is unable to produce a particular assessment item and has provided the appropriate, explanatory documentation to the teacher, he may be given a mark for that item which is consistent with his other work in that unit or in that aspect of the unit. Students are not given a 'class average'. Alternatively, his semester mark and grade will be calculated on those pieces of assessment work he did complete.
6. Students are expected to hand in their completed assignment to the teacher at the beginning of class on the due date, but individual teachers may vary this time.
7. If a student hands in an assignment late, and has not obtained an extension, 5% of the possible marks will be deducted from his score per calendar day to a maximum of seven days. However, the work must still be completed in order to satisfy the requirements of the unit. Submission of work on a weekend or public holiday is not acceptable. Work submitted after seven days without an extension will be awarded a notional zero (Years 11 and 12).  
(A 'notional zero' is a mark less than the lowest genuine mark for that item and is between 0.01 of a standard deviations below the lowest genuine mark for that item and zero.)
8. Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission. In some circumstances classroom teachers may grant extensions but generally extensions can be given only by the Dean or Assistant Dean of Studies.
9. Where a student is given a "long" extension to a date more than two weeks after the date for others in the class, a teacher may modify the assignment or give an equivalent one.
10. In the case of oral or in-class presentations, the Dean or Assistant Dean of Studies will not give an extension. However, in exceptional circumstances, a class teacher may give an extension. A student is expected to be ready to make the presentation on the due date. If he is absent, he will normally be required to provide a doctor's certificate.
11. It is good practice to have your assignments completed in advance of the due date. This precludes last-minute hitches with computer software or hardware, printer ribbons etc. In general, the Dean or Assistant Dean of Studies will not give extensions because of technical problems with a computer or peripheral equipment. Having an assignment completed ahead of time also allows for the possibility that you may be ill at the time it is due. In such a case, you will need to make alternative arrangements to have the assignment submitted.
12. When an assessment item is returned by the teacher, you should read it and if you have any questions, discuss these with your teacher.
13. Group work is an important element of some courses. The teacher will explain how this

work is assessed, but it is not necessary that all members of a group receive the same mark.

14. It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students.

### ***Grades***

For units in both A and T courses, you will normally be awarded an A to E grade. The criteria for award of unit grades varies from course to course but the following are generic grade descriptors issued by the ACT Board of Senior Secondary Studies (BSSS):

- A Awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.
- B Awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a wide range of assessment situations.
- C Awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.
- D Awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited cognitive and practical skill in assessment situations.
- E Awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited cognitive and practical skill in assessment situations.
- V A V grade is awarded when a student does not satisfy the assessment or attendance requirements of a unit. (See also page 30)

In some circumstances, usually due to illness, misadventure, non-completion of work or where A-E grades are not awarded, you may be awarded an S, P, U or N grade.

### ***Course Scores***

In T-courses you will also receive a **course-score** at the end of Year 12. This will be based on achievement in each of the units in the course. Course scores are calculated by combining the scores for individual units under the 80% rule. All units are weighted equally. *The course score will reflect the relative ranking of all students in the course at the end of Year 12.*

### ***Appeals***

The ACT upper secondary system is designed to give you the opportunity to see how all of your work is assessed. You should always check your scores and/or grades. If you believe you have been assessed wrongly for a piece of work, a test, unit or a course, you may query the decision; sometimes mistakes are made. If you are dissatisfied with a mark/grade, unit score, unit grade, course score or penalty imposed for breach of discipline in relation to assessment:

- 1 Discuss the matter with your teacher, pointing out why you feel you need a re-mark. The teacher will explain the criteria applied in marking the piece.
- 2 If still dissatisfied, discuss the result with the relevant Head of Department
- 3 If you still have concerns, you may start a formal appeal to the college. This means that you must submit a written appeal to the College Principal or his delegate, the Dean of Studies.

In that appeal you will need to produce information that the college course assessment procedures and/or the unit grade and course score procedures or the application of a penalty have not been followed or have been applied unfairly or incorrectly, or are unreasonable. That appeal should:

- include your name and ID, the name of the unit and the teacher concerned;
- the specific mark/s, score, grade, penalty being appealed, including the task, unit, course concerned
- describe why you believe you have been assessed unfairly;
- indicate your teacher's response to your approach;
- the specific remedy being sought for each matter being appealed
- a statement setting out and supporting the matters of appeal.

The principal, or nominee, will convene a College Appeal Committee. This Committee will consist of the principal (or nominee), a member of the teaching staff and an experienced member of the teaching profession nominated by the Board from outside the college. One of the members of the committee will be a teacher experienced in the supervision of student assessment.

No member of the College Appeal Committee should have had any direct dealings with the matter of the appeal at an earlier stage.

If you are still dissatisfied with the College's decision you may appeal to the ACT Board of Senior Secondary Studies. Detailed information regarding appeals is available at:

[http://www.bsss.act.edu.au/information\\_for\\_students/your\\_rights\\_to\\_appeal](http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal)

You should be aware that an appeal may have one of three outcomes: a higher mark, grade or score, no change, or a lower mark, grade or score.

The written appeal to the Principal or the Dean of Studies should be of a factual nature and written in a respectful style.

(Please note: Appeals against assessment items should be lodged within five working days of the results being published, except in Term 4 Year 12, when appeals should be lodged within two working days of results being published. Appeals against course scores should be lodged within one working day after publication.)

## ***Cheating in Academic Work***

Because Marist College takes seriously its responsibility to deal justly and equitably with all students, we deal severely with any form of plagiarism or cheating.

Cheating can take many forms, including but not limited to:

- copying during a test or other assessment work;
- submitting an assignment which has been largely copied from a book, article, CD-ROM, the internet or from another student - this is called plagiarism;
- getting another person (your parents or a tutor for example) to do most of an assignment for you.

During the first few weeks of Year 11 all students will be required to attend a workshop in their study time explaining ways in which they can avoid plagiarism in their assessment work. The workshop will focus on the contents of the pamphlet: "*what's plagiarism? how you can avoid it*" (produced by the ACT BSSS).

A student found guilty of a first offence of cheating may lose all marks for that particular item and may lose all marks for the unit or course. For a second offence, even if in a different course, a student will lose all marks for the unit or course, and may face cancellation of all assessment results for Years 11 and 12, and he and his parents will be required to attend an interview with the Dean of Studies.

Any student found cheating in academic work will also be required to attend a detention and a letter detailing the misconduct will be placed in the student's record.

If you hand in material which is greatly different from your normal class and homework, the teacher may ask you to explain or may question you closely on your understanding of the work. In exceptional cases, you may be required to do an amended or abridged version of that particular piece of work under test conditions. The decision to do this would be taken in consultation with the Head of Department.

If, after being dealt with, you believe that you have been treated unjustly you may appeal the penalty at outlined on pages 28 and 29, ***Appeals***.

Extra information regarding Breaches of Discipline in Relation to School-based Assessment can be found at the BSSS Website:

[http://www.bsss.act.edu.au/The Board/policy and procedures manual](http://www.bsss.act.edu.au/The_Board/policy_and_procedures_manual)

## ***V-Grade***

Students missing more than 10% of classes in a unit of work without due cause, or failing to submit more than 30% of assessment work in a unit of work without due cause, will be awarded a V grade for that unit.

*Students who deliberately void a unit (i.e. are awarded a V grade) through lack of attendance or submission or work, will be interviewed with their parents and would need to justify their continued enrolment at the college.*

***If you deliberately void a unit during your senior years you will not be eligible to attend Year 12 graduation celebrations or any other activities organized by the college.***

# Courses on Offer in 2018

DEPARTMENT	COURSE	CLASSIFICATION
Religious Education	Religious Education	T or A
English	English T	T
	English A	A
Mathematics	Specialist Mathematics	T
	Specialist Mathematical Methods	T
	Mathematical Methods	T
	Mathematical Applications	T
	Essential Mathematics	A
Science	Biology	T
	Chemistry	T
	Physics	T
	Earth and Environmental Science	T
	Senior Science	A
Social Science	Modern History	T or A
	Ancient History	T or A
	Geography	T or A
Commercial Studies	Business	T or A
	Economics	T or A
Languages	Continuing Japanese / French / Italian	T
Information Technology	IT Digital Media	T/A/V
	IT Programming	T/V
	IT Networking	T/V
Technical and Applied Studies	Engineering Studies	T
	Design and Technology	T
Performing Arts	Music	T or A
	Drama	T or A
Art	Visual Art	T or A
	Graphic Design	T or A
	Photography	T or A
Physical Education	Exercise Science	T
	Physical Education	A
	Talented Sports	R
Vocational Courses	Hospitality	T/A/V
	Construction Pathways	A/V
	Furniture Construction	A/V

*These courses are correct at the time of going to print but others may be added.  
(R-courses and R-units are listed separately at the end of this handbook)*

# Religious Studies Course



Marist College teaches the ACT BSSS Type 2 Religious Studies Course. All students take this course that may be studied as either:

T Major      T Minor      or      A Minor

**Course type:**      T course, A course

**Pre-requisites:**      None

**Aims:**

The BSSS Framework document defines Religious Studies as the study of identity, beliefs, community, society, human behaviour and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence as understood and manifested across different religious traditions, in our College especially Catholic Christianity, and cultures.

Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners.

Religious Studies engages students in a dynamic process of making meaning of the world.

**Units/content:**

T Major (one point units)	T Minor and A Minor (half point units)
<p><b>Core units:</b> Sacred Texts Encountering Ethical Issues</p>	<p><b>Core units (T Minor):</b> Sacred Texts a Social Justice a Encountering Ethical Issues a</p> <p><b>Core units (A Minor)</b> World Religions a Social Justice a Christian Service a Encountering Ethical Issues a</p>

<p><b>Elective units:</b> (2 of the following) Please note that electives are subject to both teacher availability and popularity of student choice.</p> <p>History of Christianity to 1517 Introduction to Christian Theology Social Justice Spirituality and Christian Ministry Religion, Psychology and Relationships Religion and Science Religion, Worship and the Arts World Religions</p>	<p><b>Elective units (T Minor)</b> (1 of the following) Please note that electives are subject to both teacher availability and popularity of student choice.</p> <p>Religion and the Media a World Religions a</p>
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Generally, Year 11 and 12 students enrolled in a tertiary package study Tertiary (T) RE and students with an accredited package, Accredited (A) RE. However, this is not always the case and the level at which RE is studied may be negotiated on an individual basis.

**Students in Years 11 and 12 participate in residential retreats, which are part of the College's Faith Formation programme, *Brothers Together*.**

**Content of each unit. Please note 'a' units cover less of the content specified below.**

For full details go to: <http://www.bsss.act.edu.au/curriculum/courses>

### **Christian Service (A only)**

This unit provides a significant opportunity for students to study the foundational basis of Christian Service through scripture, teaching and inspirational founders and contemporary people but also to participate in the Christian service experience. The Service Learning Model and Theological Reflection are processes incorporated into this unit.

### **Encountering Ethical Issues**

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

### **History of the Church to 1517**

In this unit, students will examine the development of Christianity from its roots in the Judaic faith and culture to 1517 CE in order to develop an appreciation for the integral nature of religious faith to the socio/cultural context. The beliefs and values of a society are reflected in their political, judicial, educational and artistic institutions and therefore need to be examined together to gain a more accurate perspective on how each developed.

As both individuals and members of a society, it is also important to understand how our history has shaped us and influenced our decision-making processes. These processes are also reflected at cultural, social and national levels and should inform the student about the developments that led to current situations.

## **Introduction to Christian Theology**

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

## **Religion, Worship and the Arts**

Provides an overview of the development of Christian worship through music and song, art, prayer, service and giving of self and substance. It is grounded in the Scriptural definition of worship found in Romans 12:1-2. It will examine various art forms such as sculpture, painting, architecture, music and dance, including understanding and experiencing the different forms, the theological thought in the text of songs, and some key figures in the development of Christian worship. In addition, it will explore, at both a theological and practical level, other expressions of Biblical worship including styles of Church service, liturgy and prayer as well as practical service and giving.

## **Religion, Psychology and Relationships**

In this unit, students will examine religious, spiritual and psychological perspectives about being human and human behaviour, including understanding of cognitive, physical, social, emotional and intellectual development. Psychological theories, concepts and perspectives that inform our understanding and awareness of religious and spiritual beliefs will be explored in detail. Students will examine the capacity of the psychological, spiritual and religious perspectives to influence, positively and negatively on faith development, spirituality, happiness, relationships and wellbeing.

## **Religion and the Media**

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

## **Religion and Science**

Religion and science are necessary partners in providing the opportunities to live meaningful lives, to protect and enhance the environment of our rich and varied world and explore the cosmos with a view to improving all life. In spite of long-held beliefs from a variety of religious traditions supporting both a scientific and religious view of the world, conflicts and misunderstandings during the past four centuries have created a gulf between science and religion. Pope Benedict XVI said that “there is friendship between science and faith,” and that “scientists can, through their vocation to study nature, follow an authentic and absorbing path of sanctity,”. This unit attempts to find the bridge between religion and science and to appreciate the role of both religious and scientific truth in a contributing to building a peaceful and just world.

## **Sacred Texts**

This unit examines the role and authorship of sacred texts in various religious, historical and sociocultural contexts. It explores the construction of such texts and the various genres and literary forms that may be used to communicate theological meaning. Students will also explore the writings of various religious scholars, mystics and saints from a variety of religious traditions. A detailed study of particular sacred texts from Christianity, one other world religion or indigenous culture will be undertaken.

## **Social Justice**

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

## **Spirituality and Christian Ministry**

This course encourages students to examine the Christian faith traditions and explore ways of providing effective ministry and service to others. Students will explore ways to engage in religious and spiritual teaching and experience in a meaningful way. They will examine the background to their religious traditions and beliefs and communicate them in meaningful ways to a modern audience often disengaged and disenchanted with traditional religious practice.

## **World Religions**

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

## **Assessment:**

In each unit, students are required to complete a set number of assessment pieces. These assessments may take the form of an essay, class presentation, creative response, interview, and portfolio or in-class task. An examination will form part of assessment in all A and T units. Students are reminded of the need to check all College and BSSS policies concerning assessment tasks.

# English

There are two courses offered by the English Department: **English T** and **English A**.

You should enrol in English T if you have the necessary pre-requisites and intend to undertake higher study after Year 12. You should enrol in English A if you require a course which will equip you with language skills for the workforce. Students will be offered advice on the unit that is most appropriate for them. This advice is based on the marks obtained in common assessment tasks carried out in the Year 10 compulsory unit *Language and Literature Workshop*. The advice should be seriously considered before a course is selected.

## English T

**Course type:** T course.

**Pre-requisites:** GPA of 3.0 in Year Nine and Year Ten English. Students wishing to study the course as a double major or major-minor should have a GPA of 4.75.

**Aims:**

This course aims to prepare students for university study. In it you will be encouraged to find, through reading, writing and discussion, a means to explore ideas and experiences. You will have opportunities to engage imaginatively, creatively and critically with a range of challenging texts and diverse responses to such texts. You will be encouraged to develop, sustain and counter arguments, to make generalisations supported by evidence, and to reach logical conclusions. You will be helped to assess your own work and the work of your peers. The variety of material studied is intended to broaden your experience.

You may study the course as a major, a major/minor or a double major.

**Units:**

Australian Curriculum English offers two streams of T courses: English and Literature.

The English units are:

- Unit 1: Communication of Meaning
- Unit 2: Representation Through Text
- Unit 3: Comparative Texts
- Unit 4: Perspectives

The Literature units are:

- Unit 1: Ways of Reading and Creating
- Unit 2: Intertextuality
- Unit 3: Power of Literature
- Unit 4: Literary Interpretations

Students must complete four units of English and/or Literature over two years to achieve a major in English. The first English unit, Communication of Meaning, is compulsory for all T students.

Australian Curriculum units increase in difficulty and achievement levels across the two years of study. It is proposed that students will stay with the one class for Year 11 and a class change, based on a choice of texts to be studied, will be offered at the beginning of Year 12, with students remaining in that class for all of Year 12.

Students who choose to do Double Major English complete all 4 units of English and all 4 units of Literature.

Texts studied in English and Literature may include:

*Lord of the Flies*

*Death of A Salesman*

*In the Lake of the Woods*

*The spy who came in from the cold*

*Into the dark*

*Macbeth*

*Jasper Jones*

*Into the Wild*

*Animal Farm*

*The Great Gatsby*

*Breaker Morant*

*Beowulf*

*Dracula*

*The Things They Carried*

### **Assessment:**

In both English and Literature, you will be assessed on your performance by written and spoken tasks. Students are required to complete a minimum of three assessment tasks and a maximum of five assessment tasks, with a responding, a creating and an investigating task, each semester.

Indicative weightings:

**Responding** – 40-60% - analytical forms such as short response, essay, review, close textual analysis, multimodal, oral presentation

**Creating** – 20-30% - imaginative, entertaining, persuasive, interpretive or informative texts in spoken or written form + a rationale explaining the creative choices made

**Investigating** – 20-30% - enquire into and draw conclusions about texts and / or key unit concepts – reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives



# English A

**Course type:** A course

**Pre-requisites:** None

## **Aims:**

You will be encouraged to achieve control of language, both oral and written, for effective personal and employment needs, and to read and discuss texts creatively and critically. You will be helped to improve your basic language skills, to extend your confidence and your ability to interact with others. You will have opportunities to meet experts so that you can be aware of options available to you after school in work and leisure. Through your reading and viewing of films, you will be helped to be more aware and understanding of the views and lifestyles of others.

This course provides opportunities for you to improve and develop your skills in reading, writing, speaking, listening and interviewing. *It is appropriate for those who do not wish to study at a tertiary institution.*

## **Units:**

Australian Curriculum English offers Accredited English: Essential English

The Essential English units are:

Unit 1: Comprehending and Responding

Unit 2: Making Connections

Unit 3: Understanding Perspectives

Unit 4: Local Global

Students must complete four units of Essential English in sequential order to achieve a major in Accredited English. Australian Curriculum units increase in difficulty and achievement levels across the two years of study. It is proposed that students will stay with the one class for Year 11 and a class change, based on a choice of texts to be studied, will be offered at the beginning of Year 12, with students remaining in that class for all of Year 12.

## **Assessment:**

In Essential English, you will be assessed on your performance by written and spoken tasks. Students are required to complete a minimum of three assessment tasks and a maximum of five assessment tasks, with a responding, a creating and an investigating task, each semester.

Indicative weightings:

**Responding** to fiction, nonfiction and / or multi-modal texts – 40-60% - analytical forms such as short response, essay, review, close textual analysis, multimodal, oral presentation

**Creating** imaginative, entertaining, persuasive, interpretive or informative texts in spoken or written form – 20-30% - plus a rationale explaining the creative choices made

**Investigating** – 20-30% - enquire into and draw conclusions about texts and / or key unit concepts – reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives.

# Mathematics Courses

There are five Senior Mathematics courses offered at Marist College:

<i>Course Title</i>	<i>Course Type</i>	<i>Course Structure</i>
Specialist Mathematics (SM)	Tertiary (T)	Double Major (8 Units) Major Minor (6 Units)
Specialist Methods (SMM)	Tertiary (T)	Major (4 Units)
Mathematical Methods (MM)	Tertiary (T)	Major (4 Units)
Mathematical Applications (MA)	Tertiary (T)	Major (4 Units)
Essential Mathematics (EM)	Accredited (A)	4 Units

## Specialist Mathematics

**Course type:** T course

Specialist Mathematics is offered as a double-major or a major-minor. Students who wish to gain a double-major in Specialist Mathematics must complete Specialist Mathematics Units 1 – 4 *in addition to* Specialist Methods Units 1 – 4 as prescribed in *Table 1* below. Students who wish to gain a major-minor must complete Specialist Mathematics Units 1 – 2 *in addition to* Specialist Methods Units 1 – 4 as prescribed below in *Table 1*.

**Pre-requisites:** An ‘A Grade’ average in Year 9 &10 Mathematics (GPA=5.0) **AND**  
An ‘A Grade’ in Year 10A Mathematics

**Enrolment Advice:**

For all content areas of Specialist Mathematics, the proficiency strands of the F–10 curriculum are still very much applicable and should be inherent in students’ learning of the subject. The strands of Understanding, Fluency, Problem Solving and Reasoning are essential and mutually reinforcing. It is for this reason that an exceptional level of achievement in the study of the Australian Curriculum Year 10 and 10A Course is essential.

In Specialist Mathematics, the formal explanation of reasoning through mathematical proof takes an important role, and the ability to present the solution of any problem in a logical and clear manner is of paramount significance. The ability to transfer skills learned to solve one class of problems, such as integration, to solve another class of problems, such as those in biology, kinematics or statistics, is a vital part of mathematics learning in this subject.

**Student Group:**

Specialist Mathematics is designed for students who intend tertiary study in quantitative disciplines requiring a strong, deep understanding of Mathematics, such as mathematical studies, actuarial studies, physical sciences, engineering, computer sciences and economics.

**Equipment:**

It is expected the students have a working knowledge of the Dynamic Graphics Package (DGP) – *Geogebra*. This is downloadable free off the internet and a computer (laptop) based version should be acquired prior to the commencement to this course. A basic Casio Scientific Calculator is also required for this course. Graphics Calculators (GC) will not be required for this course and are not admissible during tests or examinations.

**Content:**

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

Specialist Mathematics is structured over four units. The topics in Unit 1 broaden students’ mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit provides a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction. For example, vectors in the plane are introduced in Unit 1 and then in Unit 3 they are studied for three-dimensional space. In Unit 3, the topic ‘Vectors in three dimensions’ leads to the establishment of the equations of lines and planes, and this in turn prepares students for solving simultaneous equations in three variables.

The following is a suggested implementation plan for Specialist Mathematics.

<i>Table 1</i>		<b>Semester 1</b>		<b>Semester 2</b>	
	Specialist Unit 1	Methods Unit 1	Specialist Unit 2	Methods Unit 2	
Year 11	Combinatorics	Functions and graphs	Trigonometry	Exponential functions	
	Vectors in the plane	Trigonometric functions	Matrices	Arithmetic and geometric sequences and series	
	Geometry	Counting and probability	Real and complex numbers	Introduction to differential calculus	
	Specialist Unit 3	Methods Unit 3	Specialist Unit 4	Methods Unit 4	
Year 12	Complex numbers	Further differentiation and applications	Integration and applications of integration	The logarithmic function	
	Functions and sketching graphs	Integrals	Rates of change and differential equations	Continuous random variables and the normal distribution	
	Vectors in three dimensions	Discrete random variables	Statistical inference	Interval estimates for proportions	

**Assessment:**

Students will be assessed against the criteria listed in the Mathematics Course Framework. Assessment instruments will be selected from: tests, assignments, class work, group work, oral presentations and projects. No single item will constitute less than 5% or greater than 40% of the unit’s assessment.

# Specialist Methods

**Course type:** T course

**Pre-requisites:** An 'A Grade' average in Year 9 &10 Mathematics (GPA=5.0) **AND**  
A 'B Grade' in Year 10A Mathematics

## **Enrolment Advice:**

For all content areas of Mathematical Methods, the proficiency strands of Understanding, Fluency, Problem solving and Reasoning developed in the F–10 curriculum are still very much applicable and should be inherent in students' learning of the subject. These strands are therefore essential and mutually reinforcing. The ability to present the solution of any problem in a logical and clear manner is of paramount significance. It is for this reason that an excellent level of achievement in the study of the Australian Curriculum Year 10 and preferably the 10A Course is essential.

## **Student Group:**

This course is designed for students who intend subsequent study in disciplines in which a sound and broad knowledge of mathematics is required, such as the behavioral sciences, the social sciences and business.

## **Equipment:**

It is expected the students have a working knowledge of the Dynamic Graphics Package (DGP) – **Geogebra**. This is downloadable free off the internet and a computer (laptop) based version should be acquired prior to the commencement to this course. A basic Casio Scientific Calculator is also required for this course. Graphics Calculators (GC) will not be required for this course and are not admissible during tests or examinations.

## **Content:**

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

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

It is worth noting that much of the content of Specialist Methods is the same as that presented in Mathematical Methods. However, more depth and breadth can be expected, in addition to a greater emphasis on applications, problem solving, modelling and reasoning.

The following is a suggested implementation plan for Specialist Methods.

<i>Table 2</i>		<b>Semester 1</b>	<b>Semester 2</b>
Year 11	Specialist Methods Unit 1	Specialist Methods Unit 2	
	Functions and graphs Trigonometric functions Counting and probability	Exponential functions Arithmetic and geometric sequences and series Introduction to differential calculus	
Year 12	Specialist Methods Unit 3	Specialist Methods Unit 4	
	Further differentiation and applications Integrals Discrete random variables	The logarithmic function Continuous random variables and the normal distribution Interval estimates for proportions	

**Assessment:**

Students will be assessed against the criteria listed in the Mathematics Course Framework. Assessment instruments will be selected from: tests, assignments, class work, group work oral presentations and projects. No single item will constitute less than 5% or greater than 40% of the unit's assessment.

# Mathematical Methods

**Course type:** T course

Mathematical Methods is offered as a major. Students who wish to gain a major in Mathematical Methods will be required to complete Mathematical Methods Units 1 – 4 as prescribed in *Table 2* below.

**Pre-requisites:** A ‘B Grade’ average in Year 9 &10 Mathematics (GPA=4.0) **AND**  
A ‘C Grade’ in Year 10A Mathematics

## **Enrolment Advice:**

For all content areas of Mathematical Methods, the proficiency strands of Understanding, Fluency, Problem solving and Reasoning developed in the F–10 curriculum are still very much applicable and should be inherent in students’ learning of the subject. These strands are therefore essential and mutually reinforcing. The ability to present the solution of any problem in a logical and clear manner is of paramount significance. It is for this reason that an excellent level of achievement in Mathematics in Year 9 & 10 is an essential prerequisite.

## **Student Group:**

This course is designed for students who intend subsequent study in disciplines in which a sound and broad knowledge of mathematics is required, such as the behavioral sciences, the social sciences and business.

## **Equipment:**

It is expected the students have a working knowledge of the Dynamic Graphics Package (DGP) – *Geogebra*. This is downloadable free off the internet and a computer (laptop) based version should be acquired prior to the commencement to this course. A basic Casio Scientific Calculator is also required for this course. Graphics Calculators (GC) will not be required for this course and are not admissible during tests or examinations.

## **Content:**

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

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

The following is a suggested implementation plan for Mathematical Methods.

<i>Table 2</i>		<b>Semester 1</b>	<b>Semester 2</b>
Year 11	Methods Unit 1	Methods Unit 2	
	Functions and graphs Trigonometric functions Counting and probability	Exponential functions Arithmetic and geometric sequences and series Introduction to differential calculus	
Year 12	Methods Unit 3	Methods Unit 4	
	Further differentiation and applications Integrals Discrete random variables	The logarithmic function Continuous random variables and the normal distribution Interval estimates for proportions	

**Assessment:**

Students will be assessed against the criteria listed in the Mathematics Course Framework. Assessment instruments will be selected from: tests, assignments, class work, group work, oral presentations and projects. No single item will constitute less than 5% or greater than 40% of the unit's assessment.

# Mathematical Applications

**Course type**            T course

Mathematical Applications is offered as a major. Students who wish to gain a major in Mathematical Applications will be required to complete Mathematical Applications Units 1 – 4 as prescribed in *Table 3* below.

**Pre-requisites:**        A ‘C Grade’ average in Year 9 &10 Mathematics (GPA=3)

## ***Enrolment Advice:***

The Mathematical Applications subject provides students with a breadth of mathematical and statistical experience that encompasses and builds on the proficiency strands of Understanding, Fluency and Problem Solving developed in the F-10 curriculum. It is for this reason that a sound level of achievement in the study of the Australian Curriculum Year 10 Course is essential.

## ***Student Group:***

This course is designed as suitable preparation for general tertiary entry or for students intending tertiary study in areas where mathematical content is not emphasised. It aims to develop students’ skills in application of mathematics in practical situations.

## ***Equipment:***

It is expected the students have a working knowledge of the Dynamic Graphics Package (DGP) – *Geogebra*. This is downloadable free off the internet and a computer (laptop) based version should be acquired prior to the commencement to this course. A basic Casio Scientific Calculator is also required for this course. Graphics Calculators (GC) will not be required for this course and are not admissible during tests or examinations.

## ***Content:***

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.

Mathematical Applications is organised into four units. The topics in each unit broaden students’ mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic, geometric and statistical thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction.

The following is a suggested implementation plan for Mathematical Applications

<i>Table 3</i>		<b>Semester 1</b>	<b>Semester 2</b>
Year 11	Unit 1	Unit 2	
	Consumer arithmetic Algebra and matrices Shape and measurement	Univariate data analysis and the statistical investigation process Applications of trigonometry Linear equations and their graphs	
Year 12	Unit 3	Unit 4	
	Bivariate data analysis Growth and decay in sequences Graphs and networks	Time series analysis Loans, investments and annuities Networks and decision mathematics	

***Assessment:***

Students will be assessed against the criteria listed in the Mathematics Course Framework. Assessment instruments will be selected from: tests, assignments, class work, group work, oral presentations and projects. No single item will constitute less than 5% or greater than 40% of the unit's assessment.

# Essential Mathematics

**Course type:** A course

**Pre-requisite:**

No formal pre-requisites but students should have an interest in mathematics

**Enrolment Advice:**

Essential Mathematics aims to develop students’:

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

See *Table 4* for the content and structure of this course.

**Equipment:**

Students require a scientific calculator.

**Student Group:**

This A course is designed to provide students with opportunities for continuing mathematical growth. The purpose of the courses is to provide an appropriate mathematical background for students who wish either to enter occupations or continue training in areas that require the use of basic mathematical and statistical techniques. The course focuses on mathematical skills and techniques that have direct application to everyday activity and the treatment of topics contrasts with the more abstract approach taken in the T Mathematics courses.

**Content:**

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

Essential Mathematics has four units each of which contains a number of topics. It is intended that the topics be taught in a context relevant to students’ needs and interests. In Essential Mathematics, students use their knowledge and skills to investigate realistic problems of interest, which involve the application of mathematical relationships and concepts.

The following is a suggested implementation plan for Essential Mathematics

<i>Table 4</i>		<b>Semester 1</b>	<b>Semester 2</b>
Year 11	Unit 1	Unit 2	
	Calculations, percentages and rates Measurement Algebra & Graphs	Representing and comparing data Percentages Rates and ratios Time and motion	
Year 12	Unit 3	Unit 4	
	Measurement Scales, plans and models Graphs & Data collection	Probability and relative frequencies Earth geometry and time zones Loans and compound interest	

***Assessment:***

Students will be assessed against the criteria listed in the Mathematics Course Framework. Assessment instruments will be selected from: tests, assignments, classwork, non-test tasks and group work.

# Science

Each of the Science subjects in Years 11 and 12 builds upon students' inquiry skills, their understanding of science as a human endeavour, and is a continuation of relevant 'key concepts' that structure the science understanding sub-strands of their junior years.

## Biology

*Course type:* T course

*Pre-requisites:* C grade minimum in Year 10. (A GPA of 3)

*Aims:* To cover the major biological concepts, theories and models related to systems at all scales, from subcellular processes to ecosystem dynamics. This allows students to gain an appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how this knowledge influences society.

*Units:* Unit 1 and 2 are studied in Year 11 while Unit 3 and 4 are typically studied in Year 12.

### **Unit 1 Biodiversity and Connectedness**

Biological classification

Ecosystems- predation, competition, symbiosis and disease, biotic & abiotic factors

Species & populations

Biomass

Ecological succession

Impact of human activities

Models of ecosystem interactions

### **Unit 2: Cells and Organisms**

Requirements for survival

Cell membrane structure and function, including diffusion and osmosis

Prokaryotic and eukaryotic cells

Biochemical processes - internal membranes, enzymes and environmental factors

Photosynthesis & Cellular respiration

Multicellular organisms and their organisation of cells, tissues, organs, systems

Animals systems: respiratory, digestive, excretory and circulatory

Plants structures: leaves, xylem and phloem

### **Unit 3: Heredity and Continuity of Life**

Cell division- binary fission, mitosis, meiosis and fertilisation

DNA & protein synthesis

Mutations in genes and chromosomes

Cell differentiation

Variations in the genotype due to meiosis and fertilisation

Genotype and phenotype frequencies from Punnett squares- dominant, autosomal, sex-linked alleles, multiple Alleles, polygenic inheritance

DNA sequencing & profiling

Biotechnology including gel electrophoresis, bacterial transformations and PCR

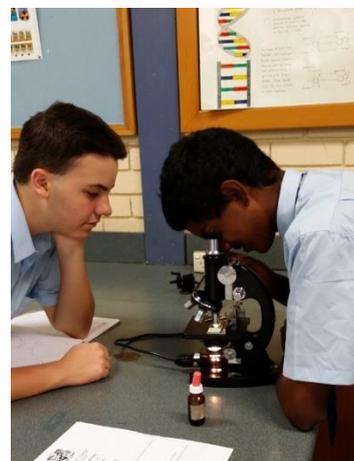
Comparative genomics and the theory of evolution

Natural selection due to environmental selection pressures

Mutations, gene flow and genetic drift  
Speciation & Extinction

**Unit 4: The Internal Environment**

Homeostasis  
Nervous system  
Endocrine system  
Temperature control in endothermic animals  
Water balance in animals and plants  
Infectious diseases  
Immune responses in vertebrates



## Chemistry

*Course type:* T course

*Pre-requisites:* B grade minimum in Year 10 with good skills in Algebra. (A GPA of 4)

*Aims:* To develop students' interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world. By understanding the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products, students gain an appreciation of chemistry as an experimental science.

*Units:* Unit 1 and 2 are studied in Year 11 while Unit 3 and 4 are typically studied in Year 12.

**Unit 1: Chemical fundamentals**

Properties and structure of atoms (including isotopes)  
Trends in the observable properties of elements in the periodic table  
Electron configuration of atoms  
Physical properties and structure of pure substances and mixtures  
Nanomaterials  
Ions & Ionic compounds  
Metals  
Covalent substances  
Carbon- as an element and in compounds  
Chemical reactions: reactants, products and energy change  
Endothermic and exothermic reactions & the Law of Conservation of Energy  
Fuels  
The mole, Avogadro's number, the Law of Conservation of Mass

**Unit 2: Molecules**

Intermolecular forces and gases  
Electrons - (VSEPR) theory  
Polarity of molecules  
Chromatography

Water, aqueous solutions and acidity  
The concentration of a solution  
Precipitation and acid-base reactions  
The pH scale, patterns of the reactions of acids and bases  
Rates of chemical reactions  
Measuring the rate of formation of products or the depletion of reactants  
Collision theory, activation energy, energy profile diagrams  
Catalysts

**Unit 3: Equilibrium and Redox reactions**

Open and closed chemical systems  
Enthalpy changes for forward and reverse reactions  
Concentration and pressure changes  
Le Chatelier's Principle, equilibrium constants  
Brønsted-Lowry model  
The logarithmic pH scale  
Acid-base indicators  
Volumetric analysis methods  
Redox reactions and Electrochemical processes  
Half-equations, comparing standard electrode potentials  
Electrochemical cells, including galvanic and electrolytic cells

**Unit 4: Structure, synthesis and design**

Properties and structure of organic materials  
Organic molecules- hydrocarbons with functional groups  
Organic materials including proteins, carbohydrates and synthetic polymers  
Using mass spectrometry, x-ray crystallography and infrared spectroscopy  
Chemical synthesis and design -pharmaceuticals, fuels, cosmetics, cleaning products  
Calculating yield by comparing stoichiometric quantities with actual quantities  
Green chemistry principles  
Addition, oxidation, esterification and condensation reactions  
Molecular manufacturing processes- carbon nanotubes, nanorobots, chemical sensors used in medicine



# Earth and Environmental Science

**Course type:** T course

**Pre-requisites:** C grade in Year 10 (A GPA of 3)

**Aims:** To develop students' appreciation of our world and contemporary issues such as climate change. To develop a greater understanding of the geosphere, atmosphere, hydrosphere and lithosphere. An appreciation of the complex interactions, involving multiple parallel processes that continually change Earth systems over a range of timescales is also gained. By understanding that Earth and environmental science knowledge has developed over time and is used in a variety of contexts, students realise that it is influenced by, social, economic, cultural and ethical considerations.

**Units:** Unit 1 and 2 are typically studied in Year 11, while Unit 3 and 4 are typically studied in Year 12.

## **Unit 1: Introduction to Earth Systems**

The Principle of Uniformitarianism  
Relative geological time scale gained from stratigraphic principles & radioisotopes  
Earth's internal structure  
Rocks and the rock cycle  
Soil formation  
The atmosphere and hydrosphere  
Formation of life on Earth and the fossil record

## **Unit 2: Earth Processes**

Evaporation and photosynthesis  
Tectonic plates  
The atmosphere, systematic atmospheric circulation and the greenhouse effect  
Global ocean conveyor model  
Anomalous global weather patterns, including El Nino and La Nina  
Photosynthesis  
Ecosystem carrying capacity  
Biogeochemical cycling of matter including carbon cycle



## **Unit 3: Living on Earth**

Formation, location and extraction of non-renewable mineral and energy resources  
Ecosystems and renewable resources  
The availability and quality of fresh water  
Human activities that affect ecosystems  
Concept of an 'ecological footprint'

## **Unit 4: The Changing Earth**

Earthquakes, volcanic eruptions and tsunamis  
Monitoring and analysis of data for future predictions  
Major weather systems that generate cyclones, flood events and droughts  
Human activities that can contribute to natural hazards & the impact on organisms

Global climate changes that are evident at a variety of time scales  
Human activities that change the atmosphere and climatic conditions  
Climate change evidence & models

# Physics

**Course type:** T course

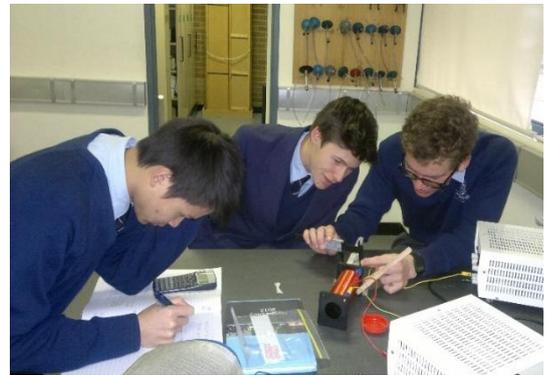
**Pre-requisites:** B grade in Year 10 and studying Specialist Mathematics or Methods in Year 11.  
(A GPA of 4)

**Aims:** To understand the ways in which matter and energy interact in physical systems across a range of scales and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues. Investigative skills are encouraged by the design and conduction of regular investigations. Mathematical representations and relationships (formulae) are studied in each unit.

**Units:** Unit 1 and 2 are studied in Year 11, while Unit 3 and 4 are typically studied in Year 12.

## Unit 1: Linear motion and waves

Uniformly accelerated motion, scalar and vector quantities  
Vertical motion & momentum  
Newton's Three Laws of Motion  
Kinetic and/or potential energy of objects, Collisions  
Waves- transverse, longitudinal, mechanical  
Standing waves, interference phenomena  
Light and its properties



## Unit 2: Thermal, nuclear and electrical physics

Heat transfers- conduction, convection and/or radiation  
Kinetic particle model, thermal energy (and its capacity to do work), temperature, latent heat, thermal equilibrium  
Energy transfers and transformations in mechanical systems & their inefficiencies  
Ionising radiation and nuclear reactions  
Nuclear stability/decay, radionuclides, half-lives, radiation & transmutation reactions  
Einstein's mass/energy relationship  $E=mc^2$   
Nuclear fission v's nuclear fusion  
Electrical circuits  
Circuit analysis and design in series, parallel and series/parallel circuits

## Unit 3: Gravity and electromagnetism

Newton's Law of Universal Gravitation, Field theory  
Motion on inclined planes, projectile & circular motion  
Kepler's laws & Coulomb's Law  
Electric fields around objects and wires- solenoids and electromagnets  
Magnetic flux density  
DC electric motors, transformers, DC and AC generators, and AC induction motors  
Lenz's Law of electromagnetic induction, electromagnetic waves

## Unit 4:       **Revolutions in modern physics**

Einstein's special theory of relativity  
Relativistic momentum & Quantum theory  
Photons and Planck's constant, the photoelectric effect, black body radiation  
Spectral analysis & Bohr model  
The Standard Model -quarks and leptons, gauge bosons, simple reaction diagrams  
Time & charge reversal symmetry, conservation of energy and momentum  
High-energy particle accelerators, The Big Bang theory

# Senior Science

**Course type:**        A / M course

**Pre-requisites:**   None

**Aims:**                Students explore key concepts and models through active enquiry into phenomena and through contexts that exemplify the role of Science in society. They learn how an understanding of Science is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. This course is appropriate for you if you want to further your study of Science but not at the depth of the T courses. Senior Science has a strong practical bias and explores the application of scientific knowledge in everyday situations.

**Units:**                These four units are not sequential. A minor can be achieved by completing 2 units in EITHER Year 11 or 12.

## Unit 1:        **Physical Senior Science**

### 1. **Transport**

Fuel types and combustion, internal combustion engine  
Rockets and ramjets  
Newton's three laws of motion, speed and acceleration  
Aerodynamics and design  
Consequences of collision, braking distances, Environmental impact  
Vehicle design features for safety and fuel efficiency  
Biological impact of weightlessness and space travel  
Emerging transport technologies

### 2. **Electricity**

Electrical currents and fields, Electric circuits, alternating and direct currents  
Voltage, current and resistance  
Energy usage in the home, electrical safety in the home  
Conductors and insulators, generation of electricity  
Alternative energy sources and generators  
Distribution of electricity



## **Unit 2: Biological Senior Science**

### **1. Health, Lifestyle and Diseases**

Lifestyle disease, Health optimisation  
Diagnosis and treatment of diseases  
Exercise systems and physical fitness.  
Basic body systems  
Immunity  
Genetic and infectious disease

### **2. Gardening Science**

Structure and function of plants. Seeds and fruit  
Plant reproduction – asexual and sexual  
Pest and weed control  
Propagation of plants, soil fertility, composting  
Growing vegetables, planning seasonal gardens  
Native and exotic plants  
Garden tool use and maintenance

## **Unit 3: Environmental Senior Science**

### **1. Disaster Management**

Individual and community disaster management, disaster management plans  
Emergency responses  
Nature of disasters, types of disasters  
Man-made disasters  
Predicting disasters

### **2. Urban Sustainability**

Defining sustainability, recycling  
Water, Organic waste  
Reduce, reuse  
Community systems  
Energy efficiency in the home, building design  
Energy systems, community systems  
Waste disposal, sewage

## **Unit 4: Chemical Senior Science**

### **1. Household Chemistry**

Acids, bases and salts and their role in the house  
Detergents soaps and their nature  
Dyes, bleaches and paints  
Baking soda and yeast, fermentation  
Storage and handling of household chemicals  
Medicines  
Disposal of household chemicals and waste  
Chemical reactions and the cooking process  
Food storage and hygiene

### **2. Forensic Science**

Crime scene and evidence  
Fingerprint characteristics  
Blood composition and splatter patterns  
DNA profiling  
Entomology  
Hair and fibres  
Castings  
Ballistics  
Soil composition  
Chromatography  
Drug analysis and poisons

# Social Science

The Social Science Department offers a range of social science courses.

T and A-courses are available in: History, Geography, Economics and Business.

The History Course is available for a double major (8 units), a major/minor (6 units), a major (4 units) or a minor (2 units). Within the History Course you could specialise in Ancient or Modern History. It is common to study both of these. Minors in Economics and Business can be combined to form a major in Commerce. This arrangement would need to be made after consultation with the Dean of Studies.

## History

### Modern History



**Course type:** T course or A course

**Pre-requisites:** There are no prerequisites for this course although at least B grades in English and Social Science in Year 10 are highly recommended.

**Aims:** The Modern History curriculum aims to develop students’:

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

**Units:**

Understanding the Modern World  
Change in the Twentieth Century

## Modern nations in the Twentieth Century The Modern World Since 1945

*Units are chosen according to student and teacher interest and staff availability.*

### **Content:**

#### **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 Enlightenment and the French Revolution* will be focus topics.

#### **Change in the Twentieth Century**

This unit helps students understand the essential features of movements for change, including the conditions that gave rise to these movements, the motivations and role of individuals and groups and the short and long-term consequences. Students will investigate influential ideas that were central to the experience of change and the methods employed. *Nazi Germany and the US Civil Rights Movement* will be focus topics.

#### **Modern Nations in the Twentieth Century**

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. *Russia (1917-45) and China (1937 – 76)* will be focus topics.

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

This unit allows students to investigate the distinctive features of the modern world that have emerged since World War II and the historical forces that provided their impetus. It will assist them to understand the changes that took place over time, and their significance to the experiences of individuals, groups, nations and the international community. *The Changing World Order* will be the focus topic.

## **Ancient History**



**Course type:** T course or A course

**Pre-requisites:** There are no prerequisites for this course although at least B grades in English and Social Science in Year 10 are highly recommended.

**Aims:** In this course you will have the opportunity to:

- gain a lively interest in the history, thought, literature, religions, art, architecture and customs of some peoples of the Ancient World;
- develop an understanding of the part which the past has played in creating the contemporary world;
- gain an historical background for studies in ancient and modern history, art, architecture, philosophy, music, religious studies, literature, politics and science.

**Units:**

Ancient Societies  
 Investigating the Ancient World  
 People, Power and Authority  
 Reconstructing the Ancient World

*Units are chosen according to student and staff interest and staff availability.*

**Ancient Societies**

*Bronze Age Greece: Minoans 2000 – 1100 BCE.* Students will learn about the archaeological record. Some of the different topics investigated include: the mythological relation to Knossos; an in-depth look at religion; what archaeological evidence suggests about the different classes of people living in Crete; and the role of women in Minoan society.

*Sparta:* Students will learn about political, social, economic and other significant features of ancient Sparta. This will include an in-depth analysis of the cultural significance of the military in Spartan society. Students will consider the role of ancient sources as well as many of the problems associated with these texts.

**Investigating the Ancient World**

*Ancient Thera (The myth of Atlantis) and the Destruction of Troy. Alexander the Great*

Students will investigate the geographical and historical context of Ancient Thera, the Bronze-Age Aegean period, the origins of the Theran settlement, the rediscovery of Akrotiri and excavations at the site. Students will examine the problems with sources surrounding the legend of the city of Troy and consider the archaeological evidence in relation to the existence of the culture written about by Homer. Students will assess the destruction of the Troy and evidence of its different layers.

Students will investigate the background to Alexander and the rise of his Empire. Further analysis of sources will help account for the success and collapse of his empire. Additionally, social history of the ancient Greek city-states will be studied.

**People, Power and Authority**

*Rome 63BC – 14AD and Augustus*

This unit involves an investigation of Ancient Roman society, with a particular emphasis on the nature and exercise of power and authority. Students will study political change and development during the reign of both Caesar and Augustus. Students will also have the opportunity to investigate and evaluate ONE individual who had a significant impact on their times. The unit will include the study of the social structure of Roman society, political structures, the economy, military organisation and religious practices.

This unit requires a focus on a range of written source material and an evaluation of the significance of the selected individual. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history.

## **Reconstructing the Ancient World**

### *Pompeii and Herculaneum, 80 BC – AD 79*

Students study Pompeii and Herculaneum in the period, 80 BC – AD 79, with particular reference to the remains at these sites, and other relevant sources. Students will examine how these sources have been used to construct an understanding of the social, political, religious and economic institutions and practices, and key events and individuals of the historical period. Students study the major archaeological excavations that took place at each site during the 18th, 19th and 20th centuries, with a particular focus on the purposes of the excavations and the methods of archaeologists.

#### ***Assessment:***

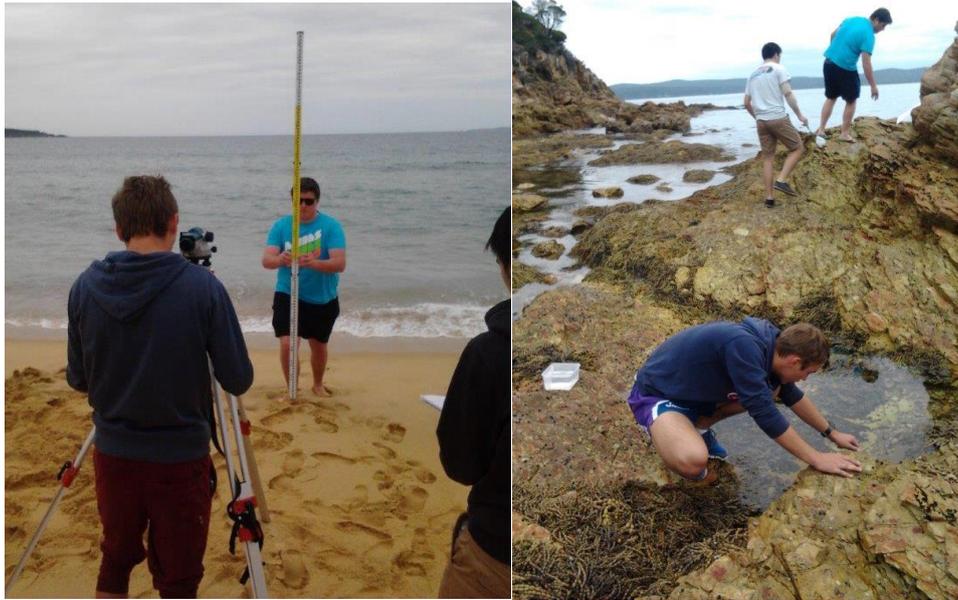
Assessment will be conducted using the criteria outlined in the BSSS History Course Framework.

Continuous assessment occurs throughout each unit with a wide variety of techniques being employed.

Assessment instruments may include:

- major research essays
- document studies
- critical responses (oral or empathetic)
- examinations.

# Geography



**Course Type:** T course or A course

**Pre-requisites:** There are no prerequisites for this course, although a satisfactory competence in English is presumed.

The study of Geography provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. It develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially when seeking answers to questions.

**Aims:** The Geography curriculum aims to develop students':

- Knowledge and understanding of the nature, causes and consequences of natural and ecological hazards; the challenges affecting the sustainability of places; land cover transformations; and international integration in a range of spatial contexts
- Understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- Capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- Ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

**Units:**

Natural and Ecological Hazards  
Sustainable Places  
Land Cover Transformations  
Global Transformations

**Content:**

## **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. It includes an overview of natural and ecological hazards and two depth studies: one focuses on a natural hazard and one on an ecological hazard. In undertaking these depth studies, students develop geographic research skills by applying spatial technologies and modeling. Students investigate risks associated with natural and ecological hazards.

### **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. The interconnected challenges faced in places, including population growth and decline, employment, economic restructuring, transport infrastructure needs, housing, demands for improved health and education services, and other matters related to livability, are a particular focus of this unit. Students examine how governments, planners, communities, interest groups and individuals try to address these challenges to ensure that places are sustainable. They also investigate the ways that geographical knowledge and skills can be applied to identify and address these challenges.

### **Land Cover 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. It integrates aspects of physical and environmental Geography to provide students with a comprehensive understanding of processes related to land cover change, and their local and global environmental consequences. It also examines and evaluates the ways people seek to reverse the negative effects of land cover change. Students learn about conducting geographical inquiries, using spatial technologies and geographic skills to investigate human–environment systems through two depth studies.

### **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, cultural and political geography. Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service or the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people either embrace, adapt to, or resist the forces of international integration.

### ***Assessment:***

Students are assessed according to the degree to which they demonstrate competency in the BSSS Geography Course Framework criteria.

Continuous assessment will occur in each unit with a number of techniques employed:

Research assignments, reports, tutorials:	30% to 40%
Fieldwork, practical work:	20% to 30%
Tests, examinations:	30% to 40%

**Please note:** **Fieldwork** is compulsory for all students enrolling in Geography. Excursions are conducted each semester and these usually involve travel outside the ACT. Assessment exercises based on work done in the field comprise a significant proportion of each semester's marks (approximately 20% - 30%) and every student must complete these. Alternative work will not be set. There may be additional fieldwork costs.

# Business



**Course type:** T course or A course

**Pre-requisites :** There are no formal prerequisites for this unit but a satisfactory level of literacy and numeracy is presumed.

**Aims:**

This course provides a practical, hands-on approach to the study of business. By the end of Year 12 students will have developed a broad conceptual knowledge of business and the environment within which it operates along with an understanding of key concepts such as the business plan, marketing, finance, e-business, economic management, employment and industrial relations, operations management and the possible future world of business.

**Units:**

- Changing Business Environments
- Relationship Management
- Planning for Current Context
- Business Challenges

**Content:**

## **CHANGING BUSINESS ENVIRONMENTS**

This unit examines ethics in business, the nature of business, globalisation and entrepreneurship. In particular, students investigate the role and importance of small businesses, and the changing dynamics of business in Australia, linking the relationship between theory and practice. We also focus on ethics related to business practices and interactions, particularly the nature and purpose of the constantly changing ethical environment and the impact of this change locally, nationally and globally.

## **RELATIONSHIP MANAGEMENT**

In this unit students study the relationship between businesses, customers, the wider business environment and the increasing importance for business longevity of positive human relations. The unit covers aspects of communication and marketing. The first part examines marketing broadly, focusing on marketing structures, operations, concepts and principles. Other options cover market research, media and communication, and ethics and marketing.

## **PLANNING FOR CURRENT CONTEXT**

This unit is taught covering two key business functions: operations and financial management. 'Operations' covers the role and influences of operations management, examines its processes and evaluates operations strategies such as Supply Chain Management, Outsourcing and technology. The Finance section studies types of finance available to business evaluating the difference between debt and equity finance, influences on financial management, the process of financial planning, comparative ratio analysis, evaluating the limitations of financial reporting and management strategies including cash flow, liquidity and profitability. Both units look at contemporary business practice and utilise case studies to link to established theories.

## **BUSINESS CHALLENGES**

The final unit looks at the complex issue of Change Management and the dynamic issues facing Business. Student will study how the concepts and principles of change management influence business leaders through the examination of case studies and scenarios highlighting the complex nature of change management. The final unit will examine the changing structures, operations and models currently implemented in business and the relationship between theory and practice for example, patterns and methods of consumption, business sustainability, and flexible employment arrangements. This will include adapting to the external forces of change that impact business on a local, national and global scale.

### ***Assessment:***

Assessment:

Students will be assessed according to the BSSS Business Framework on the degree to which they demonstrate knowledge, understanding and skills.

# Economics



**Course type:** T course or A course

**Pre-requisites:** There are no formal prerequisites for this unit but a satisfactory level of literacy and numeracy is presumed.

## **Aims:**

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

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

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

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

This course provides continuity with many pathways into tertiary and industry studies.

## **Units:**

Unit 1: Economics – Economic Principles and The Price Mechanism

Unit 2: Economics – Macroeconomic Issues and Theories

Unit 3: Economics – Globalisation and Trade Economics

Unit 4: Economics – Economic Development and Population Theory

## ***Content:***

### **Unit 1: Economics – Economic Principles and The Price Mechanism**

In this unit, students will study economic concepts, models and relationships. This unit examines the choices that all individuals, firms, institutions, markets and governments attempt to address as they confront the problem of satisfying their unlimited wants with limited resources. Students develop the ability to apply economic theory to current real world events.

### **Unit 2: Economics – Macroeconomic Issues and Theories**

In this unit, students will study economic theories and concepts as applied to the free market. This unit exams macroeconomic issues and theory as business and governments attempt to address economic issues of cost, benefits and intervention. The concepts of the business cycle, sustainable economic growth, inflation and employment are explored along with the policy instruments available to 'manipulate' the economy. Issues, perspectives and viewpoints on different macroeconomic theories on individuals, businesses and governments are also addressed.

### **Unit 3: Economics – Globalisation and Trade Economics**

This unit is built around the key features of the global economy and trade. This includes Globalisation structures, operations and models, for example, international integration of markets and systems and the relationship between theory and practice. Trade economic concepts and principles, such as, balance of payments, current account, trade restrictions, current trade trends, deregulation and their significance will also be examined.

### **Unit 4: Economics – Economic Development and Population Theory**

Economic development concepts will be explored in this unit. This includes the relationship between economic development and economic growth, measures of economic development, human capital, strategies for growth and development and their significance. Population economic concepts and government policies regarding infrastructure, energy and sustainability and their significance will also be examined.

## ***Assessment:***

In accordance with the BSSS Commerce Framework, Students will be assessed on the degree to which they demonstrate:

Knowledge and Understanding;  
Skills.

Assessment will be continuous throughout each unit and will include tasks such as research assignments, seminars and in-class tasks.

In-class tasks (i.e. tests and exams) will have a weighting of approximately 40% - 50% of the assessment, in line with the BSSS Commerce Framework.

# Languages



In Years 11 and 12 the Language Department offers: Continuing French, Continuing Italian and Continuing Japanese courses. If you have studied a second language up to Year 10, you should seriously consider the benefits of continuing with your study of French, Italian or Japanese, especially in view of the globalisation of our economy, being a good global citizen and having an international mind-set. Continued study of a second language will widen your horizons, broaden your cognitive and cultural experience, whilst enhancing your creativity, critical thinking and problem-solving capabilities.

Should you wish to study German or Latin, please note that R-courses in Beginning German and Beginning Latin are offered in Years 11 and 12 as co-curricular units.

## ***Assessment:***

Students will be assessed across a range of tasks on the three learning areas, which form the basis of the Languages Framework. These are:

### Communication and Understanding-

Speaking	Writing	Responding
25% - 40%	25% - 40%	25% - 40%

Assessment will be continuous, and class activities will involve:

- Role-plays, discussions, debates and interviews
- Creative writing-e-mails, blogs, articles and reviews
- Use of the Internet, IT learning sites and learning objects, PowerPoint, flip charts, films, DVDs, CDs, videos, foreign language newspapers, magazines, novels, poems and songs
- Tests and semester examinations, all of which will be supported by ongoing formative classwork and homework.

# Continuing French

**Course type:** T course

**Pre-requisites:** GPA 3.0 in Years 9 and 10 French

**Aims:**

At the conclusion of a major in this course, you should have acquired communication skills in French that enable you to widen your network of relations with French speakers, to have direct access to information in French and to use French for study and vocational and leisure-based purposes. You should have developed an understanding of the culture of the communities that speak the French language, which you can use as a basis for informed comparison with other cultures. You will develop a heightened awareness of the role and nature of language and of culture in everyday life and the diversity of our world. The study of a modern foreign language will also increase your understanding of how to learn another language in the future. Learning a language will give you an invaluable life skill.

**Units:**

Two units comprise a minor, and four units comprise a major. The unit titles are:

- 1 The Individual's Experience - Personal World / Education and Aspirations
- 2 Society and Community- Tourism and Urban Living / Cultural Perspectives
- 3 The World Around Us - Social Issues / Work and Technology
- 4 Lifestyle and Traditions – Popular Culture / The Arts

**Content:**

In this course you will learn the foreign language by participating in activities in which you are required to use French. Each semester of study will focus on themes such as:

<b>The Individual's Experience</b>	<b>Society and Community</b>
Personal World - My family, my home and its surroundings, leisure activities, and future plans.  Initiate and sustain interactions to share experiences, personal opinions, hobbies, aspirations and to discuss the experiences of young people.  Education – School life- comparing and contrasting the French educational experience with our own and my career aspirations.	Travel and tourism in France and francophone countries.  Cooking in France and francophone countries.  Historical perspectives.
<b>The World Around Us</b>	<b>Lifestyles and Traditions</b>
Social Issues including: Investigation of environmental issues, immigration, racism and the homeless. Drug and alcohol abuse The world of work and vocational pathways	Music and film. Literature, cartoons and the media.

# Continuing Italian

**Course type:** T course

**Pre-requisites:** GPA 3.0 in Years 9 and 10 Italian

## **Aims:**

At the conclusion of a major in this course, you should have acquired communication skills in Italian that enable you to widen your network of relations with Italian speakers, to have direct access to information in Italian and to use Italian for study and vocational and leisure-based purposes. You should have developed an understanding of Italy, its language and culture that you can use as a basis for informed comparison with other cultures. You will develop a heightened awareness of the role and nature of language and of culture in everyday life and the diversity of our world. It should lead also to an awareness of the role and nature of language and of culture in everyday life and the diversity of our world. You will also increase your understanding of how to learn any language.

## **Units:**

Two units comprise a minor, and four units comprise a major. The unit titles are:

- 1 The Individual's Experience - Personal Identity / Education and Adolescence
- 2 Society and Community- Travel and Services / Work and Leisure
- 3 The World Around Us - Our Changing Planet / Social Issues
- 4 Lifestyle and Traditions – Popular Culture / The Arts

## **Content:**

In this course you will learn the language by participating in activities in which you are required to use Italian. Each semester of study will focus on themes such as:

<b>The Individual's Experience</b>	<b>Society and Community</b>
My friends, my family and relationships Adolescents and school life	Services around town Applying for jobs Sport and health
<b>The World Around Us</b>	<b>Lifestyles and Traditions</b>
Environmental issues Migration	Modern and popular music Italian Cinema

# Continuing Japanese

**Course type:** T course

**Pre-requisites:** GPA 3.0 in Years 9 and 10 Japanese.

**Aims:**

At the conclusion of a major in this course, you should have acquired communication skills in Japanese that enable you to widen your network of relations with Japanese speakers, to have direct access to information in Japanese and to use Japanese for study and vocational and leisure-based purposes. You should have developed an understanding of Japan, its language and culture. You will develop a heightened awareness of the role and nature of language and of culture in everyday life and the diversity of our world. The study of a modern foreign language will also increase your understanding of how to learn any language in the future. Learning a language will give you an invaluable life skill.

**Units:**

Two units comprise a minor, and four units comprise a major. The unit titles are:

- 1 The Individual's Experience - Personal Identity / Health and Fitness
- 2 Lifestyle and Traditions - A Trip Overseas / Living in Japan
- 3 Society and Community – Youth and Culture / Communication
- 4 The World Around Us – Social Issues / My Future

**Content:**

<b>The Individual's Experience</b>	<b>Society and Community</b>
<p>Personal Identity - Personal history, hobbies and interests. Reporting on an area of special interest.</p> <p>Initiate and sustain interactions to share experiences, personal opinions, hobbies, aspirations and to discuss the experiences of young people.</p> <p>Health and Fitness – Visiting the doctor. Asking for and giving personal advice. Healthy and unhealthy lifestyles. Joining a health club.</p>	<p>Youth and Culture – Differences between Australian and Japanese schools, behaviour, club activities, uniform, study habits and the school year. Popular culture and leisure activities.</p> <p>Communication – Analysing folk stories. Manga. Anime. Newspaper and magazine articles. Japanese movies and social media.</p>
<b>Lifestyle and Traditions</b>	<b>The World Around Us</b>
<p>A Trip Overseas- Travelling in Japan. Directions and train routes. Tourist information. Finding and booking accommodation. Local attractions and regional specialities.</p> <p>Living in Japan – Finding a place to live. Housing in Japan. Transactions and services. Reflecting on the Japanese lifestyle and customs. Comparing city and rural lifestyles.</p>	<p>Social Issues – Environmental and Social issues. Investigate and compare how Japanese people respond to environmental and social issues.</p> <p>My Future – Future plans. Study and career choices. Personal Relationships, personality traits, marriage and societal trends. Employment and writing a CV. Advertisements.</p>

# Information Technology



The College offers three pathways for students wishing to study Information Technology. These give students the opportunity to develop high-level problem solving skills, effective communication and teamwork skills, and experience in the application of a broad knowledge of information technology concepts to a variety of challenging situations.

Tertiary students may select up to TWO of the following pathways:

IT Digital Media (T/A/V)

IT Programming (T/V)

IT Networking and Software Applications (T/V)

## **IT - Digital Media**

The first pathway specialises in Digital Media. This is designed to give students experience with a variety of software packages including photo/video manipulation and web design software. The focus is not only the understanding and use of the software packages but also on the theory behind the concepts required. Skills in planning, design, evaluation and reflection on the effects of digital media and society will be developed throughout the course.

**Accredited package students should select IT Digital Media in preference to the other IT pathways on offer.**

In Year 11 students will study units focusing on multimedia projects where understanding of and skill develop in Audio, Image, Video and Print media will be emphasised. In Year 12 a Web Design Unit will be studied and then depending on staff availability and student interest, and previously studied units, a final unit of study will be selected from the range of units available.

## **IT - Programming Techniques and Systems**

The second pathway specialises in Programming Techniques and Systems. The two units studied in Year 11 will cover basic to advanced programming concepts such as algorithm and interface design and the development of sound coding practices. Object Orientated Programming, filing system concepts and the use and development of Graphical User Interfaces will be introduced in the 2<sup>nd</sup> Semester unit.

In Year 12 a selection of the more advanced programming units, including game design, will be undertaken. It is expected that students will have a personal project developing a software solution as part of their unit assessment

**Accredited package students should select IT Digital Media in preference to this unit.**

## IT - Networking and Software Applications

The third pathway is designed to give students a grounding in Computer Networks Concepts, Design and Implementation. In Year 11, students will complete two units based on networking theory, setting up a small classroom sized computer network and develop an understanding of the concepts behind routing and switching in a networked environment.

In Year 12 a selection of IT units will be made depending on staff availability and student interest. These may include further networking or a selection of other units from the list below.

For a minor in this course students must successfully complete all the units covered in Year 11. For a major, students must complete all units across Year 11 and 12.

**Accredited package students should select IT Digital Media in preference to this unit.**

### Assessment:

For all units in information technology, students will be assessed on the degree to which they demonstrate:

- Knowledge, understanding, application, analysis and evaluation
- Planning, designing, creating and implementing
- Communication and interpersonal skills
- Flexible, adaptive and creative thinking
- Competence in required elements of the national training package (where applicable)

Assessment tasks for the **Accredited Courses** will include a combination of:

<b>To demonstrate knowledge and understanding in A courses, students will:</b>			
<ul style="list-style-type: none"> <li>• <i>Demonstrate, examine and recommend:</i> application of IT and skills and principles</li> <li>• <i>Identify, explain and apply:</i> identify the requirements of a problem and design a basic solution</li> <li>• <i>Describe, explore and use:</i> implement and test a basic solution</li> <li>• <i>Apply and justify:</i> appraise the effectiveness of the solution</li> </ul>			
<b>Task Type</b>	<b>Practical</b> (can include the following)	<b>Theoretical</b> (can include the following)	<b>Weightings</b> <b>1.0 and 0.5 units</b>
<b>Assignments and Projects</b>	<ul style="list-style-type: none"> <li>• Portfolio of work that includes a range of practical elements and some documentation</li> <li>• Creation and manipulation of images and other digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Specification documents, training manuals, other user documentation, etc.</li> <li>• Conceptual design documents, e.g. Flow chart</li> <li>• Research report/short answer responses</li> </ul>	30% - 80%
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Open and closed computer/book practical and theory tests</li> </ul>		20% - 70%

Assessment tasks for the **Tertiary Courses** will include a combination of:

<b>To demonstrate knowledge and understanding in T courses, students will:</b>			
<ul style="list-style-type: none"> <li>• <b>Demonstrate, apply, explore, examine:</b> high level application of IT and skills and principles</li> <li>• <b>Think critically and analyse:</b> extract requirements, define the problem and assess the most effective solution</li> <li>• <b>Hypothesise and Problem solve:</b> design and implement the solution to the problem</li> <li>• <b>Evaluate:</b> test, evaluate and document the solutions</li> <li>• <b>Synthesis:</b> able to transfer skills and understanding to new situations. Delivering a complete solution that incorporates all aspects of the problem solving methodology</li> </ul>			
<b>Task Type</b>	<b>Practical (can included the following)</b>	<b>Theoretical (can included the following)</b>	<b>Weightings 1.0 &amp; 0.5 units</b>
<b>Assignments and Projects</b>	<ul style="list-style-type: none"> <li>• Portfolio of work that includes a range of practical elements and comprehensive documentation</li> <li>• Algorithm design and programming tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive specification documents, training manuals, other user documentation, etc.</li> <li>• Conceptual design documents, e.g. ER diagrams</li> <li>• Research report/essay</li> </ul>	30% - 80%
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Open and closed computer/book practical and theory tests</li> </ul>		20% - 70%

### **Assessment Requirements:**

Assessment tasks will reflect authentic scenarios and real life examples will be undertaken in preparation for the assessment items.

- Projects should consist of a theoretical and practical component.
- Assignments and projects should include a reflective response.
- Group projects should include some individual assessment.

# IT Digital Media

**Course Type:** T/A

**Pre-requisites:** None

**Units Offered:**

**Year 11**

Digital Media Foundations: Audio and Video (1.0 Unit)

Digital Media: Graphics and Animation (1.0 Unit)

**Year 12**

*Plus a selection of two units from:*

Website Design (1.0 Unit)

Dynamic Websites (Website Design Unit is a prerequisite for this unit) (1.0 Unit)

Relational Databases and Spreadsheets (1.0 Unit) - See Note 1

3D Modelling, Animation and Texturing (1.0 Unit)

For a more detailed explanation of these units please visit the following site:

<http://www.bsss.act.edu.au/curriculum/courses> or use the QR Code below and choose the *Information Technology A/T/V/M* link about half way down the page.



# IT Programming

**Course Type:** T/V

**Pre-requisites:** GPA of at least 2.0 in Mathematics

**Units Offered:**

## **Year 11**

Programming Fundamentals (1.0 Unit)

Intermediate Programming (1.0 Unit)

## **Year 12**

*Plus a selection of two units from:*

Advanced Programming (1.0 Unit)

Computer Games Programming & Design (1.0 Unit)

System Analysis and Design (1.0 Unit)

For more detailed explanation of these units please visit the following site:

<http://www.bsss.act.edu.au/curriculum/courses> or use the QR Code below and choose the *Information Technology A/T/V/M* link about half way down the page.



# IT Networking

**Course Type:** T/V

**Pre-requisites:** GPA of at least 2.0 in Mathematics

## **Units Offered across Year 11 and 12:**

This pathway is offered as a combined Year 11 and 12 pathway. As a result, the units covered will operate over a two-year cycle. This means that the two networking units below will be studied in either Year 11 or 12 depending of the cycle that is operating.

Networking Foundations	(1.0 Unit)
Routing and Switching Essentials	(1.0 Unit)

A selection of two units from the following will then be studied in the remaining year.

Relational Databases and Spreadsheets	(1.0 Unit) - See Note 1
Website Design	(1.0 Unit) - See Note 1
Information Technology Major Project	(1.0 Unit)

**Note 1:** Students undertaking a combination of two of the IT pathways where the same unit is offered will only be allowed to study this unit **once** in their pathways.

For more detailed explanation of these units please visit the following site:

<http://www.bsss.act.edu.au/curriculum/courses> or use the QR Code below and choose the *Information Technology A/T/V/M* link about half way down the page.



# Technology and Applied Studies

The use of design and technology underpins every form of creation from objects, to the way we plan and execute our lives. The following Technology and Applied Studies courses provide a basis for students to utilise the design process to integrate both creative and technical requirements in the development of concepts and solutions.

The Technology and Applied Studies department offers a variety of tertiary, accredited and vocational courses to cater for a vast array of career paths and advance study in the design, manufacturing and construction industries.

Engineering Studies  
Design Technology and Graphics  
Construction Pathways  
Furniture Construction

Tertiary  
Tertiary  
Accredited and Vocational  
Accredited and Vocational

## Engineering Studies



**Course type:** T course.

**Pre-requisite:** GPA 3.0 or higher in Mathematics

### **Aims:**

The Engineering Studies course provides an opportunity for students to utilise an investigative and innovative design process to integrate both the creative and technical requirements of a problem into the development of an engineering solution.

Engineering contributes significantly to society through the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of commerce and the environment. Engineering Studies affords an opportunity for students to gain an understanding of our influence as users and consumers, and can equip students with the skills and knowledge to make positive contributions to the future of the societies and the environments in which we live.

The Engineering Studies course encourages students to become aware of factors that influence innovation and enterprise, and the subsequent success or failure of a product. Further, Engineering Studies allows students to make informed decisions regarding professional and vocational pathways, as well as developing an appreciation of design and technology as a recreational activity.

Through the Engineering Studies course, students will have the opportunity to research, 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. Through practical, hands-on experiences, students will learn to use technology to design, test and evaluate products, systems and solutions and have the opportunity to identify and articulate further improvements and developments.

This course will provide an excellent grounding for students who wish to pursue a career in the field of Engineering, Architecture, Industrial Design, or another technology based career, such as Building and Construction at managerial levels.

### ***Units:***

Unit 1	Semester 1 Year 11: Mechatronics Engineering
Unit 2	Semester 2 Year 11: Structural Engineering
Unit 3	Semester 1 Year 12: Engineering Design and Drawing
Unit 4	Semester 2 Year 12: Transport Engineering

### ***Content:***

#### **Unit 1 Mechatronics Engineering**

- Mechatronics is the use of mechanics, electronics, computing, systems & control, and robotics to understand how machines and electronic control systems are used to solve problems from an engineering perspective. Students will write software for a microcontroller, and interface these using electronic and mechanical engineering principles to suit a variety of design problems.
- Principles of mechanics, machines and actuators
- Electronics, microcontrollers
- Computer programming, data sampling
- Materials, assembly, manufacturing
- Control Systems
- Design Analysis and Design Considerations

#### **Unit 2 Structural Engineering**

- Forces, Moments and Equilibrium
- Trusses and Beams
- Civil Structures - Loadings on Buildings
- Pin Jointed Structures
- Materials, Assembly, Manufacturing,
- Use and Safety of Tools and Machines
- Design Analysis and Design Considerations

#### **Unit 3 Engineering Design and Drawing**

- Graphical Communication
- Design Briefs
- Engineering Design process
- Manufacturing Processes
- Engineering Components
- Graphical Representation of Engineering Products

## **Unit 4      Transport Engineering**

- Transportation Development
- Transportation Fundamentals
- Vehicle Design
- Propulsion Systems
- Handling
- Electrical Systems
- Braking Systems
- Entertainment Systems
- Comfort Systems
- Transportation Infrastructure

### ***Assessment:***

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

- Knowledge, understanding and application
- Design process, analysis, synthesis and evaluation
- Technology and communication skills
- Planning and organisation skills

# Design Technology and Graphics



**Course type:** T course.

**Pre-requisites:** There are no pre-requisites however; it may be advantageous for students to have completed an elective course in Design & Metal Technology, Design & Wood Technology, Robotics & Electronics Technology or Technical Drawing & CAD.

**Aims:**

Design and Technology influences all aspects of our constructed world and the products people use for purpose and pleasure.

Design plays a critical role in determining our future as it influences all areas of society, culture and the environment. The study of Design Technology and Graphics affords an opportunity to gain an understanding of our influence as users and consumers and can equip students with the skills and knowledge to make positive contributions to the future of the societies and the environments in which we live.

This course will be suitable for students who wish to engage in a course of study that encourages autonomy, personal organisation, and project management and promotes problem-solving processes. It is a course, which aims to prepare students for careers in the technology and design fields such as the building and technical service professions, as well as other specialised design and technology related professions, for example Industrial Design, Interior Architecture, Landscape Architecture, Architecture, Environmental Science, Manufacturing Industries, Engineering and Education.

Through the study of Design Technology and Graphics, students will have the opportunity to research, 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 design based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety. Students will learn to use technology to test and evaluate their products, systems and solutions and identify and articulate further areas of improvement and development.

**Units:**

Unit 1	Semester 1 Year 11	Industrial Design Foundation
Unit 2	Semester 2 Year 11	Design and Manufacture
Unit 3	Semester 1 Year 12	Design Studio
Unit 4	Semester 2 Year 12	Major Project

***Content:***

**Unit 1 Industrial Design Foundation**

Principles of design  
Simple assembly drawing  
Current trends in emerging technologies  
Materials and media  
Project constraints and considerations

**Unit 2 Design and Manufacture**

Manufacturing Materials  
Production Processes  
Design Concepts  
Communication  
Design, technology, and its impact on society and the environment  
Design for manufacturing and enterprise  
Emerging technologies  
Sustainable technologies

**Unit 3 Design Studio**

Project proposal/design brief  
Research and Investigation  
Concept Generation  
Concept Analysis  
Factors influencing the designer  
Project or pilot realisation  
Testing and/or Evaluation  
Present and test suggested solutions

**Unit 4 Major Project**

Concept sketches, idea development and prototyping  
Research and development including, analysis of existing solutions, marketing, sustainability, intellectual property, life-cycle  
Use production skills and processes to industry standard  
Project management plan

***Assessment:***

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

- Knowledge, understanding and application
- Design process, analysis, synthesis and evaluation
- Technology and communication skills
- Planning and Organisation Skills

# Performing Arts Courses

The Performing Arts encompass a range of possibilities in the areas of *Drama* and *Music*, as T (Tertiary) courses or A (Accredited) courses. In addition, there are numerous opportunities to become involved in musical, dramatic, vocal and instrumental ensembles as a performer or support crewmember. Work in any of these may be credited to one of several R-units, details of which are listed at the back of this handbook.

You may take both Music and/or Drama as separate Tertiary or Accredited courses.

## Music

**Course Type:** Tertiary (T) and Accredited (A)

**Music (A):** This course is designed to introduce students to studies in music. It is assumed that students entering the Accredited Course have little or no prior experience in studying music (i.e. performance and/or notation skill), or may elect to study this course for personal enjoyment.

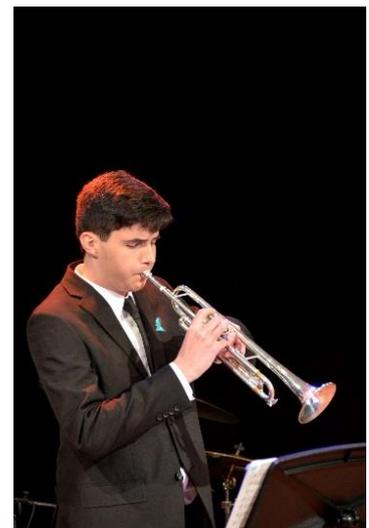
Students studying 'A' Music have the opportunity to study units of work that allow them to gain the experience, knowledge and skills in order to pursue an area of interest in the music industry at a non-tertiary level.



**Music (T):** This course is designed to build on students' prior knowledge and experience in studying music. It is assumed students entering this course have a formal knowledge of music notation, developed literacy and performance skills and a general knowledge and understanding of some musical styles. The recommended entry level for T courses is Grade 3 Practical from a relevant examination body or equivalent or at the discretion of the Principal.

Students studying Tertiary (T) Music have the opportunity to study units of work that allow them to gain the experience, knowledge and skills in order to pursue further study of Music in a tertiary institution.

**Music (Double Major):** This course assumes a highly developed knowledge and skills base in notation, literacy, performance, composition and appraising. This course will allow for a high degree of specialisation in performance, composition and appraising. The suggested entry level for Ext. T courses is **Grade 5** from a relevant Examination body.



### **Goals:**

This course should enable students to:

- understand the influence of historical, social, political and cultural contexts on music
- analyse and evaluate musical works and understand how its meaning is constructed
- evaluate the value and purpose of musical works
- articulate their own ideas and interpret the ideas of others to make music
- explore the place and function of musical traditions as well as work from diverse cultural and community groups
- reflect on the process of creating and performing musical works
- use the elements of music to analyse and interpret musical ideas
- apply work, health & safety practice (WHS) in the production of music

**Units:** This Music course consists of 22 semester units. Each unit is a standard one-point unit and consists of a minimum 55 hours.

- Two units **must** be studied for a minor.
- Four units **must** be studied for a major.
- Six units **must** be studied for a major/minor.
- Eight units **must** be studied for a double major.

### **The Units are:**

- Unit 1 Introduction to Western Art Music
- Unit 2 Early Music
- Unit 3 Baroque Period
- Unit 4 Classical Period
- Unit 5 Romantic Period
- Unit 6 20<sup>th</sup> and 21<sup>st</sup> Century
- Unit 7 Introduction to Jazz
- Unit 8 Early Jazz
- Unit 9 The Blues
- Unit 10 Swing
- Unit 11 Bebop
- Unit 12 Cool and Modern Jazz
- Unit 13 Contemporary Jazz Artists
- Unit 14 Early Rock Music
- Unit 15 Rock Music of the 1970s and 1980s
- Unit 16 Music of the 1990s and Beyond
- Unit 17 Australian Music
- Unit 18 World Music
- Unit 19 Film Music
- Unit 20 Music for Theatre
- Unit 21 Ensembles
- Unit 22 Self-Directed Studies



## Content:

This course consists of two strands: Making and Responding. These are further divided into three areas for assessment: – Creating, Performing and Musicology.

### Musicology:

This is the process of making an informed response to music in written and verbal forms. This process will take place through set tasks that require students to reflect, analyse, value and share musical experiences.

### Performing:

The development of performance skills is fostered by providing performance opportunities in a variety of solo and ensembles, styles and genres according to individual needs, interests and abilities. Repertoire chosen must reflect a diverse range of styles. One piece must reflect directly to the unit studied.



### Creating:

This is a process whereby students could use vocal, instrumental and other sounds to create their own works. The development of creating skills must represent stylistic understanding of the topic studied and contain all musical details necessary for the performance of the task.

### Assessment:

This course will be assessed according to the criteria set in the Music Course Framework. The criteria for assessment in this course will be based across three criteria: creating, performing and musicology.

Task Types		
Making	Responding	
Creating	Performing	Musicology
1 or 2 original works per semester in which the student will be assessed on their composition and / or arranging skills relating to the unit studied.	Students will present 2 pieces per semester. These may be either solo or ensemble works. One piece must relate directly to the unit being studied. <i>Minimum length: 2 minutes</i>	1 or 2 tasks per semester in the form of either: <ul style="list-style-type: none"><li>• In-class essay</li><li>• Research assignment/essay</li><li>• Exam</li><li>• Seminar/analysis</li></ul>
Weightings		
<b>T:</b> 30% – 40%	<b>T:</b> 30% – 40%	<b>T::</b> 30% – 40%
<b>A:</b> 30% - 50%	<b>A::</b> 25% - 40%	<b>A:</b> 25% - 40%
Students will be assessed on the degree to which they demonstrate achievement with relation to the criteria in each unit.		

# Drama

**Course Type:** Tertiary (T) and Accredited (A)

**Drama (A):** This course is designed to introduce students to studies in Drama. It is assumed that students entering the Accredited Course have little or no prior experience in studying Drama or may elect to study this course for personal enjoyment.

Students studying 'A' Drama have the opportunity to study units of work that allow them to gain the experience, knowledge and skills in order to pursue an area of interest in the drama industry at a non-tertiary level.

**Drama (T):** This course is designed to build on students' prior knowledge and experience in studying drama. It is assumed students entering this course have developed literacy and performance skills and a general knowledge and understanding of some dramatic styles.

Students studying Tertiary (T) Drama have the opportunity to study units of work that allow them to gain the experience, knowledge and skills in order to pursue further study of Drama in a tertiary institution.

## **Goals:**

This course should enable students to:

- analyse and evaluate drama performances and understand how meaning is constructed
- evaluate the value and purpose of drama performances
- understand the influence of historical, social, political and cultural contexts on drama
- articulate their own ideas and interpret the ideas of others to make drama
- explore the place and function of theatre traditions including theatrical work from diverse cultural and community groups, contemporary, and/or Indigenous Australian Theatre
- reflect on the process of creating and presenting drama performances
- use the elements and conventions of drama to develop and present ideas
- apply work, health & safety practice (WHS) in the production of drama performances
- develop their technical and performance skills

**Units:** This Drama course consists of 22 semester units. Each unit is a standard one point unit and consists of a minimum 55 hours.

- Two units **must** be studied for a minor.
- Four units **must** be studied for a major.
- Six units **must** be studied for a major/minor.
- Eight units **must** be studied for a double major.



***The Units are:***

Unit 1	Acting for Film and Television
Unit 2	Actor and Director
Unit 3	Australian Theatre
Unit 4	Comedy
Unit 5	Community Theatre
Unit 6	Design for the Stage
Unit 7	Devising an Ensemble Production
Unit 8	The Director
Unit 9	Dramatic Explorations
Unit 10	Experimental Theatre
Unit 11	Independent Study Unit
Unit 12	Self-Directed Production
Unit 13	Lighting & Sound Design
Unit 14	Modern and Classical Tragedy
Unit 15	Performing Shakespeare
Unit 16	Realism & Expressionism
Unit 17	Recorded Voice
Unit 18	Theatre Around the World
Unit 19	Theatre for Young People
Unit 20	Theatre Production and Performance
Unit 21	Theatre Visionaries
Unit 22	Voice and Movement



***Content:*** The essential concepts and skills in Drama are divided into two strands: Making and Responding:

***Making***

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

***Responding***

In responding to Drama performances, students learn about theory, the elements of production, roles of directors, actors, playwrights, performance styles, presentation of dramatic works, audience and drama criticism.

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.

Students 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.

**Assessment:**

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

- understanding and analysis of key concepts and content
- creativity in forming their own works
- acquisition and communication of practical skills
- communication through performance
- working individually and collaboratively

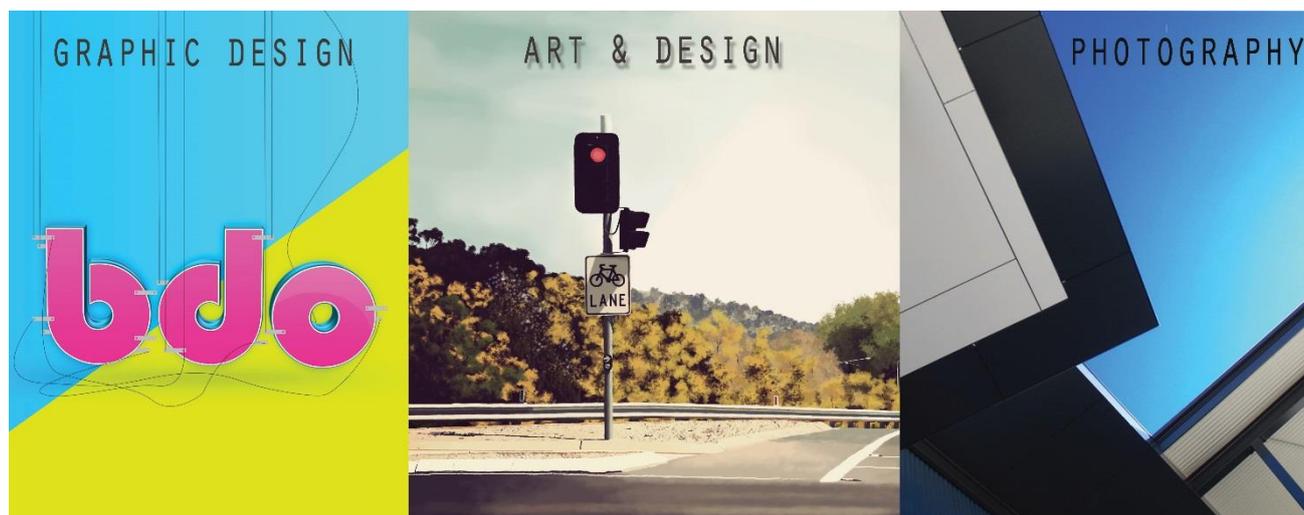


The weightings and types of tasks for each area are as follows:

**Assessment Task Types**

<b>Drama</b>			
<b>Making</b>		<b>Responding*</b>	
<b>Task Types</b>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Design of production elements</li> <li>• Composition</li> <li>• Response to stimuli</li> <li>• Development of original works</li> <li>• Response to texts</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Performances (e.g. plays, exercises, interpretation)</li> <li>• Minor (in-class) performances</li> <li>• Major performance/s (with an audience)</li> </ul>	Suggested tasks may include but not limited to the following: <ul style="list-style-type: none"> <li>• Analytical/research essay</li> <li>• Seminar presentation (e.g. PowerPoint, oral) of research material</li> <li>• Performance review</li> <li>• Journal/log book</li> <li>• In-class essay</li> <li>• Script writing</li> </ul>
<ul style="list-style-type: none"> <li>• It is highly recommended that students complete 2 assessment items for responding.</li> <li>• A minimum of 30% of each course must include a research/ analytical task</li> </ul>			
<b>Weightings</b>			
<b>A</b>	40-60%		40-60%
<b>T</b>	40-60%		40-60%
Students will be assessed on the degree to which they demonstrate achievement with relation to the criteria in each unit.			

# Visual Arts



You may study Art through one of the following courses:

**Visual Art (T/A)**

**Graphic Communication  
& Design (T/A)**

**Photography (T/A)**

Visual language is one of the world's major symbol systems. The arts industry is a major employer in Australia and art and design related employment is growing rapidly. Employers in all disciplines value and seek the kinds of skills you will develop in the Art courses such as self-confidence, flexibility, communication skills, independence, interdependence and the ability to analyse and synthesise ideas.

## Visual Art

**Course type:** T or A course.

**Pre-requisites:** None. However, successful completion of one or more units of Art Making and Responding, Digital Photography or Visual Communication in Year 9 and 10 may be an advantage.

**Units:**

Units of study are selected from the following:

- \*Drawing
- \*Painting
- Sculpture
- Printmaking
- Illustration
- \*Protest Art
- Culture and Identity
- \*Negotiated Arts Study

Notes: *The current unit selected for study will determine techniques and methods used.  
All students will present their final major practical project and their artistic process to a peer audience and assessment panel at the conclusion of each unit.*

## **Content:**

### **There are two task types for T courses:**

1. Art Making
2. Art Responding

\* The Visual Diary is an important part of each task type and overall is weighted at 30%, it includes both art making and art responding

### **There are two task types for A Courses:**

1. Art Making
2. Art Responding

\* The Visual diary is an important part of each task type and overall is weighted at 30%, it includes both art making and art responding

Common units of study at Marist College are Drawing, Protest Art, Painting and Negotiated Arts Study. However, variations in unit selection occur regularly.

*\*units frequently undertaken at Marist College*

### **\*Drawing**

In this unit students explore drawing as a discipline in visual arts. Students experience a range of drawing media and techniques in preparation for the development of a project/body of work. Through the examination of drawing in social, cultural, technological and historical contexts, students will develop an understanding of art movements, periods and styles.

### **\*Painting**

Through the study of a range of painting styles and media, students use their visual language to express and communicate ideas. Practical and contextual studies of paintings develop an understanding of contemporary and historical artists.

### **Sculpture**

Explore a range of construction processes in studio practice and develop an innovative use of materials. Construction, carving, modelling techniques and installation may be used. Examine past and present trends in sculpture processes and investigate the relationship of sculpture to the arts and industry through contextual studies.

### **Printmaking**

A variety of printmaking techniques and printing technologies will be explored during this unit. An extended piece of work or series of works may be produced. Students will be able to identify a range of print types and art movements through contextual studies.

### **Illustration**

Explore illustration as an area of artistic expression, graphic design and communication. Discover illustration media and current production practices. Learn about vocational pathways for illustrators in contemporary industry.

### **\*Protest Art**

Through project-based experiences in protest art students will encounter a range of two-dimensional and three-dimensional strategies designed to establish, practice and develop their skills. Students will explore a range of historical, ethical and practical issues relating to the art of protest.

## Culture and Identity

Develop ideas for artworks based on personal interpretations and experiences of culture. Examine issues in Australian identity and multiculturalism and personal histories and global identity. Extend and develop skills in a range of media through thematic studies.

### \*Negotiated Arts Study

This unit is offered in semester two to Year 12 students. You will be able to investigate areas not studied previously. Procedures and documentation will be established that clearly outline decisions made as a result of the negotiation process.

#### Assessment:

While expectations and tasks may differ in A and T Units, students will be assessed on criteria relating to the following two strands

- Art Making
- Art Responding

There are three main task types for T courses:

- |    |                               |     |
|----|-------------------------------|-----|
| 1. | The Visual Arts Process Diary | 30% |
| 2. | Art Making                    | 50% |
| 3. | Art Responding                | 20% |

There are three main tasks types for A courses:

- |    |                               |     |
|----|-------------------------------|-----|
| 1. | The Visual Arts Process Diary | 30% |
| 2. | Art Making                    | 60% |
| 3. | Art Responding                | 10% |



# Graphic Communication & Design

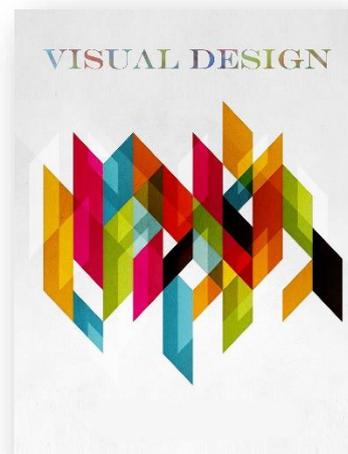
**Course type:** T course and A course.

**Pre-requisites:** None. However, successful completion of one or more units of Art Making and Responding, Digital Photography or Visual Communication in Year 9 and 10 may be an advantage.

## **Units:**

The following Graphic Communication units are a specialist stream of study developed as part of the Visual Art course.

- Unit 1**      **Graphic Communication & Design**
- Unit 2**      **Graphic Communication & Design in Print**
- Unit 3**      **Graphic Communication for the Screen**
- Unit 4**      **Negotiated Arts Study**



## **1 Graphic Communication & Design**

Through the investigation of the elements of art and principles of design, you will develop strategies for generating graphic designs. Experiment with a variety of mediums and acquire a range of basic technical skills for graphic design processes.

## **2 Graphic Communication & Design in Print**

In this unit you will explore in more detail the techniques (especially software applications), materials and purposes of graphic design. Study typography, layout and illustration processes for practical applications. Develop skills in evaluation, language and visual literacy through the study of your own work and the work of other designers.

## **3 Graphic Communication for the Screen**

Through the study of a variety of screen applications, you will extend your range of technical skills. Study screen design and produce your own graphics for a web applications. Investigate the work of postmodernist designers and their impact on contemporary design.

## **4 Negotiated Arts Study**

This unit is usually offered in semester two to Year 12 students. You will be able to investigate areas not studied previously. Procedures and documentation will be established that clearly outline decisions made as a result of the negotiation process.

## **Assessment:**

While expectations and tasks may differ in A and T Units, students will be assessed on criteria relating to the following two strands

- Making
- Responding

There are three main task types for T courses:

- |    |                               |     |
|----|-------------------------------|-----|
| 1. | The Visual Arts Process Diary | 30% |
| 2. | Art Making                    | 50% |
| 3. | Art Responding                | 20% |

There are three main tasks types for A courses:

1. The Visual Arts Process Diary 30%
2. Art Making 60%
3. Art Responding 10%



## Photography

**Course type:** T course and A course

**Pre-requisites:** None. However, successful completion of one or more units of Art Making and Responding, Digital Photography or Visual Communication in Year 9 and 10 may be an advantage.

The A course is intended for students in Years 11 and 12 interested in photography and who wish to develop skills and ideas in technical and creative areas for ongoing life experiences as areas of personal interest.

The T course is intended for those students who wish to study photography in more depth and who may wish to continue photography at tertiary level or to complement and support further studies in digital media or visual art courses.

**Units:**

Units of study are selected from the following:

- |                                |                           |
|--------------------------------|---------------------------|
| *Digital Photography           | Photography Applications  |
| *Digital Photographic Practice | Photography Communication |
| Contemporary Photography       | *Negotiated Study         |
| *Art Photography               |                           |

*\*units frequently undertaken at Marist College*

**Content:**

### Digital Photography

Learn to use the DSLR camera competently and develop skills, processes and theories. Develop your use of photographic software. Analyse key digital photographic works and develop an understanding of communication in digital photographic formats. Apply your skills and knowledge in production to create works demonstrating digital photographic conventions

### Digital Photographic Practice

Demonstrate your knowledge, understanding and application of composition and design in digital images. Explore photography in context, apply compositional, and design elements to your photographs. Learn more about digital workflow, raw images, output and processing.

## Contemporary Photography

Analyse the role of photography as a contemporary discipline. Examine contemporary photography and critically evaluate digital photographic work. Produce and present images, informed by an understanding of contemporary photographic aesthetic conventions.

## Art Photography

Study the work of photographers who use their photographs as art. Explore artistic techniques, styles and subject matter and produce a portfolio of original work, relating to photographic art movements.

## Photography: Applications

In this unit, you will produce photographs, which show an understanding of diverse applications of photography. Extend your skills in the use of the camera and develop your understanding of lighting control and studio techniques. Create a photographic portfolio informed by the conventions of specific photographic genres i.e. product photography.

## Photography Communication

Explore photography in context, apply compositional, and design elements to your photographs. Examine the contexts of photography and communicate ideas using appropriate and technical language. Create a portfolio of photographic works, which reflect an understanding of 'purpose' and the needs of a target audience.

## Photography Negotiated Study

This unit is offered in semester two to Year 12 students. Negotiate your own learning outcomes in relation to the production of your own photographic images. Demonstrate your knowledge of photographic practice in relation to your negotiated theme.

### Assessment:

Student work is assessed across different assessment task types.

For a T course

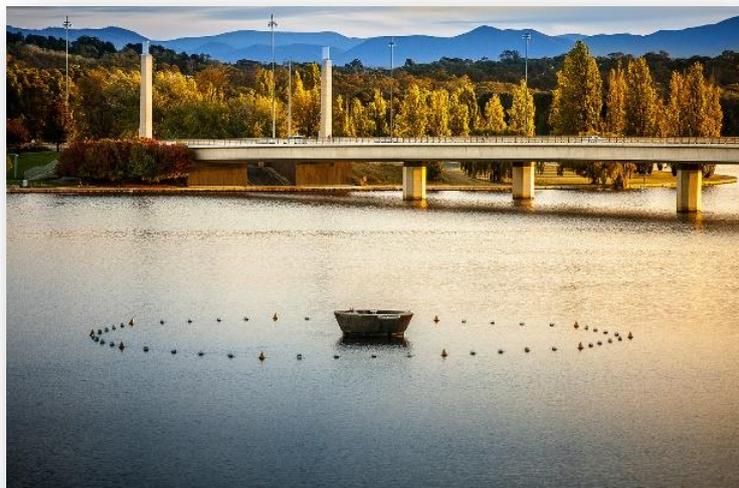
- Making 40% -- 60%
- Responding 40% -- 60%

For an A course

- Making 10% -- 90%
- Responding 10% -- 90%

While expectations and tasks may differ in A and T Units, students will be assessed on criteria relating to the following two strands:

- Making
- Responding



# Health and Physical Education

There are three courses which you can take in Physical Education. **Exercise Science** is a T-course which deals with the science of exercise and human physiology. During this course students will complete a certified Sports Medicine Awareness Course. It would be useful for you if you intend to study physical education, physiotherapy, sports science or nursing, or if you have an interest in the analysis of exercise and sport.

**Physical Education** is an A-course which is suitable for those students interested in sports administration and coaching.

**Talented Sports Development** is an R-course for those students who have an identified talent in sport. Students will be selected for the course following an interview. This course gives talented sports people the opportunity to continue rigorous sports training as well as pursue a full academic program.

## Exercise Science



**Course type:** T course

**Pre-requisites:** A B grade in Science

### **Aims:**

This course is designed to cater for students who intend to proceed to post-secondary studies (university or CIT) in the fields of paramedical science, sports medicine, nursing, physiotherapy, occupational therapy, sports training and conditioning, strength and conditioning, exercise science, sports nutrition, sports psychology, teaching, community fitness and recreation and other allied areas in applied anatomy and physiology.

The course should enable students to develop a knowledge and understanding of:

- the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- human physiology and performance in the development of enhanced sporting achievements
- how the body systems work together to produce movement
- performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- the role and importance of sports participation, sports performance, administration and the science of coaching
- the role of sporting performance and human athletic endeavour
- the evolution of sport as a result of social, political, environmental and cultural influences, globalisation and the changing nature of the sporting environment

***Units:***

Anatomy and Physiology

Sports Performance and Nutrition

Exercise Physiology and Sports Medicine

Biomechanics and Sport Psychology

***Content:***

**Anatomy and Physiology**

- explore and examine the structure and function of the skeletal and articular systems and critically analyse how these systems apply to human performance
- explore and examine the muscular and nervous systems and critically analyse how these systems apply to human performance
- apply anatomical terminology associated with joint motion and analysis
- explore and examine the structure and function of the circulatory system and be able to describe the response to exercise
- explore and examine the structure and function of the respiratory system and be able to describe the process of gas exchange
- explore and examine the structure and function of the skeletal and articular systems and critically analyse how these systems apply to human performance
- explore and examine the muscular and nervous systems and critically analyse how these systems apply to human performance.

**Sports Performance and Nutrition**

- identify and explain the importance of physical fitness and its role in enhancing training and athletic performance
- critically analyse the inherent link between physical fitness and energy systems
- define the health and skill related components of physical fitness and factors affecting them, and describe methods of measuring and evaluating these components
- describe and understand the structure and function of the digestive system and recognise its major components
- explore and discuss the relationship between food intake, energy expenditure and metabolism
- examine and analyse specific dietary requirements for a variety of athletic performance and community target groups

### **Exercise Physiology and Sports Medicine**

- explore and examine the physiology involved in muscular contraction and the relationship to the nervous system
- critically analyse the energy requirements of exercise and the interplay of energy systems during rest and exercise
- examine and evaluate the acute and chronic physiological adaptations and responses to exercise and training
- investigate a range of sports injuries and critically analyse the structure, causes and prevention of these injuries
- demonstrate and describe appropriate management of injuries and the promotion of safety in sport

### **Biomechanics and Sport Psychology**

- explore and examine biomechanical terminology and theories which relate to movement
- critically analyse biomechanical principles and apply them to the human body in static and dynamic situations
- explore and examine a range of principles of Sports Psychology and the relationship to sports performance
- compare and contrast between different types of motivation and identify them from information supplied by athletes
- evaluate how different arousal states may be achieved in sports performance through positive or negative means

#### ***Assessment:***

<b>Written Responses</b>	An essay or written extended response Research essays, assignments or reports Exam/tests Multimedia tasks Reflective diaries/journals/portfolios or logs Independent or group investigations	30% - 70%
<b>Practical Tasks</b>	Practical laboratories, presentations or orals Physical activity tasks Practical tests Campaigns and case studies Debates, seminars and field trips	30% - 70%

# Talented Sports

**Course type:** R course

**Pre-requisites:** Entry to the course will be by selection. Students will be interviewed for acceptance into the course and applicants will be considered on merit. Academic as well as sporting considerations will apply.

**Aims:**

The course aims to give students with an identified talent in sport the opportunity of pursuing rigorous sports training programs as well as following a full academic tertiary program.

The course should enable student to develop:

- demonstrate essential knowledge, understandings and skills related to the selected sport
- evaluate and synthesise information
- use personal skills and strategies
- build and maintain positive relationships
- apply concepts such as equity, fair play, respect, valuing of diversity and difference and social justice
- demonstrate understanding and skills to respond appropriately to a range of situations where their own or others' wellbeing and safety may be at risk
- develop knowledge, understanding and skills to devise, apply and appraise a range of strategies to improve their own movement performances and those of others
- plan and participate in a range of sporting activities in their local community that create community connection and contribute to individual and community health and wellbeing

**Assessment Criteria:**

- Required hours of attendance met. The course will occupy a full line of the timetable (9 periods) for Year 11 and Year 12
- Contributions in discussions and positive appraisal concerning own performance and that of others
- Periodical submission of Sports Log Book
- Students admitted to this course who do not display the independent work habits required, or fail to maintain their enrolment in the desired sporting program, will be asked to justify their continued position in the course.

# Physical Education

**Course type:** A course

**Pre-requisites:** None

**Please Note:** This course incorporates a number of recognised awards and the expenses associated with these are covered by a subject levy that is payable each semester.

## **Aims:**

- develop knowledge, understanding and application skills through the study, observation of, and engagement in physical education
- employ critical thinking, research and analytical skills
- develop an appreciation, enjoyment and enthusiasm for challenges and involvement in physical activity
- develop proficiency, confidence and qualification in skills designed to serve the community's needs for safety, wellbeing and quality of life
- perform physical skills with initiative, fluency, fluidity, control, accuracy, timing and precision, whilst using a safe approach
- utilise effective personal, interpersonal and leadership skills to work independently or as part of a team.

## **Units:**

Unit 1	Life Saving
Unit 2	Sports Competitions
Unit 3	Coaching Principles
Unit 4	Individual Sports
Unit 5	Racquet Sports
Unit 6	Recreation Activities
Unit 7	First Aid
Unit 8	Team Sports



## **Content:**

### **Life Saving**

- develop knowledge and the capacity to demonstrate an awareness of the dangers of aquatic environments and the lifesaving skills used in both prevention and rescue
- develop and demonstrate knowledge, skills, technique and fitness in swimming, survival and rescue
- demonstrate a range of rescue methods and personal survival skills
- apply skills required to respond to resuscitation and emergency care situations involving conscious and unconscious casualties
- acquire accreditation from the RLSSA at a Bronze Star or Bronze Medallion level

### **Sports Competitions**

- apply skills in the creation and administration of sports competitions
- demonstrate and conduct a sports competition, applying record keeping, communication, and management of officials, participants facilities and equipment
- demonstrate a variety of effective communication, group management and decision making skills within the role of a sports competition administrator

- examine a range of sports competition formats
- review the effect competition has on performance and participation in physical activity

### **Coaching Principles**

- identify, explore and apply the role and responsibilities expected of a coach
- examine and apply the planning process to prepare and evaluate effective coaching sessions
- develop coaching knowledge and innovative coaching techniques that promote inclusion and a safe training/competition environment
- explore and develop effective communication and group management skills that enhance coaching and sporting performance
- develop, demonstrate and apply coaching skills to improve sporting performance through participation in introduction to coaching courses in a variety of settings (e.g. peers; primary aged students; disability; Indigenous etc.)

### **Individual Sports**

- demonstrate develop and improve nominated skills specific to individual sports with initiative, fluency, fluidity, control, accuracy, timing and precision
- identify, examine and apply tactics in a variety of individual sports
- explore and apply the role of an umpire/ referee in a variety of individual sports
- demonstrate an understanding of the rules of a number of selected individual sports.

### **Racquet Sports**

- demonstrate, develop and improve physical skills with initiative, fluency, fluidity, control, accuracy, timing and precision
- demonstrate a variety of skills, techniques and tactics used in racquet sports
- perform with individual and team skills in a number of racquet sports involving a wide variety of equipment and settings
- demonstrate an understanding of the rules of a number of selected racquet sports

### **Recreation Activities**

- explore recreational options available in our society
- examine the terms 'leisure' and 'recreation'
- discuss aspects that influence leisure, recreation, play and sport in today's society
- identify community and recreational needs and local community recreational facilities, and assess the value and quality of these resources

### **Team Sports**

- demonstrate, develop and improve physical skills in individual and team settings with initiative, fluency, fluidity, control, accuracy, timing and precision
- develop knowledge, understanding and application skills through involvement in world sports games and drills
- perform with individual and team skills in a number of team sports involving a wide variety of equipment and settings
- demonstrate an understanding of the rules of a number of selected team sports
- review tactical and positional skills

### **First Aid**

- develop knowledge, techniques and skills required to obtain a St John Ambulance Australia Apply First Aid Certificate;
- develop proficiency and confidence in selected first aid procedures
- demonstrate effective personal, interpersonal and leadership skills to successfully deliver first aid
- review personal capabilities and attitudes in performing first aid

**Assessment:**

<b>Written Responses</b>	An essay or written extended response <ul style="list-style-type: none"><li>• 500 - 750 words in Year 11</li><li>• 800 - 1000 words in Year 12</li></ul> <b>Suggested tasks:</b> Research essays, assignments or reportsExam/testsMultimedia tasksReflective diaries/journals/portfolios or logsIndependent or group investigations	30% - 70%
<b>Practical Tasks</b>	<b>Suggested tasks:</b> Practical laboratories, presentations or oralsPhysical activity tasksPractical testsCampaigns and case studiesDebates, seminars and field trips	30% - 70%



# Vocational Courses



Vocational Courses are now an established part of Australian senior schooling. Such courses can be part of a student's Accredited or Tertiary package. Students and the College recognise the value of undertaking a vocational course which can provide lifelong skills and direct preparation for the workforce.

Vocational courses aim to:

- prepare young people with skills needed in the workplace
- lay a foundation for further vocational courses
- improve students' eventual employability
- increase each student's chance of finding satisfaction and value in their time at the school
- encourage students to stay at school longer
- develop a desire to continue vocational training and lifelong learning.

Vocational courses may:

- involve time spent in the workplace
- result in an industry-recognised qualification
- form part of an accredited or tertiary package
- result in a qualification recognised throughout Australia.

**Australian School-based Apprenticeships (ASBAs)** offer students the opportunity to achieve a nationally-recognised vocational qualification by combining paid work and training as part of their education program. ASBAs provide valuable experience to students by increasing their industry specific and employability skills. Students are able to do an ASBA with Marist as the RTO in Retail Services, Construction Pathways, Hospitality or Information and Cultural Services. Students may apply for ASBAs with external RTO's in the courses already mentioned, as well as others, such as Automotive, Business and Hairdressing.

Marist College is a Registered Training Organisation and, as such, delivers vocational courses to the Australian Quality Training Framework (AQTF) and industry standards in Hospitality Studies, Retail Services, Construction Pathways, Furniture Construction, Information Technology and Library and Cultural Services. Students doing vocational courses are able to apply for recognition of prior learning (RPL) if they can provide evidence of the skills, knowledge or experience required for a particular vocational course. Students' results in these courses are reported on their Year 12 Certificate and in the form of an AQTF Statement of Attainment or a Certificate (I or II).

All vocational students must register for a Unique Student Identifier (USI) so the college can record achievement on the national database and award certification/achievement.

## Pathways

School Accreditation	Sector	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
			Doctoral Degree
			Masters Degree
		Vocational Graduate Diploma	Graduate Diploma
		Vocational Graduate Certificate	Graduate Certificate
			Bachelor Degree
		Advanced Diploma	Associate Degree, Advanced Diploma
		Diploma	Diploma
Senior Certificate of Education	Secondary	Certificate IV	Certificate IV
		Certificate III	Certificate III
		Certificate II	Certificate II
		Certificate I	Certificate I

## Competency Based Assessment

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

**Task skills** – undertaking specific work place task(s)

**Task management skills** – managing a number of different tasks to complete a whole work activity

**Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients

**Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

# Hospitality



**Course type:** T/V/A course

**Pre-requisites:** None.

**Requirements:** All students who elect to study a T or A course will be required to purchase a uniform (hat, apron and shirt). This uniform is to be worn during all practical workshops. The uniform can be purchased from the college clothing shop. A chef's toolbox will be allocated to each student for use in practical workshops. **All students must undertake 27.5 hours of Structured Workplace Learning (12 service shifts) or work in the industry to provide opportunities which demonstrate competence in *Apply hospitality skills in the workplace*. Students will be provided with a Hospitality log, which will be signed, by an industry representative or workplace providing evidence.**

**Subject Rationale :** The hospitality industry contributes significantly to the Australian economy and employs a large number of people incorporating a wide variety of related skills sets. The industry has an ongoing commitment to training workers for the range of industry environments that have an ongoing need for skilled personnel. Customer service for hotels, clubs, resorts, cafés, institutions, restaurants and community food service organisations, food production and processing for the commercial sector, high end and intermediate technical food preparation skills for restaurants and catering as well as routine skills for the fast food sector are all examples of possible employment destinations for young people with hospitality qualifications. The industry offers full and part-time employment opportunities that encompass flexible working hours making it particularly attractive to young people as a second job. Hospitality has been identified as a national skills shortage area.

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.

Associated with the nature and needs of the hospitality industry are attributes such as self-reliance, personal responsibility for the safety, health, and well-being of others, contribution to teamwork, effective time management and targeted technical skills. This course supports the development of these attributes in students and contributes to both life and employability skills for the domestic and international employment market.

This course responds to the needs of the industry, the availability of relevant training, education opportunities and employment pathways.

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

**Goals:**

This course should enable students to develop and demonstrate:

Tertiary Course:	Accredited Course:
Management skills to effectively plan and lead varied industry experiences, creatively negotiating solutions to problems and working independently and collaboratively to perform and critically reflect upon work practices.	Skills and adaptability to effectively perform a variety of individual and group roles within hospitality showing initiative, resourcefulness and an ability to solve problems.
An ability to critically analyse relationships and interconnections within the Hospitality Industry, economy, society and the environment.	A capacity to identify and explore relationships and interconnections within the Hospitality Industry, economy, society and the environment.
A perceptive understanding of the service industry through exploration and critical evaluation of workplace culture, structures and practices	Understanding and knowledge of the service industry through identifying and appraising workplace culture, structures and practices
Creative use of multi-modal forms to communicate meaningfully to varied audiences showing empathy and respecting and valuing diversity	Use and adapt communication modes effectively to a diverse audience
An ability to think analytically, critically, ethically and creatively about concepts underpinning the industry	An ability to research, generate ideas and critically reflect upon concepts underpinning the industry
Practical and technological skills to industry standard and implement strategies, techniques and approaches for continuous improvement	Practical and technological skills to industry standard.

**Content:**

**Concepts**

Essential and interrelated concepts in this course include

- Structure
- Nature
- Organisation
- Management

**Industry Practices and Workplace Knowledge**

Essential practices in Hospitality are based on industry standards as presented in the **Tourism, Travel and Hospitality (SIT) Training Package**. These practices take into account Australia’s economy, society, culture, environment, legislation and sustainable practices.

## Skills Development

- Communicating with colleagues and customers
- Team leadership and team work providing instructions, building group cohesion and applying discretion and judgement as needed.
- Problem solving, anticipating issues that may arise with operational activities and applying creative solutions.
- Time management, organisation and planning to a professional, competent level in a variety of industry contexts.
- Sourcing, organising, analysing, presenting and evaluating relevant information and products to acceptable industry standards.
- Self-monitoring and evaluation.
- Literacy and numeracy specific to industry concepts.
- Competent use of technology to enable safe and appropriate operation of machinery and equipment leading to quality products and customer service.

### Assessment:

Assessment is criterion referenced and competency based. Assessment for the Vocational component of the course will be against the Competency Standards of the National Training Package. Students will be assessed on the degree to which they demonstrate:

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

### Assessment Task Types - A Courses

<p><b>To demonstrate knowledge and understanding in A courses, students will:</b>  <i>Identify and/or explain</i> e.g. techniques, events, point of view, relationships and plans  <i>Describe and explore</i> e.g. products, techniques, concepts, issues and principles  <i>Recommend</i> e.g. products, techniques and strategies  <i>Justify</i> e.g. points of view with evidence and reasons  <i>Assess</i> e.g. trends, performance, data  <i>Apply</i> e.g. planning and organisational skills  <i>Describe, recommend and demonstrate</i> e.g. problem solving, initiative and decision making skills.</p>			
Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	<ul style="list-style-type: none"> <li>• A written extended response for <b>Year 11 and 12</b> 500 - 800 words</li> <li>• Suggested tasks:  Web quest design  Seminar presentation  Research report  Exam/test  Report on an event management activity  Rationale and/or diary/journal relating to a practical task</li> </ul>	40% - 60%	40% - 60%
<b>Practical Tasks</b>	<ul style="list-style-type: none"> <li>• Suggested tasks:  Market simulation  Industry advice simulation  Event management activities  Presentation such as an oral or podcast</li> </ul>	40% - 60%	40% - 60%

## Assessment Task Types - T Courses

<p><b>To demonstrate knowledge and understanding in T courses, students will:</b>  <i>Explore and examine</i> e.g. concepts, issues, theories and principles  <i>Critically analyse</i> e.g.  contrast and compare  interrelationships or connections  techniques, theories, performance, events, points of view, relationships and plans  <i>Evaluate</i> e.g.  strategies, techniques and approaches to administration  compare and contrast data, techniques and strategies  <i>Hypothesise</i> e.g. the potential of plans  <i>Analyse and apply</i> e.g. administration, planning and organisational skills  <i>Synthesis</i> e.g. rearranging component ideas into a new whole  <i>Explore, evaluate and demonstrate</i> e.g. leadership/management skills</p>			
Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	<ul style="list-style-type: none"> <li>An analytical essay or written extended response</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>800 - 1000 words</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>1000 - 1200 words</li> <li></li> <li>Suggested tasks:  Web quest design  Seminar presentation  Research report  Exam/test  Report on an event management activity  Rationale and/or diary/journal relating to a practical task</li> </ul>	50% - 70%	50% - 70%
	<ul style="list-style-type: none"> <li>Suggested tasks:  Market simulation  Industry advice simulation  Event management activities  Presentation such as an oral or podcast</li> </ul>	30% - 50%	30% - 50%



## **Competency Based Assessment**

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

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

## **Units of work**

Units of work are based on the Tourism, Travel and Hospitality (SIT) Training Package which will allow students to gain competence towards achieving the following qualifications. (A new Training package SIT Tourism, Travel and Hospitality Training Package has been endorsed and is awaiting Scope application.)

SIT10216 Certificate I in Hospitality

SIT20316 Certificate II in Hospitality

SIT20416 Certificate II- Kitchen Operations

## **Pathways**

The hospitality industry contributes significantly to the Australian economy and employs a large number of people incorporating a wide variety of related skills sets. Students are advised of the possibility of completing an ASBA in this course and post-school apprenticeships. They are advised as to which VET courses can be taken and combined as part of their senior package. Careers advice is available from the schools' Careers Adviser regarding which RTOs offer post-school training in this occupation.

### **Students will develop skills that can lead to:**

- Certificate III Catering
- Diploma Hotel Management
- Diploma/Advanced Diploma Hospitality Management
- Event Management/Tourism Management

All information written is correct at time of printing.

# Construction Pathways



**Course type:** V/A Course Certificate II Construction Pathways CPC20211

**Pre-requisites:** None, but a good level of technology based practical skills, a willingness to show responsibility, initiative and an awareness of Workplace Health and Safety standards in workshops and on building sites is highly encouraged.

## **Aims:**

This Nationally recognised course delivers a Certificate II in Construction Pathways following units of competency as detailed in the National Training Package. 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 shopfitting as well as carpentry, bricklaying and other occupations in general construction.

This course 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.

Students opting to study this course will be expected to develop knowledge, understanding and an appreciation of the skills required by people entering building and construction related occupations.

***Students will learn to:***

- Understand the concepts, techniques, terminology and content appropriate to the Construction industry
- Demonstrate employment related practical skills and workplace best practice
- Demonstrate problem solving ability, incorporating evaluation techniques and skills
- Relate basic numeracy and scientific principles to practical applications
- Demonstrate oral, written and graphical communication skills
- Work independently and collaboratively in accordance with occupational health and safety principles and industry standards
- Demonstrate an awareness of existing and emerging technologies and career pathways

***Requirements:***

**CPC20211 Certificate II in Construction Pathways**

To achieve this qualification, students must complete 12 units of competency:

- 6 core units
- 6 elective units
- 1 Structured Workplace Learning (SWL)

**In addition:** Students will complete the National WHS White Card and Asbestos Awareness training as a legislative requirement.

Over a 2-year period, the competencies for both Certificates will be delivered in the following Semester Units:

- Introduction to Construction Pathways
- Construction Industry Practices
- Construction Pathways – Carpentry
- Construction Pathways – Bricklaying

***Structured Workplace Learning:*** It is a requirement to complete at least one Structured Workplace Learning (SWL) placement (27.5 hours) to attain a Certificate II in Construction Pathways over a two-year period. It is highly recommended that students complete their SWL in a variety of workplaces to give exposure to different work environments such as small firm, large firm and site work.

It is a student's responsibility to source a placement as their teacher provide guidance in the process in how to schedule it with a student's study program. Students who are unable to complete the SWL will be awarded a Statement of Attainment upon successful completion of all other competencies in the course.

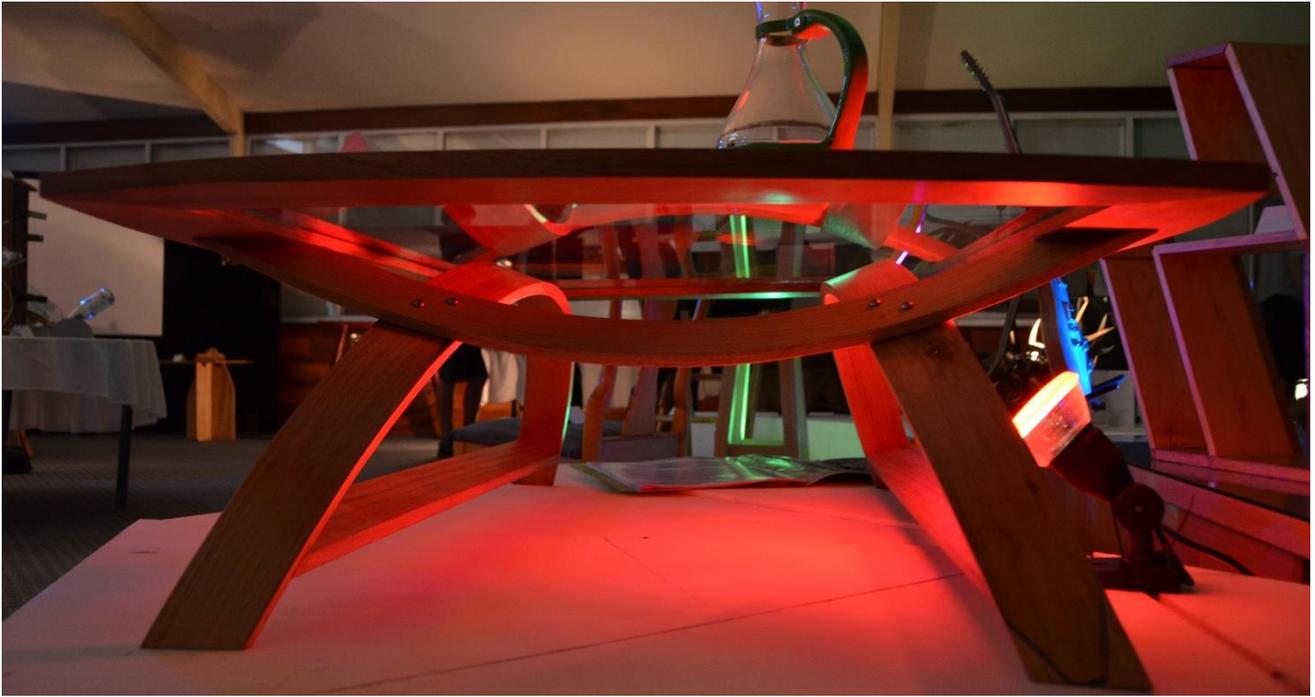
***Assessment:***

Over the two years, there will be a variety of written or drawn assignments per semester plus practical projects and an exam. The use of Competency-Based Training (CBT) will be used for a large part of the student's assessment and a Log Book that records each student's competencies will be provided and should be kept as a record that can be used in other educational establishments to provide an accurate Recognition of Prior Learning (RPL). Qualified assessors will sign off competencies.

Assessment tasks could include the following:

Practical	Theory
Practical test Individual project Group project Problem solving Work Place Health & Safety	Folio Written test Assignment Research project Cooperative tasks Planning tasks Problem solving Risk assessments Presentations

# Furniture Construction



**Course Type:** V/A course, Certificate I Furnishing (MSF10113)

**Pre-requisites:** Although there are no pre-requisites for this course it is recommended that students opting for this course have studied Design and Wood Technology in either year 9 or 10.

## **Aims:**

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

This course is aimed at students who:

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

Students undertaking this course are seeking to use the skills and knowledge gained to enter employment and/or further training in the Furniture or Construction Industry Trades. These could include; cabinet making, kitchen renovation, upholstery, antique restoration, picture framing, soft furnishing, wood machining, furniture polishing, floor covering and finishing, bed and mattress making, glass and glazing and musical instrument construction industries.

Furnishing and Construction industry members, regardless of discipline, work in highly technical and continually changing environments. Science and technology continues to influence existing products,

processes and equipment to meet global and local demands. This course provides students with an opportunity to develop skills in communication, research, oral delivery, writing, control of technical equipment, assessment and appraisal of situations and application of diagnostic and problem solving techniques.

***Students will learn to:***

- understand the concepts, techniques, terminology and content appropriate to the industry focus of the course
- demonstrate employment related practical skills and workplace best practice
- demonstrate problem solving ability incorporating evaluation techniques and skills
- relate basic numeracy and scientific principles to practical applications
- demonstrate oral, written and graphical communication skills
- work independently and collaboratively in accordance with occupational health and safety principles and industry standards
- demonstrate an awareness of existing and emerging technologies and career pathways

***Requirements:***

**MSF10113 Certificate I in Furnishing**

To achieve this qualification, eight units of competency must be completed by students including one Structured Workplace Learning.

**In addition:** Students will complete the National WHS White Card.

Over a 2-year period, the competencies for the Certificate I in Furnishing will be delivered in the following Semester Units:

- Furniture and Timber – Fundamentals
- Furniture and Timber – Industrial Skills
- Furniture and Timber – Project
- Furniture and Timber – Timber Joints

***Structured Workplace Learning:*** It is a requirement to complete at least one Structured Workplace Learning (SWL) placement (27.5 hours) to attain the Certificate 1 in Furnishing over a two-year period. It is highly recommended that students complete a number of SWLs in a variety of workplaces to give exposure to different work environments such as small firm, large firm and site work.

It is a student's responsibility to source a placement as their teacher provide guidance in the process in how to schedule it with a student's study program. Students who are unable to complete the SWL will be awarded a Statement of Attainment upon successful completion of all other competencies in the course.

***Assessment:***

Over the two years, there will be a variety of written or drawn assignments per semester plus practical projects and an exam. The use of Competency-Based Training (CBT) will be used for a large part of the student's assessment and a Log Book which records each student's competencies will be provided and should be kept as a record that can be used in other educational establishments to provide an accurate Recognition of Prior Learning (RPL). Qualified assessors will sign off competencies.

Assessment tasks could include the following:

<b>Practical Application</b>	<b>Written Work</b>	<b>Workplace Processes</b>
Practical test	Job cards	Cooperative tasks
Individual project	Folio	Planning tasks
Team project	Written test	Problem solving
On-the-job work placements	Assignment	Risk assessments
	Research project	Quality control procedures

# R-courses and R-units

Different subject departments and individual members of Marist staff offer a range of R-courses and R-units which give you an opportunity to further your personal, sporting, and cultural development. You are encouraged to enrol in a number of units over your two senior years and so be as fully involved in the life of the College as possible.

This is a brief outline of R-Courses and R-Units which are offered by the College. Any unit or course which you complete will appear on your Year 12 Certificate.

## Performing Arts

Units: *Stage Performance and Acting*

Content: Acting/singing in one major production (e.g. annual musical) or several smaller productions.

Teacher: Ms C Weijers/Mrs M Smith

Units: *Stagecraft*

Content: One or more of the following activities associated with stage production: lighting, sound, costume, prop design and construction, stage management, scripting.

Teacher: Ms C Weijers/Mrs M Smith

Unit: *Senior Choir*

Content: After audition and selection, students will be involved in regular practices and performance.

Teacher: Mrs H Lloyd/ Mr L Schindler

Unit: *Senior Jazz Band*

Content: After selection, students will attend regular rehearsals and performances

Teacher: Mr J Schindler

Unit: *Senior Orchestra/Band*

Content: After an audition and selection, students will attend regular tuition, rehearsals and selected performances

Teacher: Mrs M Smith

Unit            *Liturgical Involvement*

Content:       Performance in liturgies

Teacher:       Mrs K Garvie

## **Outdoor Education**

Unit:            *Duke of Edinburgh Silver Award. Duke of Edinburgh Gold Award*

Content:       Membership of D of E. Meeting requirements set for these awards.

Teacher:       Mr T Van de Waterbeemd

Unit:            *Senior Camp Leadership*

Content:       Attendance at leadership training camp; acting as leader/instructor on junior camp.

Teacher:       House Deans

## **Community Service**

Unit:            *Community service*

Content:       Completion of required community service activities

Teacher:       Mr N Ahearne

Unit:            *Marist Senior Youth Ministry Team*

Content:       Membership of team, attendance at meetings and participation in events.

Teacher:       Mr N Ahearne (Year 11) / Mrs K Haseler (Year 12)

Unit:            *St Vincent de Paul Society Conference*

Content:       Membership of Marist branch of St V de Paul. Attendance at meetings and community service as organised.

Teacher:       Mr D Moore

Unit:            *Marist Justice and Solidarity*

Content:       Membership, attendance at meetings and participation in organised activities.

Teacher:       Mrs T McKeown/Mrs N Whitehead

# Sport

Units: *Sport*

Content: All students who study a minor in Religious Studies also do these units as part of the core curriculum of Marist College.

Teacher: Mr W McAuliffe, HAPE staff

Unit: *Sports Coaching*

Content: Attainment of Level 1 Coaching Certificate and acting as coach of a junior team in a representative sport.

Teacher: Mr P Mead

Unit: *ARU Foundation Course*

Content: Successful completion of referees' course run at the College

Teacher: Mr P Mead

Unit: *Football Referees Course*

Content: Successful completion of referees course run at the College.

Teacher: Mr C Bootes

## School Representative Sport

Unit: *Senior Cricket: Teacher in charge: Mr G Goodman*

Content: Membership of 2nd XI, 18A's or 16A's. Attendance at training and matches.

Teacher: Mr G Goodman

Unit: *First XI Cricket*

Content: Membership of First XI. Attendance at training, matches and Marist Cricket Carnival.

Teacher: Mr G Goodman

Units: ***Senior Rugby***

Content: Membership of 1st XV, 2nd XV or 3rd XV. Attendance at training, matches and tour/camp if applicable.

Teacher: Mr P Mead

Units: ***Senior Football***

Content: Membership of senior soccer squad. Attendance at training, matches, camp (if applicable).

Teacher: Mr C Bootes

Units: ***Senior Australian Football***

Content: Membership of Marist U18 team. Attendance at training, matches, camp (if applicable).

Teacher: Mr M Winchester

Unit: ***Marist Basketball***

Content: Membership of a senior basketball team. Attendance at training, games and camp/tour (if applicable)

Teacher: Mr P Mead

Units: ***Senior Swim Team***

Content: Membership of team, attendance at training, carnivals for both Year 11 and Year 12

Teacher: Mr S Rugala

Unit: ***Senior Track and Field Team***

Content: Membership of team, attendance at training, carnivals for both Year 11 and Year 12

Teacher: Mr W McAuliffe

Unit: ***Senior Cross-Country Team***

Content: Membership of team, attendance at training, carnivals for both Year 11 and Year 12

Teacher: Mr S Rugala

Unit: ***Senior Snowsports***

Content: Membership of Snowsports team, attendance at training, participation in camps, competitions.

Teacher: Mr J Duff

Unit: ***Senior Hockey***

Content: Membership of Opens or 16s team. Attendance at training, games.

Teacher: Mr M Plenty.

Unit: ***Senior Rowing***

Content: Membership of crew. Attendance at training, regattas.

Teacher: Mr G Galvin

## **Miscellaneous Units**

Unit: ***Senior Debating Team***

Content: Membership of senior debating team. Participation in Douse Trophy. Attendance at practices and meetings for both Year 11 and Year 12

Teacher: Ms K Coll

Unit: ***Literary Magazine Editorship***

Content: Serving on editorial panel and production team for 'A Solitary Idea'.

Teacher: Mrs L Gill

Unit: ***M Magazine***

Content: Serving on editorial panel and production team for M Magazine.

Teacher: Mr J O'Kane

Unit: ***Work Experience***

Content: Completion of Work Experience unit during Year 11 or Year 12.

Teacher: Mrs D Hodge

Unit: ***German for Beginners, Learning More German, Developing a Deeper Knowledge of German***

Content: An Introductory course in spoken and written German for Years 11 and 12.

Teacher: Mrs K Lofthouse

Unit: ***Big Brother Little Brother Programme***

Content: Promotion of leadership and greater involvement in school community through a formal program involving initial training followed by the student leading a small group of junior students in structured activities.

Teacher: Mrs T Van de Waterbeemd

Unit: ***Student Representative Council***

Content: For school captains and house captains.

Teacher: Mr R Greer

Unit: ***Audio Visual assistant***

Content: Preparation and maintenance of audio/visual equipment for various presentations.

Teacher: Mr M Plenty

Unit: ***Chess Club***

Content: Membership of Chess Club

Teacher: Mr A Luck

Unit: ***Study Skills***

Pre-requisite: Students will be interviewed for acceptance into this course

Content: Participation in the Study Skills course

Teacher: Mrs J Croker

Unit: ***House Seniors Program***

Content: This unit aims to give students an opportunity to lead and to work closely with a group of younger students

Teacher: House Deans



*servo fidem*