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The purpose of this booklet is to provide information for parents and students about Daramalan College and the courses of study that are offered in Years 11-12. Daramalan College is a Catholic, independent co-educational school for students in Years 7-12. It was established in 1962 by the Missionaries of the Sacred Heart.

Daramalan

The name Daramalan is derived from an Aboriginal word “daramala”. When the great wedge-tailed eagle appeared in the sky the people thought of the Great Spirit watching over their lives. For Daramalan the eagle symbol signifies the Great Spirit of God who enfolds and protects all of us. We are “eagle people”.

Aims

The basic aim of the College is to help all students grow in “age, grace and wisdom”, in solidarity with each other and the God who loves them. Those who grow in faithfulness to God and to themselves fulfil the spirit of the school motto, ‘fortes in fide’ (Strong in Faith). We believe that the school offers an education that not only prepares young people for life, intellectually and socially, but also grounds them in an abiding belief in the goodness of God and of other people.

Daramalan aims to work with parents in the task of education, creating an environment that reflects the spirit of Christ in a strong and faithful way, and calling forth the best in those who are part of the school. Therefore, the school is a Christian community characterised by friendship and openness, the gospel spirit of freedom, and loyalty and concern for each other. Teachers contribute to this aim and spirit by being people who can share a genuine concern for the values of the school and can be a formative influence by their maturity and professional competence.

Students also contribute to this spirit as they come to share the values of the College, participate in its activities and develop a real concern for other members of the school community, both young and old. Vital also is their sharing in the life of other communities, especially the Church and the family. In this way they will be helped to develop into people concerned for others who are also God’s family.

Parents too are a real part of this community. Their loyalty and support are valued as part of the College spirit. Our hope is that they share its values and also grow into a stronger faith.

Much importance is attached to academic effort. We hope that all students will strive for the level of achievement of which they are capable. The heart of education will always remain a communication of one to another, with qualities of respect and openness and a shared concern for the truth. Although discipline and consequences exist, they are not there for their own sake, but to help the development of self discipline.

To realise these aims, the College strives to be characterised by:

- an attempt on the part of all to show concern and care for one another, especially for the less advantaged;
- a confidence in the capacity of all to show concern for growth and change;
- an awareness of the importance of worship, which unifies and strengthens the school community;
- an attempt to relate schooling to the community and to the society of which we are part;
- an emphasis on clear, informed, unprejudiced thinking;
- participation in College activities and an ability to be gracious in success or failure;
- a continuing relationship with past students, who will always remain in some way part of the school community.

The College will always want to stay open to the spirit of God and trusts in the guidance of God; to examine new approaches in education and give a lead in implementing them; to be tolerant towards people, their points of view and their capacity for critical thought; to recognise the growing independence of the students and their ability to contribute to the school; to offer a style of education that is true to Christ and that values the freedom and worth of the individual.

MSC Vision of Education

MSC schools exist to proclaim and witness to the love of God. They aim to make gospel values real in the lives of young people, their families and the staff who serve them.

With care, compassion and understanding as their hallmark qualities, MSC schools strive to build a community of faith among staff, parents and students. Great value is placed on commitment, trust and acceptance of others in fostering the growth of community.
In the spirit of a loving and supportive family, members help one another grow in knowledge, faith and service.

While aiming for excellence in the search for truth, MSC schools recognise the importance of balanced human development and strive to help the young students to achieve their full potential in all areas of life, and to be ready to show initiative in parish, religious and civic life. They are attentive to the needs and aspirations of individuals, especially of those who are disadvantaged or isolated: mentally, physically, financially, emotionally or geographically.

Staff relate to students with compassion and availability, creating a sense of family which permeates their attitude as professional teachers and caring adults. Staff also relate to each other with the same sense of understanding and care, ministering to each other in an atmosphere of friendship and collegiality.

Staff try to improve their professional appreciation of their work by sharing in prayer and staff development exercises, and participate regularly in programs which enable them to collaborate with greater understanding in the MSC style of education at their school.

Founded on love and built on love, MSC schools offer a vision of hope for humankind, one to which all their members can contribute as they grow strong in faith.

We also understand that the pastoral and academic aspects of College life cannot be separated. All staff at Daramalan strive to provide a quality learning environment where each student is challenged and supported to always give his or her best.

By providing a solid grounding in subject content, we nurture our students to enjoy the learning processes and we encourage every child to take responsibility for their own behaviour and outcomes.

**Enrolment Policy**

At Daramalan, we place strong emphasis on the family nature of the school and we aim to work with parents who share our vision of Catholic education. In our enrolments, we give first priority to brothers and sisters of present or past students and children of past students.

Daramalan is not a ‘regional’ school. Nevertheless, we give priority to Catholic students from local Catholic schools. Whenever possible, we accept non-Catholic students from families who share our vision of education. The family priority system applies equally to non-Catholic families.

The College is non-selective academically. While it is not possible to meet the academic demands of all students, we provide a range of courses that will meet the needs of most students.

No student is refused admission nor loses his or her place because of parents’ inability to pay fees, as long as arrangements are made, in advance, with the Business Manager.

Years 11 - 12 is a two year program and fees are payable for every term even if a student completes the requirements for a Year 12 Certificate in a shorter time than two years.

Students who complete their formal certification requirements by the end of Term 2 in Year 12 are required to participate in a transition program at the start of Term 3, Year 12.

Since January 2010, students are required to remain in an approved educational or training program until they are over 17 years of age or have qualified for a Year 12 Certificate.

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**Daramalan Academic Care Charter**

The Academic Care Charter sets out the vision for education at Daramalan College.

Daramalan is committed to the education of the whole child by providing a curriculum that integrates social responsibility with the specifically Catholic aims of the school.

At Daramalan we understand that effective learning depends on effective relationships; relationships with yourself, your family, your peers and your teachers. Daramalan teachers understand how young people learn and are constantly seeking new ways to stimulate that learning whatever their gifts and talents. Our teachers provide a strong grounding in the skills and content of each subject.
DARAMALAN SENIOR COLLEGE

Introduction

The Curriculum

Daramalan College provides the opportunity for students to gain an excellent education. The curriculum offers a wide choice of subjects, the opportunity for both specialisation and diversity and caters for both the academically inclined student seeking tertiary entrance and the less academic, more practically-minded student who is seeking a broadening of knowledge and experience and some guide to various fields of employment.

Secondary Colleges in the ACT are responsible for their own curricula. Year 11 and 12 courses at Daramalan have been prepared by Daramalan teachers or in conjunction with teachers from other Colleges. These courses have been accredited by the ACT Board of Senior Secondary Studies (ACTBSSS) as being appropriate for senior secondary education.

Most courses are accredited as A or T courses. Courses with T accreditation have been approved by a panel which has at least one representative from a tertiary institution.

In some cases A or T accredited courses may also be accredited as Vocational courses. Such courses provide knowledge and skills directly relevant to a particular area of employment. Some students may also apply to do courses at ANU. From 2014 Daramalan College will begin to implement the Australian Curriculum in Biology. Other Australian Curriculum courses will be delivered as required by the timetable set by the ACTBSSS.

Daramalan also offers a range of Registered or enrichment units that students are encouraged to take in conjunction with their program of studies.

College Life At Daramalan

The Senior College at Daramalan offers an alternative to some other Colleges in the ACT. It offers co-education in a Catholic faith community where social development, academic and religious studies and religious practice are integrated. Student involvement in all aspects of college life and a rapport between students and staff are fostered. Students are encouraged to grow through the responsible use of freedom.

Where students do not have scheduled classes they have the freedom to plan their own study; they are encouraged to use their free time constructively and to incorporate library research into their study programs.

Students are required to meet certain responsibilities in the Senior College. Attendance at all scheduled classes, Year Assemblies and Pastoral Care classes is compulsory. Should a pattern of absenteeism begin to develop, parents will be notified and may be asked to attend an interview with the student’s Pastoral Care Advisor. A failure to attend Religious Studies classes is regarded as particularly serious. Students are counselled if essential work is not being done and parents will be notified should any serious problem develop.

While in uniform, including travel to and from school, students are representatives of Daramalan College. Accordingly, appropriate behaviour is always part of each student’s responsibility to the College. This includes wearing the school uniform according to the College guidelines.

Pastoral Care Advisors would like to be informed of anything significant at home that could have a bearing on a student’s life at school; for example such things as a student being left at home while parents are away for a period, serious and protracted illness and other crises within the family which may affect the student’s studies.

College Pastoral Care

The general organisation of Years 11-12 is managed by a team with particular responsibilities for pastoral care, curriculum and careers matters. This team includes House Coordinators, Pastoral Tutors, Career Advisor and Assistant Principals.

Information, advice and counselling are available from various members of this Team; students and parents are encouraged to obtain assistance from staff.

All students meet daily with their Pastoral Tutor and are kept informed about College matters.

A structured pastoral care curriculum which focuses on student mental well being, positive thinking, study skills, careers and self esteem is an important part of our pastoral care program.

The Assistant Principal Pastoral Care (Years 10-12) in the College is in charge of student welfare and enrolments and the Assistant Principal Curriculum (Years 11-12) is in charge of studies and curriculum matters.

House Coordinators support the Assistant Principals in providing pastoral care services to all the students in the Senior College.

Pastoral Tutor Groups are House-based in Year groups. On entry to Year 11, continuing Daramalan students remain in their House and new students are then placed in a House.

The eight Pastoral Tutor Groups correspond to the eight House groups of the college. Participation in sport, academic and extra
curricula activities is encouraged within these groups as a positive means of earning House points and developing House Spirit. It is important that parents identify their child’s **House Coordinators** who is usually the first point of contact regarding absences, illness, studies and other matters of concern.

The **College Careers Advisor** is also a member of the College Pastoral Care Team. The **Careers Advisor** provides guidance and information on such matters as further study, job selection and tertiary entrance requirements. He/she also coordinates the college’s Work Experience program, an annual Careers Expo and other Careers Education activities and posts a weekly Careers Newsletter on Daranet. There is a display area where careers material may be accessed and information is available about requirements for entry to tertiary institutions. Personal counselling and assistance with online searches is also available to students. Each Year 12 student attends an interview with the **Careers Advisor** before the end of Term 3 to ensure individual pathways are discussed before leaving school.

Professional counsellors employed by Centacare are available to students and parents on an individual basis for counselling and they also provide preventative programs to students and parents. Counsellors can be contacted through the school or through Centacare on (02) 6295 4300.

In order to provide students with the best possible advice and support there is a strong emphasis on a team approach by the Staff in the College. **House Coordinators** refer students to other members of the team such as the **Assistant Principal Curriculum** or the **Careers Advisor** so as to make the best use of the extensive skills and information available from all the staff in the Senior College.

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**Daranet**

The Daramalan Intranet, Daranet, is the Daramalan community’s own protected and private environment which can be accessed from school or home.

Daranet is designed to provide access to school information and resources while reflecting the academic life and culture of the school and its community.

School administrators use Daranet to electronically publish administrative information, news and events to parents and the community. For example, “Daranews”, our school newsletter, can be accessed from Daranet. Teachers and curriculum leaders use Daranet to electronically publish their curriculum programs for their students while providing access to a broad range of online curriculum resources.

**E-Library** is a rapidly expanding collection of on-line resources relevant to the curriculum.

A student can view information that relates to their daily programs and the day-to-day operation of the school. All homework details, assignment information, assessment task schedules and non-book resources are available from the school computers or the home computer’s connection to the Internet. Students may participate in online discussions and download relevant information from Daranet.

Parents may view information that relates to their child/ren. They may view documents placed in the bulletin, news or events area of Daranet that have been published for parent access. A parent may participate in online discussions and download relevant information from Daranet. A parent can view documents in Daranet which have student/parent view document security.

**Accessing Daranet**

At school, the Daramalan Intranet login screen is set as the Daranet home page. Students click on the Internet Explorer icon and the Daranet login screen is launched. The student is asked for a user name and password, which are the same as their school PC network login details.

Externally, Daranet can be accessed by typing <http://lp.daramalan.act.edu.au> into the address line of an Internet browser. This will take you to the Daranet login screen. There is also a link from the Daramalan College website at <www.daramalan.act.edu.au>

Again, the user name and password, are the same as the student’s school PC network login details.

Parents/Guardians are issued with their own user name and password with which to access Daranet and follow a link to their child’s information.

A feature of Daranet is the access to **Atomic Learning and Study Skills Handbook** for all students and parents. These provide tutorials on a range of subjects on demand.

Each student is presented with a customised page showing information relevant to him or her. My Day shows the student’s daily schedule. My Classes is a listing of their classes. Each class links directly to the class page, with listing of resources and materials.

Please direct enquiries about Daranet to <daranet@daramalan.act.edu.au>
Information Centre

Effective use of the Information Centre will be an important factor in achieving success in College studies.

Extensive library and resource services are provided by the Daramalan Information Service in the Uhr Information Centre combining High School and College libraries as well as audio-visual and computer services. College students are welcome to use the Centre at any time during the school day for private study.

There is a Senior College section which has been specifically established to support the Years 11 and 12 curriculum and students will find that it has resources relevant to their units of work.

Teachers will periodically book classes into the Centre for specific instruction or research. There are six class spaces available. The Information Centre is staffed by trained teacher librarians and para professional staff.

The Uhr Information Centre is open every school day from 8.15 a.m. (closed only recess Monday). All library resources including reference books and periodicals may be borrowed and an extensive reserve system operates for specific assignments.

There is provision for private study and for class use. We strive for an atmosphere conducive to effective study in the Information Centre – a quiet room is available for those who prefer silent study.

The Information Centre has an automated catalogue covering all 150,000 resources including audio-visual, textbooks and websites.

Borrowing is via ID cards. An extensive network of outside sources of materials has been established and is available to students on request. In addition to normal borrowing, a short-term loan system has been developed for materials in demand. The cooperation of students in the prompt return of items ensures a fair access to resources. Students may borrow video and AV equipment for class work.

Electronic resources are available via 40 OPAC work stations and a computer room housing 24 computers exclusively for students. On-line databases and encyclopedias are available for school and home use. Daranet, the school intranet, provides access to classes, assessment outlines/items and bulletins and is also accessible from home. A comprehensive periodical collection of 220 subscriptions is accessed via electronic indices. A substantial fiction collection encourages wide reading.

Internet resources are available through the library software, catalogued like any other resource. Teacher Librarians will assist with provision of authoritative sites either by cataloguing or instruction. Internet use via eight computer laboratories is available under teacher supervision.

Reading and learning is supported with the use of e-book readers, iPods and audio books.

100 laptops are available for senior students to use in the Information Centre or borrow as any other resource after signing the laptop user agreement. These connect via a network throughout the school. The network acceptable use policy is available on Daranet. Inappropriate use by any student will result in the loss of access to Internet and network resources.

All students are given an orientation to the service and are always encouraged to ask the staff for help in using the Information Centre and its resources.

Reporting Student Progress

Parents are provided with two formal sources of information on the progress of their child.

(i) At the end of each Semester a written report is mailed home. This consists of an academic report that contains detailed feedback on the student’s application and achievement in each subject studied. A brief Mid-Semester Progress Report is also mailed home at the end of Terms 1 and 3.
(ii) Parent/Teacher interviews are held twice per year at which all teaching and pastoral care staff are present for personal discussions regarding a student’s progress.

Other Contacts With Parents

For routine matters such as a student’s failure to submit assignments and absenteeism from class, parents will receive notification through the post from the class teacher. In other circumstances, parents may be phoned directly by the student’s House Coordinators or teacher.

Both of these procedures are to keep parents informed. If the situation becomes serious, parents may be asked to come to the school to meet with the House Coordinators and possibly with the Assistant Principal Pastoral Care or Assistant Principal Curriculum.

Attendance

It is school policy that students attend all timetabled classes. If a student is absent from school or from any class with a reasonable explanation, parents are expected to write an explanatory note to the student’s Pastoral Tutor on the day of return to school outlining clearly the reason for the absence. The Pastoral Tutor or House Coordinator will then issue the student a green slip which should be shown to all class teachers so that explained absences
can be recorded. Absences from class must be explained within a reasonable time-frame, usually within 2 weeks of the student’s return to school.

It must be pointed out that it is the school, not the parents, who have been given the responsibility to judge whether an absence is sufficiently justified. Should the school judge that the reason does not justify the absence, then it is obliged to record it as an ‘unexplained absence’ (e.g. a family holiday out of normal term breaks would not usually be considered an ‘explained absence’).

The school expects that students will make appointments outside of school time where this is possible e.g. driving lessons, physiotherapy appointments, etc.

The College’s Semester and Mid-Semester Reports show the number of explained and unexplained absences. An unsatisfactory attendance record in a standard unit will lead to a non-assessable outcome for students. It is important to note that six or more ‘Unexplained’ absences will lead to the student receiving a V (Void) grade for the Semester Unit. This may have serious implications for the award of the Year 12 Certificate as well as for the completion of requirements for university entry for T students.

**Leave**

The Principal may approve for a student to take leave during the school term.

The ACT Board of Senior Secondary Studies outlines clearly the need for students to meet both attendance and assessment requirements in order to be awarded a unit of study.

The BSSS sets out procedures for dealing with students who suffer illness or misadventure but under the BSSS rules there is no special consideration available for family travel taken during term time so families of Year 11 and 12 students should avoid planning holidays during term time as this can have a detrimental impact on the student’s studies and may jeopardise their ability to qualify for a Year 12 Certificate and/or an ATAR.

The College is not able to waive assessment items for students going on family holidays and all Board of Senior Secondary Studies attendance and assessment requirements need to be met.

**Process for Students Applying for Approved Leave**

1. Requests for leave of 5 days or more during the school term must be made by parents. Leave requests should be made in writing and submitted to the Principal.

2. The Principal will respond in writing to the parent, indicating whether or not the leave is approved.

3. If leave is approved, the student is to see the Assistant Principal Curriculum to discuss any assessment issues. The Assistant Principal Curriculum will issue the student with a form titled Assessment Arrangements for Students on Approved Leave.

4. The Pastoral Care Advisor or House Coordinator will notify relevant teachers about the student’s leave on email.

5. The student returns the ‘Assessment Arrangements for Students on Approved Leave’ form to the Assistant Principal Curriculum. The Assistant Principal Curriculum provides a copy of the form to the student’s Pastoral Care Advisor or House Coordinator.

**Sport**

Opportunities to become involved in Daramalan Sport are numerous. The College enters teams in the following competitions: Associated Southern Colleges (ASC); ACT Secondary School Sports Association (ACTSSSA); Northside Zone. These competitions are open to various schools within Canberra; the ASC involves non government schools while the ACTSSSA and Northside involves government schools.

Participation for the school in extra curricular sport is strongly encouraged and recommended. If Daramalan offers the sport that you play it is compulsory for you to play for the school team. Students must seek an exemption from the Sports Coordinator before you play for a team outside of the school. Team sport provides an excellent avenue for meeting new people and for fostering school spirit, especially for new students to the school. The Sports Department also organises Inter-house Sport at lunchtime between the eight Sporting Houses. This involves several lunchtimes and a variety of activities.

**Sports Offered**

Sports that operate on a seasonal basis as Daramalan club sports, include; Basketball, Cricket, Hockey, Netball, Rowing and Rugby.

Daramalan also offers opportunities to represent the school in knockout competitions in a range of sports including: Athletics, Swimming, Cross Country, Football, Touch, AFL, Softball, Tennis, Triathlon, Cycling, Squash and Equestrian.
Daramalan Awards

Student achievement is acknowledged in an annual Awards Ceremony in the following categories:
- Academic Excellence
- Subject Performance
- Application and attitude to studies
- Sport
- Leadership
- Community Service and Co-curricular

Socials

Social functions, organised by the Senior Student Committee, are held at Daramalan and supervised by the staff. They are only for Year 11 and 12 students who are presently enrolled at Daramalan. The Senior Committee is comprised of the two College Captains, four Vice-Captains and four Year 11 representatives elected by the respective years.

Attendance at social functions is voluntary. Parents should realise that we do not demand students stay the whole time, but if they leave, they may not return. We do however, note times of late arrivals and early departures and this information is readily available to parents who wish to phone the Assistant Principal Pastoral Care.

POLICY MATTERS

Leaving School Grounds

Students are required to attend Pastoral Tutor sessions at the beginning of each day. Year 11 students are permitted to leave the school grounds from lunchtime onwards.

Year 12 students may leave the school grounds at anytime when they are not scheduled for a class.

Smoking

Students are not permitted to smoke at school or in public while in school uniform. A QUITS program may be offered to students who wish to make the effort to give up smoking.

Other Drugs

The use of alcohol and other drugs will incur severe penalties as outlined in College Policy documents.

Use Of Motor Vehicles

Year 12 students are able to park on school grounds if they obtain a permit, as student parking on school grounds is very limited and is considered a privilege which will be withdrawn from individuals for careless, thoughtless or dangerous use of a vehicle or incorrect parking.

Students who intend to leave the college before Period 4 should ensure they park off the College grounds. No students are to exit the carpark before this time.

Uniform

Students are required to wear the full College uniform which is available for purchase from the College’s Uniform Shop (with the exception of school shoes.) School shoes for both boys and girls must be flat black lace-up standard school shoes.

Fees

Fees in Years 11-12 at Daramalan are charged on a two year basis. If a student completes the required minimum number of units for the award of a Year 12 Certificate in less than two years (e.g. by July of Year 12) and decides to leave school, full fees for Year 12 are still payable.

Conduct

Students are expected to conduct themselves in a manner appropriate to a workplace at all times. There is a ‘hands off’ rule that applies to all students at school and at any other time they are in uniform.
**Textbook Department**

When students are issued with text books from the Textbook Department the following guidelines must be observed.

- Once text books are issued the borrower has sole responsibility over these books. The condition of books is monitored on issue and return.
- Each text book is numbered and bar-coded.
- Students who do not return text books on time may be charged a late fee until books are returned or paid for. Lost textbooks must be paid for at current prices.
- Students returning damaged books will be charged the cost of the book's replacement at current prices.
- Text books returned will only be credited to the student to whom it was issued.
- Any books left in a classroom are left there at the student’s own risk. Teachers cannot accept responsibility for students' text books.
- Note: All text books required for Daramalan subjects are supplied to students with the exception of dictionaries, calculators and art diaries which are for sale from the Textbook Office during school hours. A wide range of stationery items are for sale during school hours.

**Canteen**

The Senior College has its own canteen which provides lunch and refreshments for students throughout the day. (8.30 a.m. to 1.15 p.m.)

**ID Cards**

All new students to Daramalan will be issued with an ID card. A cost will be charged for any ID cards that need to be re-issued.

**Bus Cards**

*MyWay* Cards can be obtained from local agencies.

**CHOOSING A STUDY PACKAGE**

**Explanation Of Terms**

**Standard Unit**

A standard unit is a program of study organised around a particular theme and offered over a minimum of 55 hours of timetabled lessons. At Daramalan most units are of Semester length.

**Course**

A course is a set of standard units from a subject area which are related to each other in a coherent way; for example, the Physics course consists of four Semester-length units.

**Length of Courses**

The number of standard units completed determines the length of a course. A course may be studied either as a ‘minor’, ‘major’, ‘major minor’ or ‘double major’.

- **Minor Course**: Completion of two or three standard units of a course.
- **Major Course**: Completion of four or five standard units of a course, that is, studying it for all of Years 11 and 12.
- **Major Minor Course**: Completion of six standard units of a course. This would usually require the student to complete two units per Semester for two of the four Semesters of Years 11 and 12.
- **Double Major Course**: Completion of eight standard units of a course. This would usually require the student to complete two units in each of the four Semesters of Years 11 and 12.

*Major Minor and Double Major not available for all subjects.

**Course Frameworks**

Course Frameworks are curriculum documents that provide the essential basis for the development and accreditation of the courses within a designated subject area which are taught in ACT Colleges. They provide a common basis for assessment and reporting of student outcomes in courses written under the framework.

**ACT Year 12 Certificate**

This certificate is issued at the end of Year 12 to students who have completed an approved program of studies in Years 11 and 12. The certificate records the units completed and achievement grades. The minimum requirement is the completion of 17 standard units and at least three, A, T, M or H minor courses.
T Package

A ‘T’ Package is a package of courses which allows a student to obtain an Australian Tertiary Admission Rank (ATAR). A student wishing to enrol at university must complete a T package and gain a satisfactory ATAR.

Australian Tertiary Admission Rank (ATAR)

An ATAR allows students to apply for admission to university. The ATAR is used by universities to assist in the selection of school-leavers for entry to their undergraduate courses. It is a percentile ranking. For example, an ATAR of 80 indicates a performance better than 80%, or in the top 20% of the cohort.

Tertiary Entrance Statement

Students who complete a T Package are awarded a Tertiary Entrance Statement in addition to the Year 12 Certificate. The Tertiary Entrance Statement reports the student’s Australian Tertiary Admission Rank (ATAR) and information on the T courses the student studied.

Pre-requisites

The descriptions of courses in this booklet indicate that entrance into some units requires either previous study up to Year 10 level (or equivalent) or the prior completion of particular units (pre-requisites) in the course.

The ACT Board of Senior Secondary Studies (ACT BSSS)

The ACT BSSS, also known as the Board, is responsible for the certification of Year 11 and 12 studies in the ACT. (Website: www.bsss.act.edu.au)

Useful publications available on the BSSS website and from colleges are:

• What Certificates Could You Obtain?
• What’s the AST?
• What’s the ATAR?
• Your Rights to Appeal.

ACT Scaling Test (AST)

In September of Year 12, students in the ACT who are doing a T Package must sit the ACT Scaling Test (AST).

The AST is a test of general scholastic ability that aims to measure a student’s capacity for tertiary study. Students sitting the AST are required to perform three distinct tasks:

Multiple Choice Test. This test comprises 80 questions in 2 hours, 15 minutes. The multiple choice questions are based on a variety of material drawn from the Humanities, Social Sciences, Sciences and Mathematics and measure a student’s ability to reason, comprehend, interpret and make inferences from a variety of verbal and quantitative material.

Writing Task. The writing task requires a student, in a two and a half hour testing session, to produce a written response of approximately 600 words. A clear argument on the major issue raised by the stimulus material provided must be presented.

Short Response Test. This is a 1 hour 45 minute test of thinking and reasoning, and students will be asked for interpretation, explanation and justification of a point of view. The stimulus material may be a prose passage, a quotation, a graph, a table containing words or numbers, a poem, a picture or a map or any combination of these. The major elements in the test will cover the following: comprehending and interpreting, dealing with information, thinking critically, drawing conclusions, solving problems, and evaluating and responding. There will be several questions and the material will be drawn from a wide variety of subject areas, but is not aimed at subject specialists and should be accessible to all senior secondary students. Responses will vary in length from a few words to a paragraph.

Year 11 and Year 12 T students will be expected to attend the AST practice tests as outlined in the Daramalan Calendar.

Course Classifications

There are a number of classifications of courses available at Daramalan. The type of courses a student chooses is an individual decision based on the student’s ambitions, interests and abilities.

(T) Courses

T Courses are the most academically demanding courses offered. Scores gained in these courses can be used in the calculation of an Australian Tertiary Admission Rank (ATAR). These courses are considered a good preparation for university education.

(A) Courses

A Courses, though less demanding than the T Courses, are approved by the ACT BSSS as educationally sound and appropriate to students studying in Years 11 and 12. Scores gained in these courses cannot be used to calculate an ATAR.

(M) Courses (Modified)

M classification is given to an A course which has been modified to provide appropriate educational outcomes for students who meet specific disability criteria.

(V) Courses

A vocational (V) course leads to a Vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF). The content of the vocational program is based on the competencies defined in the relevant Training Package and follows the
requirements of the Australian Quality Training Framework (AQTF). Vocational programs accredited by the ACTBSSS may be classified as A, T or M.

V courses are designed to provide knowledge and skills directly relevant to a particular area of employment.

(H) Courses

H classification is given to a Year 11 and 12 course which is designed and accredited by an Australian higher education provider and where successful completion of the course will be recognized towards an undergraduate degree and the ACT Year 12 Certificate. H courses may contribute to a student’s ATAR calculation. If the student has completed insufficient H units to form a course, the units may be included in the home college course in the same course area but do not contribute to the course score.

(R) Units

R Units are recreational, sporting and leisure units that are strongly recommended to complement the academic courses a student selects. Involvement in other College activities, (e.g. sport, band, community service) can also be credited as Registered Units.

Choosing Subjects

As the successful completion of the Year 12 Certificate is so important to the later career prospects of students, it is essential that careful thought be given when choosing a pattern of study, to find courses most suitable for your needs. In making this decision, the following points should be considered

- Do you need to study particular courses in preparation for the vocation you are considering?
- Are there requirements for admission to a particular course you are considering studying?
- It is important to choose units/courses that relate to your interests and abilities; students who choose subjects because they ‘need’ them rather than because they like them, usually do not achieve as well.
- As the ACT system was designed to be flexible, your score in any T course may be used towards your Australian Tertiary Admission Rank. All T subjects have equal standing.
- Avoid overloading yourself. Choose the proportion of T and A courses that you can handle. Students who struggle academically are advised not to select a course package containing only T courses.
- Avoid over-specialisation. The best preparation for a place in modern society is a broad and general education, so you need to keep your options open. Students who do well at university are people who are able to think critically, who can write and speak with coherence and intelligence and who have an understanding of the world and their place in it. Similarly, advancement in the workforce is more likely for those who can speak, read and write with ease and confidence and who have a useful general knowledge of their world.
- Students should also consider courses in a TAFE institution at the completion of Year 12. TAFE Courses are valuable qualifications in their own right and some Associate Diploma Courses can provide credit towards a degree at a University. The Canberra Institute of Technology (CIT) is a valuable alternative for post-college education and unless there is a reasonable expectation of succeeding in four T courses, students are best advised to opt for a non-T package. Across the ACT system, about 60% of students take a T package. The top 35% of students are likely to be offered a place at a local university. With these figures in mind, students must decide if it is realistic for them to attempt a T package.
- Students aiming for a satisfactory ATAR will generally need to be scoring highly in their Courses and Units and consistently achieving A and B grades.
- Seek the advice of your current teachers, particularly those experienced in teaching Years 11 or 12.

Course Selection Requirements

Each student at Daramalan College is expected to show a commitment to the study program which she or he selects and should attempt courses appropriate to their needs, abilities and interests.

Students are to be enrolled in a minimum of six courses in Year 11 and a minimum of five courses in Year 12.

Students are required to undertake a course in Religious Studies which may be taken as a major or minor course. Students who elect the Religious Studies minor will complete the course in Year 11.

Completion of a major course in English is compulsory.

Students completing an ASBA (Australian School Based Apprenticeship) may be permitted to study a reduced subject load, with the approval of the Director of Vocational Education.

A ‘T’ Package can include one or, at most, two ‘A’ courses.

Students should attempt courses that provide them with the greatest opportunities and with the optimum learning experiences (i.e., at the highest level at which they can be successful).
Any variation to these requirements must be negotiated directly with the Assistant Principal Curriculum and would only be approved in exceptional circumstances.

Possible Course Patterns

After choosing to enrol at Daramalan College, a student must then choose a package of courses to follow throughout Years 11 and 12. The package chosen may be either a T Package leading to the award of a Year 12 Certificate and an Australian Tertiary Admission Rank or an Accredited Package leading to the award of a Year 12 Certificate. Within both packages students may also obtain Vocational Certificates. Students must make a decision concerning the number and level of units (T or A) they intend completing in the college as well as the number of majors and minors they require. While this is an individual matter of choice, there are ACTBSSS requirements that students must follow depending on the study package they have chosen.

ACT Year 12 Certificate

A student will qualify for the award of a Year 12 Certificate on completion of an educational program approved by the college as having provided a coherent pattern of study and which includes a minimum of 17 standard units or the equivalent. Of these 17 units, a student must complete a minimum of 3 A, T, M or H Minors. *(An example of the Year 12 Certificate is included at the end of this section – Appendix 1).*

Secondary College Record

This record is available to any student who has completed at least one unit. It will be made available on request to students leaving the College, seeking employment, changing colleges or moving interstate, as well as to students who may be continuing at Daramalan College. This Secondary College Record will report the units completed by the student, grouped in courses and where appropriate, it will report the unit grades. *(An example of this record is included at the end of this section – Appendix 2).*

Tertiary Entrance Statement

This statement records the student's performance in all T courses and reports “scaled course scores” for each course. The statement also reports the student's Australian Tertiary Admission Rank (ATAR). *(An example of a Tertiary Entrance Statement is included at the end of this section – Appendix 3).*

To be eligible for an ATAR in the ACT, students must satisfy the following conditions:
(i) Applicants must complete a minimum of 20 standard units or equivalent.
(ii) Of these units, at least 18 must be A or T units.
(iii) At least 14 units must be comprised of at least 3 major courses and at least 1 minor course, all at T level.
(iv) These units may be made up in either of the following patterns, or in other patterns with no fewer major and minor courses than these:
   (a) 4 major courses and 1 minor course
   OR
   (b) 3 major courses and 3 minor courses
   (v) The student must sit the ACT Scaling Test (AST) in Year 12.

**ATAR calculation**

The ATAR calculation is based on a score that is derived from the student's:
- **Best 3 T majors, plus 0.6 of the next best T course, be that a major or minor.**

A student's entry to a particular tertiary institution or faculty is generally determined by whether she/he can achieve an Australian Tertiary Admission Rank required for entry to that University or Faculty. The entry ATAR varies according to particular courses and institutions across Australia. Entry to a course may also depend on subject pre-requisites and assumed knowledge for the particular tertiary course.

It is the student's responsibility to be informed about the requirements of their intended study pathway.
CIT Courses

The CIT has quite detailed and specific Entry Requirements and Selection Criteria for their courses. It is advisable that students entering Year 11 consult the CIT website and/or discuss requirements with the Careers Advisor.

Entry to the CIT does not require an ATAR, but some of their courses have, as part of their selection criteria, ‘T’ Majors studied in Years 11 & 12.

Tertiary Study

Admission to tertiary courses is generally gained by a satisfactory Australian Tertiary Admission Rank (ATAR). For the 2014 intake, for example:

(i) The Australian National University considered applicants with ATARs ranging from 80.00 upwards.
(ii) The University of Canberra considered applicants with ATARs ranging from 65.00 upwards. Detailed information on the Australian Tertiary Admission Rank and pre-requisite subjects can be obtained from the Careers Advisor.

Some University courses also assume specific subjects have been studied in Years 11 and 12, particularly Mathematics, Physics and/or Chemistry.

For students who think they may wish to go on to University and who are of above average ability, but do not know which course of tertiary study to undertake, a broad selection of subjects is recommended. For example:

• a major in T-English
• the highest level of Mathematics manageable (a major/minor in Mathematics is recommended for any tertiary course that is Mathematics based.)
• a major in Physics and/or Chemistry (because they may be pre-requisites or at least assumed knowledge for some courses.)

This combination of subjects will allow most university courses in the sciences or humanities to be followed. However, not all students hoping to go on to university are capable of the higher levels of Mathematics or of satisfactory results in Physics or Chemistry. Students should therefore seek further advice in choosing subjects for study in Years 11 and 12.

The Work Experience Program

Daramalan College recognises that students can benefit from experience within the work place. Work experience placements can assist students to make career decisions, gain skills and develop a greater understanding of the relevance of their studies to their careers post-school ambitions and prospects.

The College offers work experience industry placement as a registered Unit in Years 11 & 12. A student will be awarded 0.5 points per 30 hours they complete of unpaid work experience. The placement will be recognised if it has been registered with the Careers Office prior to the placement.

The responsibility of securing a placement lies with the student with the school providing Public Liability and Accidental Insurance coverage to the student whilst they are in the work place. Any student, including those working towards University entry, can register to undertake work experience in a week that does not interfere with their studies, e.g. during school holidays or in the last week of the Semester while there are no classes after the examination week.

Further details of the work experience program are available from the Careers Advisor.

Vocational Education

Daramalan College is a Registered Training Organisation certified to deliver Vocational Education. Courses leading to additional qualifications i.e. Nationally Recognised Certificates (I & II) offered are:

• Textiles and Fashion (Technology & Design)
• Automotive Technology (Technology & Design)
• Business Administration (Business Studies)
• Hospitality (Food Science)
• Furniture Construction (Technology & Design)
• Metal Engineering (Technology & Design)

Details of these courses can be found under the Departments listed next to the course.

All students can include one or more vocational courses in their package. Some Vocational Courses require a one or two week placement in Industry. These courses are not ‘easy options’ and involve more work than other Accredited courses due to their work-ready component.

Whether you are an Accredited student or a Tertiary student it is advisable to undertake work placements after exam week. For example, Week 19/20 Semester 1 or Week 17/18 Semester 2, or alternatively during the school holidays. Once you have committed to a placement you must see it through as a lot of time and effort goes into organising placements.

Repeating Students

Special BSSS rules apply for students repeating in Years 11 or 12. Acceptance of students for a repeat year is only possible in exceptional cases and through written application to the Assistant Principal (Welfare).
Course Pattern Changes

Changes to Course Patterns in Semester 1, Year 11: Students who make inappropriate subject choices at the start of Year 11, may be permitted to enter or leave a course in the first two weeks of Semester 1. Thereafter, apart from exceptional cases, changes to subject selections will not be permitted until the beginning of the next Semester.

Students must discuss any proposed changes to course patterns with their parents and House Coordinator. This is particularly so in the case of a subject change that would impact on the type of package studied (i.e. Tertiary vs Accredited package). A Unit Entry/Withdrawal form with written parental consent must be submitted to, and approved by, the Assistant Principal Curriculum before a course change can occur.

Certification - Samples

See Appendix 1 - Year 12 Certificate
See Appendix 2 - Secondary College Record
See Appendix 3 - Tertiary Entrance Statement
See Appendix 4 - Vocational Education Training Certificate

Choosing Courses (Summary)

Although the College provides counselling and advisory services to assist students in career and course choices, it is the student’s responsibility to ensure that courses and units selected are appropriate to their further needs.

To ensure these outcomes, students should:

- ascertain vocational requisites and relevant prerequisites before establishing a course pattern
- check that the chosen package meets the requirements of this College and of the Year 12 Certificate
- ensure that additional requirements for entry into tertiary institutions are met where a student intends to proceed to further study
- ensure that the Assistant Principal Curriculum is consulted before any change in course, even when that change is to a different level within a course
- ensure that changes are only made after consultation between the student, parents, the House Coordinator and the Assistant Principal Curriculum.

The Assessment Process

Assessment of a student’s achievement in a unit is determined by the aggregation of performance in several assessment tasks. In Tertiary level courses these tasks provide a set of scores which discriminate between students. Common practice is that from three to five assessment tasks are set within each semester unit.

Unit Outline

For each unit of study, by the end of the second week following commencement of the unit, students will have access to an electronic copy of a Unit Outline that states:

- Course name
- Unit name
- Unit value
- Date (Semester, Year)
- Summary of the content to be studied
- Assessment tasks
- Assessment criteria
- Dates on which the assessment tasks are due
- Weighting of tasks
- VET Competencies (For vocational programs)
- Training Package qualification name (For vocational programs)

The Unit Outline must also include where the following information relevant to the unit can be readily accessed* by the student:

- Grade descriptors
- Moderation procedures (internal and external)
- Meshing procedures where required
- Method of unit score calculation
- Penalties for late and non submission of work
- Appeals processes
- Plagiarism penalties
- Course information, including any course requirements and pre-requisites

Assessment

Introduction

In Years 11 & 12, Daramalan College operates under the policies of the ACT Board of Senior Secondary Studies with regard to assessment procedures and Year 12 Certification.

Some of its general characteristics are:

- Continuous Assessment: All senior studies are organised around units of work. Each college assesses its students on a regular basis within each unit. Assessment items may include assignments, essays, excursion reports, practical work, oral presentations and tests.
- Consistent Work: Since all units count towards the Year 12 Certificate, the system rewards steady and consistent workers over both Years 11 and 12.
- Regular Home Study: Most courses in the Senior College are assessed by means of long term assignments and examinations rather than pieces of home work each night. This requires students to plan a program of study for the entire Semester. If a student wishes to perform optimally, she/he should do at least 12 to 15 hours of home study per week.
• Procedures for calculating course scores
(* This information can be made available to
the student in a handbook (hard copy and/or
electronic) and/or hardcopy on a locked notice
board and/or on a website.
Where the delivery of the unit is through
flexible learning, the Unit Outline must state
how the delivery and participation will occur.
The published Unit Outline may only be varied
by the teacher in exceptional circumstances in
consultation with the classes concerned and
the Subject Coordinator. All changes to a Unit
Outline must be made in writing. If
appropriate, the student should also receive a
Training Record Book for vocational programs.)

Assessment Tasks
For each assessment task specified in the
Unit Outline, students are to receive clear
statements about what is required and under
what conditions it will be undertaken, and the
assessment criteria/marking scheme.
This includes:
• Course Title
• Unit Title and Value
• Due date or time allowed, as appropriate to
the task
• Weighting, as specified on the Unit Outline
• Clear instructions regarding the nature of the
task
• Clear statement of conditions under which
the task will be undertaken
• Explicit criteria for assessment and/or
marking schemes
• Reference to BSSS policies on penalties for
late submission and plagiarism
• Where work is completed out of class,
reference to the requirement for the student to
include a statement that the work presented
is their own
• Clear statement where competencies are
attached to specific questions or aspects of
the task (VET only)
These details will normally be specified
on a task sheet for out of class assessment
instruments or on the test/exam.

Unit Grades
Daramalan College awards students a Unit
Grade for each unit completed. These grades are
reported in the Semester Report, issued at the end
of each Semester, and on the Year 12 Certificate.
Grades are determined by comparing students’
work to the grade descriptors in the current
Course Framework document which can be
accessed on the ACT Board of Senior Secondary
Studies website. www.bsss.act.edu.au
A copy of the unit grade descriptors is
distributed to students for each unit in which they
are enrolled at the beginning of the Semester. In
general terms, grades in each Course Framework
are based on the following definitions:
A - awarded to students who have
demonstrated a very high level of
knowledge and understanding of the full
range of concepts and principles of the
unit. They have shown evidence of a very
high level of cognitive and practical skill in
a wide range of assessment situations.
B - awarded to students who have
demonstrated a high level of knowledge
and understanding of the concepts and
principles of the unit. They have shown
evidence of a high level of cognitive and
practical skill in a range of assessment
situations.
C - awarded to students who have
demonstrated a sound level of knowledge
and understanding of the basic concepts
and principles of the unit. They have
shown evidence of a sound level of
cognitive and practical skill in most
assessment situations.
D - awarded to students who have
demonstrated a limited knowledge and
understanding of the basic concepts and
principles of the unit. They have
shown evidence of a limited level of
cognitive and practical skill in assessment
situations.
E - awarded to students who have
demonstrated a very limited knowledge
and understanding of the basic concepts
and principles of the unit. They have
shown evidence of a very limited level of
cognitive and practical skill in assessment
situations.
P - Satisfactory achievement in an R unit.
U - Unsatisfactory achievement in an R unit.
V - awarded to students who have not met the
attendance and assessment requirements
of the unit. The unit does not count
towards the student’s study package and
will not be included on the ACT Year 12
Certificate.
S - awarded when a student has been granted
‘sstatus’ for a unit. Status is typically
awarded to students who have been unable
to complete the unit through illness or
misadventure and the college has not had
enough evidence to award a grade.
R - awarded to students for study they have
completed at a school outside the ACT or
overseas.

Unit Scores
The Unit Score indicates the student’s
achievement relative to others studying the
unit. Usually this score will be between 40
and 100. However, because of standardising
procedures, scores above 100 are possible
where a student’s performance is quite
outstanding compared with the rest of the group. Unit scores are reported on the Daramalan Semester Report. In T courses, unit scores are used to calculate Course Scores at the end of Year 12.

Z Scores

The z-score indicates how many standard deviations a student’s score is above or below the mean. For example, a z-score of 1.0 indicates that the student has achieved a result that is one standard deviation above the mean. Two of the most important pieces of information for a student are the rank and z-score that they achieve in each subject each semester because they give an indication of where the student stands in relation to other students in a scaling group.

Unit Score Calculation

Daramalan College follows the procedures set down by the ACT Board of Senior Secondary Studies for the calculation of unit scores. These procedures are used to ensure that unit scores are comparable from unit to unit throughout the course and across courses in a Scaling Group.

Unit scores are calculated in Scaling Groups. A Scaling Group may include only one course or a number of courses, depending on the number of students enrolled in the courses. The unit outline will indicate the scaling group that the course belongs to and the procedures used for the moderation of assessment results.

How are the unit scores calculated?

1. During the semester, students receive marks for assessment items. The weightings for these assessment items are detailed on the unit outline.
2. The results of each assessment task are then added using the appropriate weighting to give an overall total score and z-score for the unit.
3. The overall z-score is then standardised or back scaled to produce the unit score. This score is the final unit score that is reported on the Daramalan College Semester Report.
4. For the first unit of Year 11 the final unit scores for each scaling group are calculated by standardising results to a mean and standard deviation that are derived from historic parameters. The parameters for each scaling group are set by the Assistant Principal Curriculum in accordance with ACTBSSS policy. The parameters are not necessarily the same for each scaling group.
5. In subsequent semesters, the final unit scores in a scaling group are calculated by back scaling results to the mean and standard deviation of the previous semester’s results. However, results of students who have withdrawn from the scaling group are not included in these calculations.

Moderation Procedures

Moderation is the means whereby standards of achievement are cross-referenced with other classes within a scaling group. All teachers teaching units within the one scaling group will work together during the semester to ensure that there is a common standard of assessment for all students in that scaling group.

Course Scores

At the end of Year 12, students are awarded a Raw Course Score for each T Course completed. These scores indicate the relative ranking of students within a Scaling Group and are not designed to show a level of achievement in a course.

How are the course scores calculated?

For all course types (minor, major, major/minor, double major), ACTBSSS policy stipulates that Raw Course Scores are calculated using the 80% rule. That is, the best 80% of available unit scores are used to calculate the Raw Course Scores. These scores are calculated in the ACTBSSS database. An exception to this rule applies if the course includes Status or Recognition units, in which case the Raw Course Score is determined by calculating the average of the available unit scores.

Following are examples of Raw Course Score calculations using the 80% rule.

Minor Courses: Raw Course Scores are calculated as follows.

a) If two units have been completed, then the best 1.6 units are used and averaged. For example, if the unit scores were 78 and 82, then the course score is calculated as follows: 
\[(82 + 78 \times 0.6)/1.6 = 80.5\]
b) If three units have been completed, the best 2.4 units are used and averaged. For example, if the unit scores were 75, 83 and 85, then the course score is calculated as follows:
\[(85 + 83 +75 \times 0.4)/2.4 = 82.5\]

Major Courses: Raw Course Scores are calculated as follows.

a) If four units have been completed, the best 3.2 units are used and averaged. For example, if the unit scores were 81, 75, 57 and 72, then the course score is calculated as follows:
\[(81 + 75 +72 +57 \times 0.2)/3.2 = 74.8\]
b) If five units have been completed, the best 4.0 units are used and averaged. For example, if the unit scores were 82, 90, 60, 75 and 65, then the course score is calculated as follows:

\[(90 + 82 + 75 + 65)/4.0 = 78\]

**Major Minor Courses and Double Major Courses:**
The same procedures are used for these courses. The best 4.8 units are used for major/minor courses and the best 6.4 units for double major courses.

Note: When a student completes more units than the minimum required for a course, a Raw Course Score is calculated when the minimum requirements have been met and when the student has completed their studies in the course. The higher of the two values is recorded as the Raw Course Score.

**Other Course Score Scaling**
Raw Course Scores are then scaled by the ACTBSSS by a method called Other Course Score (OCS) scaling. This produces a Scaled Course Score for each T Course completed. Scaled Course Scores are reported on the Tertiary Entrance Statement. They are not reported on the ACT Year 12 Certificate. The student's ATAR is calculated by adding the scaled course scores of the best 3 T majors and 0.6 of the next best T course (major or minor).

For further details about the procedures used to generate course scores and the Australian Tertiary Admission Rank, refer to the article “What's the ATAR?” (ACT Board of Senior Secondary Studies).

www.bsss.act.edu.au

**Minimum Requirement To Obtain Assessment**
To be assessed in a unit the student must:
(i) have a satisfactory attendance pattern as deemed by Daramalan College and supported by the BSSS. i.e. 90% attendance rate is the minimum requirement unless appropriate documentation is received.
(ii) submit at least 70% of all assessment tasks in the unit.

Failure to meet these conditions will cause the student to receive a non-assessment (V Grade) for the unit. This result is recorded on the Semester Report.

Non-assessment will also be incurred if a student withdraws from a unit after the fifth week of the semester unless it is within the special provision for changes to course patterns in Year 11, or with special approval of the Assistant Principal Curriculum.

**Special Consideration**
In the event that a student's ability to demonstrate their achievement is impaired by a circumstance beyond their control, the student may apply for Special Consideration. (Refer to BSSS Policy Section 4.3.13) Examples of situations that may require special consideration include bereavement, mental or physical illness, injury or misadventure.

Students seeking special consideration will be required to provide appropriate documentation to support their case and should discuss their needs, in the first instance, with their House Coordinators.

An application to the college for Special Consideration must be supported by appropriate, substantial and current documentation. In the case of mental or physical illness or injury, the medical documentation would need to indicate the period of incapacity and specifically state how the condition is impacting on the student's learning and/or their ability to complete study and/or assessment tasks. Depending on the circumstances, approval may be given for the student to:
- complete alternative or modified assessment task(s)
- have an extension on the due date for the assessment task(s)
- sit assessments at times different to other students
- have extra time allowed for in class or exam assessment items
- be given exemption from completing an assessment task(s) (status for individual items). In the case of an exemption being approved for an assessment task, the college is required to calculate an estimate score for the student for the task. The estimated score will be based on the student's assessment results (i.e. Z Scores) in other tasks completed in the unit, compared to all other students' results in the unit.
- be given a Status unit grade for a semester unit.

Special consideration at the assessment item level is the ‘first resort’ that the college may use if a student's assessment performance is affected by illness or misadventure. Status through the awarding of a Status grade for the entire unit is the ‘last resort’ when the school determines that, due to a student’s illness or misadventure, there is insufficient evidence in assessment items to determine a valid unit grade and rank. Determination of a Status unit grade is authorised only by the Assistant Principal Curriculum in accordance with BSSS policy. (Refer to BSSS Policy section 4.3.6.6 Status (S) Grade)
Maximum amount of Status or Recognition Units in a Course

There is a limit to the number of units with Status or Recognition grades that can contribute to a course type.

A minor course must include a minimum of one standard unit for which an A-E grade is awarded, and a score if a course score is to be awarded.

A major course must include a minimum of 2 standard units with an A-E grade, and a score if a course score is to be awarded.

A major/minor course must include a minimum of 3 units with an A-E grade, and a score if a course score is to be awarded.

A double major course must include a minimum of 4 units with an A-E grade, and a score if a course score is to be awarded.

Breaches of Discipline in Relation to School-based Assessment

Parents and students should be aware that because of the importance attached to a student’s assessment, the ACT Board of Senior Secondary Studies supports severe penalties for students found guilty of cheating, copying, plagiarising or in any other way, unfairly interfering with the internal assessment within a college. This includes excessive reliance on the use of tutors or any other external assistance. Students must ensure that their assessment comes from their own work.

The College is required to impose penalties which include the cancellation of the result for the particular component of assessment concerned, the cancellation of the total college assessment result in the unit/course concerned, or the cancellation of all the students’ results. Students have the right of appeal to the Discipline Committee of the ACT Board of Senior Secondary Studies, provided notice is given within 14 days of the principal’s written decision. Refer to the 2014 BSSS Policy and Procedure Manual for further details. <www.bsss.act.edu.au>

Possession of inappropriate items during assessment tasks

In any assessment task or examination a student found to be in possession of an unacceptable item will receive a notional zero for the assessment task. This includes possession of such an item during entry and exit to the location of the assessment task, and whether or not the item is in use.

Examples of inappropriate items include mobile phones, iPods, mp3 players and any electronic instrument capable of storing data.

Plagiarism

Plagiarism is the presenting of someone else’s work as one’s own and includes words or ideas from books, films, CD-ROMs or the Internet without acknowledging the source. It also includes using directly the work of a person helping with an essay or an assignment.

Students who plagiarise will be penalised according to the extent of the plagiarism. A serious case of plagiarism or repeated incidences will result in penalties such as the cancellation or substantial reduction of marks allocated for the assessment item.

For students in Years 11 and 12, the ACT Board of Senior Secondary Studies Plagiarism Policy is implemented if evidence of plagiarism is identified in assessment tasks.

Students are liable to:
- lose all the marks for the item/test
- lose all the marks for the Unit or Course
- undertake an additional assessment task
- have all Years 11 and 12 results cancelled.

Cases of plagiarism will be followed up by the teacher and subject coordinator and reported to the Assistant Principal Curriculum. Penalties will be applied as per the ACTBSSS policy after consultation with the appropriate teacher and Subject Coordinator.

Student Responsibility For Course Details and Personal Data

Details of units studied, unit grades and unit and course scores will be entered onto the BSSS database by the school and print-outs of these results will be made available for students to check on a regular basis throughout Years 11-12.

This information forms the basis for the production of both the Year 12 Certificate and the Tertiary Entrance Statement. The College will exercise due care in this process, however, students share the responsibility of checking the accuracy of their academic results. The checking of all printouts as requested by the College therefore requires the student’s careful attention.

This is especially necessary in the last Semester of Year 12 when several checks are required prior to the publication of Year 12 Certificates. Students who fail to ensure the accuracy of all data do so at their own risk.

Semester Examinations

Towards the end of each Semester, examinations are held so that teachers, particularly in courses with several class groups, can assess students simultaneously.

Only students time-tabled for exams are required at school on these days.
Attendance at scheduled exams, including AST Trials for T students, in full school uniform is compulsory. Students will not be admitted to an exam room wearing casual clothes or incorrect uniform. Bags are to be locked in lockers and are not permitted in exam rooms.

It is expected that students will conduct themselves in an exemplary manner in an exam. Students are to enter and leave exam rooms in silence. Penalties will apply for students who speak or communicate with other students during any stage of an exam.

Misreading the timetable is not a valid excuse for missing an exam.

Students must stay the full length of each exam session. They will not be permitted to enter an exam if they are more than 30 minutes late, nor will they be permitted to leave an exam early.

Students must bring their student ID card to all exams.

Any student who is unable to do an exam due to illness on the scheduled day must:
• ring the College before 10.00 am on the day and leave a message for the Assistant Principal Curriculum.
• obtain a Doctor’s certificate and ensure that it is delivered to the Assistant Principal Curriculum by the end of the exam week
• make arrangements with the Assistant Principal Curriculum to arrange to take the exam at another time. Students will be expected to attempt the exam as soon as they are well enough to do so.

Non attendance at an exam without a documented excuse due to illness or misadventure will result in a notional zero for the exam.

Possession of mobile phones, iPods/iPads, electronic storage devices or other prohibited items in an exam room is a breach of discipline and will result in a penalty as per the ACT BSSS Policy.

Submission of Assessment Tasks

Students are required to submit assessment tasks directly to the teacher by the due date. Assessment tasks should be accompanied by a completed Declaration of Original Work form and must be submitted as a hard copy unless otherwise stated in the requirements of the task.

Upon receipt of an assessment task, the teacher should register the date that task was submitted. The student is required to keep a complete electronic or hard copy of any written task that is submitted. The copy must be produced on request and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure electronic and hard backup copies are made. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Declaration of Original Work

Each out of class task is to be submitted with a cover sheet titled “Declaration of Original Work”. Students are to declare that:
• the work submitted is their own work and has not been submitted for assessment before
• they have kept a copy of the assignment and all relevant notes and reference material that were used in the production of the assignment
• they have given references for all sources of information that are not their own, including the words, ideas and images of others.

Electronic Submission of Assessment Tasks

In some cases it may be appropriate or a requirement that an assessment task is to be submitted electronically, either on a USB stick, by email or saved to the class page on Daranet. If the teacher expects work to be submitted as hardcopy, it may not be submitted in digital/electronic form. Prior arrangements to submit assessable work by email must be made by the student with the teacher. If the assessment task states that submission by email is acceptable, this constitutes prior arrangement. If a task is submitted by email the student must retain the email submission log details. Due to file size restrictions, some tasks may not be able to be emailed.

The following rules will apply for all electronic submissions of assessment tasks:
• Daramalan College will not be responsible for unusable, unreadable, corrupted or virus infected files.
• Daramalan College will only accept assessment tasks which are written in applications that are compatible with the college computer network.
• the assessment task should be readily identifiable with the student’s name and/or ID number and the name of the task.
• the assessment task is not considered to have been submitted if the previous conditions have not been met.
• if a task is submitted electronically, the student must ensure that a Declaration of Original Work is also submitted.
Non-submission of assessment due to computer failure
If it is not possible to submit an assessment task in hardcopy format due to computer failure, then the task will be treated as late unless both of the following take place:

- The student must show the teacher a hardcopy version of drafts that show the task was nearly completed (i.e. hardcopy of a final draft, and preferably some earlier drafts). This means that all students must print drafts of assignments at regular intervals for all work being completed on a computer. Such drafts must be submitted at the time the assessment is due.
- The student must provide a receipt or letter from a reputable firm that was asked to fix the computer. If this cannot be done, the student will be subject to a late penalty as per BSSS guidelines.

In addition to the above, the student is encouraged to submit additional evidence. Evidence could be a digital copy of the assignment. This may be possible if the non-submission of the assessment item has been caused by a printer failure. The digital copy must be left with the teacher.

If the computer cannot be fixed in a reasonable time, then the work must still be submitted. In this case the student may need to apply for an extension of time.

Absence on the day an Assessment Task is due to be completed or submitted
Students who are absent on the day an Assessment Task is due to be submitted (i.e. assignment, project research task etc…) or to be completed (i.e. test, exam or oral presentation) must contact their subject teacher or relevant Subject Coordinator on the day the item is due.

Where possible, the Assessment Task should be delivered to the teacher at the College. On the day of return to school a parental letter explaining the reason for the absence should be delivered to the teacher. If the absence was due to medical reasons, a medical certificate will be required in most cases.

If a student knows in advance that she/he will have a valid reason for being absent on the day an Assessment Task is due to be completed or submitted, she/he must negotiate a suitable arrangement with the teacher and/or Subject Coordinator. It is expected in the cases of excursions, sporting and family commitments for the student to complete or submit the task before the due date.

If absent on the day of an in-class test, the student will be required to sit the test or another equivalent one at a suitable time arranged by the subject teacher and the Subject Coordinator. A late penalty will apply if adequate documentation is not received (and accepted) by the College.

Extensions for Assignments
Assignment due dates are given to students in advance and with more than sufficient time to complete the task. Extensions of time will only be granted in exceptional circumstances and should not be assumed by students. Extensions must be applied for at least three days before the due date and submitted in writing to the Subject Coordinator. The application must be signed by the subject teacher, parent and the House Coordinator.

In Years 11 and 12, application forms for an extension are available from the Assistant Principal Curriculum.

Where computers are used in preparing Assessment Tasks, extensions of time will not be given for computer or printer failure. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup electronic copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies. These printouts must be submitted in the event of computer failure.

Late penalties on assignments
Except in exceptional circumstances, students must apply for an extension in advance, providing due cause and adequate documentary evidence for late submission of a task or completion of an in-class task. A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible marks) per calendar day late (including weekends and Public Holidays) until the notional zero (see below) is reached.

If an item is more than 7 days late, it receives the notional zero. Submission of tasks on weekends or public holidays is not acceptable. Oral presentations and tests, also fall within the penalties for late submission, presentation or completion.

Notional Zero
When a student submits an assessment item seven or more days late, they will receive a notional zero for that assessment item. A notional zero may also be awarded if an assessment item, submitted up to 7 days late, achieves a penalised score below the notional zero.
The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, the notional zero is zero.

Calculation of a notional zero is based on items submitted on time or with an approved extension (i.e. genuine score).

**Interstate Acceptance of the ATAR**

As well as being accepted by universities in the ACT and NSW, it should be noted that the ATAR is accepted by universities in other states for determining entrance to their own institutions. It must be realised, however, that being eligible for tertiary entrance does NOT mean:

(i) that the student will automatically be admitted to a tertiary institution and,
(ii) that, if admitted, the student will be accepted by all faculties within the institution. Most faculties have their own quotas and pre-requisites and these requirements also have to be met.

**Appeals Procedures**

Students have the right to request a review or to appeal results of assessment tasks, unit grades/scores and/or course scores. The appeals process at Daramalan College is conducted in accordance with the Appeals Procedures outlined in the ACTBSSS Policy and Procedures Manual.

**Objectives of the appeals process**

The objectives of the appeals process are to:

- achieve valid course scores, unit scores, grades and marks, which are published on certificates
- promote assessment procedures that are transparent, reliable and accurate
- provide appeal procedures that are accessible and responsive to all students.

The purpose of an appeal is to ensure that assessments are valid and the procedures applied are those that are published and are correct. The appeals process enables a student to seek a review of teacher judgement in assessment within a college and to question at the ACTBSSS level whether published procedures have been carried out.

**Right of Appeal**

The ACT system operates a hierarchy of mediation, reviews and appeals:

Step 1: The student seeks a review from the teacher regarding an assessment task mark/grade, unit score, unit grade or course score.

Step 2: The student seeks a review from the Subject Coordinator, if required, following a review from the teacher.

Step 3: The student appeals to the College Principal for a review of college assessment items (grades and/or marks), unit grades and/or scores, or penalty imposed of breach of discipline in relation to assessment.

Step 4: The student, who has been through the college appeal process, may appeal to the ACTBSSS against the college procedures by which the appeal decision was reached.

Unless there are exceptional circumstances, an ACTBSSS Appeal will only be accepted if an appeal has first been heard by the college.

**Deadlines for Lodging Appeals**

Except in Semester 2 of Year 12, appeals against assessment items (grades and/or marks), unit grades and/or scores should be lodged within five working days of the results being made available to the student.

In Semester 2 of Year 12:

- appeals against assessment items (grades and/or marks), unit grades and/or scores should be lodged within two working days of the results being published.
- appeals against course scores should be lodged within one working day of the results being published.

**Matters for Appeal**

Appeals may be lodged against the assessment result for a task and the procedures by which unit grades and/or scores and course scores are derived.

**Preliminary Procedures**

A student should try to resolve the matter with the teacher of the unit and if necessary with the Subject Coordinator before lodging a formal college appeal. If the Subject Coordinator is the classroom teacher then the student should have access to a mediator within the college.

A clear distinction should be made between teacher-student review of assessment and the formal college appeal.

**Formal College Appeal (Step 3)**

The appeal process begins officially with the lodging of a written appeal by the student to the principal or to a person designated by the principal, and is finalised by written advice from the College Appeal Committee to the student. The written appeal should include:

- the student’s name and ID
- the specific course and unit being appealed
- the specific remedy being sought for each matter being appealed
- a statement setting out and supporting the matters of appeal.

The student should be able to present further evidence to the College Appeal Committee.
College Appeal Committee

The principal is responsible for establishing a College Appeal Committee. This Committee should consist of the principal (or nominee), a member of the teaching staff and an experienced member of the teaching profession nominated by the ACTBSSS from outside the college. One of the members of the committee must be a teacher experienced in the supervision of student assessment.

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

Friends Accompanying Students

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

Right to Make a Statement

An important aspect of natural justice is the opportunity for both the student, and the teacher or Subject Coordinator, to correct or contradict evidence submitted to the College Appeal Committee. Each has the right to make an uninterrupted statement to the College Appeal Committee, be subject to questioning from the Committee, but not subject to cross examination from each other. The teacher or Subject Coordinator and the student, or her/his friend, may seek clarification of issues from each other through the College Appeal Committee Chair. However, the appellant should be given the opportunity to make the final statement.

Colleges should consider implementing procedures that, while safeguarding confidential information, ensure both the student, and teacher or Subject Coordinator have maximum access to all the evidence being considered by the College Appeal Committee.

Sources of Information

The College Appeal Committee may seek advice or evidence from any source it considers relevant. Where appropriate, a college may seek an independent evaluation from teachers external to the college. This can be arranged through the Executive Officer of the BSSS. It is expected that both the student, and teacher or Subject Coordinator, will have an opportunity to comment on the advice or evidence collected from the relevant source(s).

Communication of College Appeal Committee Decision

The College Appeal Committee will make a decision and communicate the outcome and reasons for it in writing to the student with a copy to the principal.

Time Period to Finalise Appeal

Except in Semester 2 of Year 12, appeals will be finalised within fourteen working days of the lodgement of an appeal.

Appeals at the college in Semester 2 of Year 12 should be completed by the day prior to the final date for appeals to the ACTBSSS published annually in the BSSS General Schedule of Meetings and Events.

College Records

Colleges should keep a record of each appeal, including the grounds for the appeal, the decision and the reasons for the decision. Colleges must notify the Board, in writing, of the outcome of the appeal. Colleges may be required to provide the ACTBSSS Appeal Committee with these records if there is a subsequent appeal from the student to the Board.

Outcomes of the Appeal

Students and others involved in appeals should understand that there are three possible outcomes of an appeal against marks, grades or scores: a higher mark, grade or score; no change; or a lower mark, grade or score.

Students and the others involved in an appeal should understand that there are four possible outcomes for a penalty imposed for a breach of discipline in relation to assessment;

- withdrawal of the penalty
- a reduction in the penalty
- no change
- an increased penalty

Effects on Other Students

The upholding of an appeal may result in the alteration of the appellant's unit or course score.

A change in the scores of other students arising from the appeal will be made only if determined by the College Appeal Committee Chair.

It should be understood that when the outcome of an appeal causes changes to the results of other students, the principal is responsible for informing these students, and further appeals related only to these changes should be allowed. These appeals must be lodged with twenty-four hours of notification.

Appeals to the ACTBSSS

Should a student be dissatisfied with the result of an appeal at the college level, it is possible to appeal to the ACTBSSS.

Grounds for Appeal

The matters for appeal to the ACTBSSS are generally limited to disputes arising from the fair and proper application of published assessment procedures and appeal procedures.
Students may appeal to the ACTBSSS on the grounds that:
- the published procedures used to calculate a unit grade or score or course score have not been followed, or have been applied unfairly or incorrectly, and/or;
- an inappropriate penalty has been imposed for a breach of discipline in relation to assessment, including the severity of the penalty or denial of the breach of discipline, and/or;
- the published college assessment appeal procedures, which are available for public inspection, have not been followed or have been applied unfairly or incorrectly.

Students and others involved in appeals should understand that there are three possible outcomes for an appeal against marks, grades or scores:
- a higher mark, grade or score
- no change
- or a lower mark, grade or score.

Students and others involved in an appeal should understand that there are four possible outcomes of an appeal against a penalty imposed for a breach of discipline in relation to assessment:
- no change
- withdrawal of the penalty
- a reduction in the penalty
- increased penalty

**Period for Appeal**

Where a student appeals to the ACT BSSS, such an appeal must be received by the Executive Officer of the BSSS within five days of the date of the written decision of the College Appeal Committee.

In Semester 2 of Year 12, the final date for appeals to the ACTBSSS is the date published annually in the BSSS General Schedule of Meetings and Events. In the event that no date is published in the BSSS General Schedule of Meetings and Events the final date for appeals in Semester 2 of Year 12 will be the first Friday in December.

The ACTBSSS will hold its review as soon as practicable after the receipt of the student’s appeal. Waivers of these time limits may be granted by the BSSS Chair at his/her discretion after taking into account all relevant circumstances of the case, but in no case should a waiver be granted more than six months after the date of the written decision of the College Appeal Committee or the published date in the applicable BSSS General Schedule of Meetings and Events or in the event of no published date, six months after the first Friday in December.

Brochures with further information about the appeals procedures are available in the Senior Administration Office area.

Details about the specific requirements for an application for an appeal to the ACT BSSS can be accessed on-line in Section 7 of the ACT BSSS Policy and Procedure Manual at <www.bsss.act.edu.au/>
APPENDIX: 1
YEAR 12 CERTIFICATE

Australian Capital Territory
YEAR 12 CERTIFICATE

Daramalan College
4 February 2011 to 21 December 2012

ENGLISH INTEGRATED
- Survey of Australian Literature: 1.0 A
- Perspectives: 1.0 A
- Opinions and Observations: 1.0 B
- The Outsiders: 1.0 B

MATHEMATICAL APPLICATIONS
- Matrices, Sequences and Series: 1.0 C
- Modelling, Matrices and Networks: 1.0 D

BIOLOGY
- Cells and Life Processes: 1.0 C
- Human Anatomy, Physiology and Disease: 1.0 B

HOSPITALITY
- Hospitality Foundation: 1.0 A
- Hospitality Operations: 1.0 A
- Introduction to Food Service: 1.0 B
- Hospitality Service Operations: 1.0 B

PSYCHOLOGY
- Introductory Psychology and Childhood: 1.0 A
- Mental Abilities, Learning and Memory: 1.0 A
- Personality and Abnormal Psychology: 1.0 A
- Social Influences, Attitudes & Prejudice: 1.0 A

RELIGIOUS STUDIES
- Christian Theology: 1.0 A
- Encountering Ethical Issues: 1.0 A
- Introductory Philosophy: 1.0 A
- World Religions: 1.0 B

RECREATIONAL ACTIVITIES
- Basketball: 0.5 Pass

COLLEGE PROGRAMS
- Teenagers Teaching Teenagers: 0.5 Pass

COMMUNITY INVOLVEMENT
- Community Service 1: 0.5 Pass
- Community Service 2: 0.5 Pass

This qualification is recognised within the Australian Qualifications Framework. Issued 18 December 2012 without alteration, erasure or addition.

Principal

Chair
## APPENDIX: 2

### SECONDARY COLLEGE RECORD

**Australian Capital Territory**

**SECONDARY COLLEGE RECORD**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Grade</th>
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<tr>
<td>AMERICAN HISTORY</td>
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<tr>
<td>The USA - A World Power</td>
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</tr>
<tr>
<td>Changing Perspectives Since WWII</td>
<td>1.0</td>
<td>D</td>
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<td>CONTINUING GERMAN</td>
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<td>The Individual's Experience</td>
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<tr>
<td>Society and Community</td>
<td>1.0</td>
<td>E</td>
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<tr>
<td>The World Around Us</td>
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<td>D</td>
</tr>
<tr>
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<tr>
<td>English for Work</td>
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<tr>
<td>HOSPITALITY</td>
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<td>Hospitality Foundation</td>
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<tr>
<td>Hospitality Operations</td>
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<td>C</td>
</tr>
<tr>
<td>Introductions to Food Service</td>
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<tr>
<td>MATHEMATICAL APPLICATIONS</td>
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<td></td>
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<tr>
<td>Matrices, Sequences, and Matrixation</td>
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<td>E</td>
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<td>MATHEMATICS ACCREDITED</td>
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<td>Statistics and Investing</td>
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<tr>
<td>Credit, Trigonometry and Probability</td>
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</tr>
<tr>
<td>RELIGIOUS STUDIES</td>
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<td></td>
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<td>Christian Anthropology</td>
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<td>D</td>
</tr>
<tr>
<td>Introductory Theology</td>
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This Secondary College Record is only valid when signed by the Principal. Issued without alteration, erasure or addition on 03 March 2010.

- [Signature]
- [Signature]

Chair

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24
# APPENDIX: 3
## TERTIARY ENTRANCE STATEMENT

![Australian Capital Territory Tertiary Entrance Statement]

**Daramalan College**

4 February 2011 to 21 December 2012

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Length</th>
<th>Scaled Scores</th>
<th>Weighting</th>
<th>Weighted Scaled Scores</th>
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<tbody>
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<td>English Extended</td>
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<td>Mathematics Methods</td>
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<td>Economics</td>
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<tr>
<td>Religious Studies</td>
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<tr>
<td>Human Movement</td>
<td>Major</td>
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</tbody>
</table>

Aggregate Score: 619

Australian Tertiary Admission Rank: 89.90

This qualification is recognised with the Australian Qualifications Framework
Issued 19 December 2011 without alteration, erasure or addition

Executive Officer: [Signature]

Chair: [Signature]
This is to certify that

has fulfilled the requirements for

Certificate I

in

Hospitality

National Training Package Code: SIT10207

This qualification is recognised within the Australian Qualifications Framework

issued on 12 December 2012

Principal
Daramalan College 7117

Chair

Australian Capital Territory
VOCATIONAL QUALIFICATION

NATIONALLY RECOGNISED TRAINING

BOARD OF SECONDARY STUDIES

ACT Government
YEAR 11 & 12
2015- 2016

DESCRIPTION OF COURSES
VISUAL ARTS DEPARTMENT

Visual Art (T & A)

Each unit in this course has a value of 1.

This course includes a wide range of units from Canberra Architecture to Painting. The units of study to be offered each year may vary according to teacher expertise and/or student needs. However, an Art Major will usually involve some study in the core practical areas of drawing, painting, printmaking, ceramics and three dimensional work as well as art history and architecture.

This course accommodates both T & A students, although the marking standard is more rigorous for the T students and they are required to complete more written work than the A Course. The course includes studio time for self-directed work where students create a major piece for the school’s annual Art Expo. Art history and appreciation are integrated with the practical work in all units, which may include life drawing and there are a number of gallery excursions included in all units. All students need to have is a genuine interest in the visual arts and an open mind to explore new ideas.

T COURSE

This course is designed for students of mixed abilities who have a special interest in the Visual Arts. They may simply wish to increase their visual literacy, to learn new techniques of artmaking, to explore new ways of self-expression or to prepare themselves for tertiary studies and future employment in the Visual Arts.

A COURSE

This course is designed for students of mixed abilities who are interested in both the practice and appreciation of the visual arts, with the emphasis on developing practical skills rather than analytical research and art theory. Skills acquired may lead to future employment in general design areas such as building design or graphic design. Alternatively, students who enjoy creating and learning about art may find the A course a relaxing balance to a heavy T package.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Exploring Visual Arts</td>
<td>T/A</td>
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<tr>
<td>- Art History Research</td>
<td>T/A</td>
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<tr>
<td>- Canberra Architecture</td>
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<td>None</td>
</tr>
<tr>
<td>- Painting</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Drawing</td>
<td>T/A</td>
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</tr>
<tr>
<td>- Ceramic Sculpture and Mixed Media</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Printmaking</td>
<td>T/A</td>
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</tr>
<tr>
<td>- Culture and Identity</td>
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<tr>
<td>- Sculpture</td>
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<td>None</td>
</tr>
<tr>
<td>- Post–Modern Art</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

EXPLORING VISUAL ARTS

This introduces students to the fundamentals of visual language and will focus on drawing and the use of mixed media. Also included will be an introduction to ceramic modelling and printmaking.

ART HISTORY RESEARCH

This introduces many of the key concepts and skills found in the major forms of art and design. Students explore these while developing their own art forms.

CANBERRA ARCHITECTURE

This unit aims to develop in students a knowledge of good design practice in the built environment with a particular emphasis on Canberra and the students’ own living spaces. Historical study of architectural design leads to contextual understanding.
PAINTING
This unit introduces a wide range of painting styles, expanding upon any existing repertoire of skills that students may have. If this unit is offered in Semester 2, a painting, or series of paintings, will be produced expressly for exhibition at the annual Daramalan College Art Expo.

DRAWING
This unit introduces drawing as a discipline in art including 2D, 3D and 4D (time-based e.g. animation) forms.

CERAMIC SCULPTURE AND MIXED MEDIA
This unit combines the use of mixed media and ceramic sculpture. Students will explore the elements and principles of design using a variety of techniques.

PRINTMAKING
This unit introduces a range of techniques from monoprinting to serigraphy (silk-screen) and examines the history, cultures and technologies of printmaking.

CULTURE AND IDENTITY
This unit will allow students to generate ideas for art, based on their interpretations and experiences of culture and identity in both a local and global community.

SCULPTURE
Based on past and present trends in sculpture students produce a range of works that may include installation, carving, modelling, assemblage, construction, casting, performance art and integrated 4D art, inclusive of technological tools and devices.

POST-MODERN ART
Based on the emergence of Post-Modernism in relation to the Modern Movement, this unit introduces artmaking techniques which encompass any kind of art that challenges by appropriation, re-contextualisation and new technologies.

### Media (T & A)
Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- History and Development of Film</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- News and Current Affairs</td>
<td>T/A</td>
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</tr>
<tr>
<td>- Film Genres and Cultures</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Animation</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

This course aims to help students improve their capacity to utilise the main types of media and to heighten their appreciation of media in its many forms. The course may be taken as a Major or a Minor course, tertiary or accredited.

HISTORY AND DEVELOPMENT OF FILM
In this unit students will investigate the historical development of film as an entertainment and art form. Students will analyse narrative techniques plus codes and conventions of film. Students will use film conventions in practical productions.

NEWS AND CURRENT AFFAIRS
Students will undertake a wide range of news and/or current affairs stories and produce them according to the guidelines of the chosen media and target audience. Students will work individually and in groups to create news broadcasts, both in the studio and on location.

FILM GENRES AND CULTURES
This unit examines film genres or film cultures, including significant films and directors from genres of film cultures. In addition students will study the established production techniques and styles of particular genres and or film cultures through practical production.

ANIMATION
This unit examines the nature of and concepts related to traditional and computer assisted animation. Students will view, examine and criticise a range of animated films, study animation production and processes and produce short animated films.
Photography (T&A)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Acr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Foundation Photography</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Continuing Photography</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Photographic Applications</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Art Photography</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

FOUNDATION PHOTOGRAPHY

In this unit students develop their knowledge and understanding of the early history of photography. They develop their ability to compose photographs using the basic elements of design and will work on how to present their work in appropriate forms.

CONTINUING PHOTOGRAPHY

In this unit students will develop their knowledge of well-known photographers with specific reference to composition and design. Students will work on their ability to effectively use composition and design in their photographs to produce a series of images based on a theme with a conceptual basis.

PHOTOGRAPHIC APPLICATIONS

In this unit students will learn about the history and contemporary practice of several applications of photography in society. They will produce photographs which show an understanding of the diverse applications of photography.

ART PHOTOGRAPHY

This unit concentrates on photography as an art form and looks at the relationship between art and photography. Students will produce photographs which investigate the art form using fine art processes and materials. Students are encouraged to produce work with a conceptual basis.
BUSINESS STUDIES DEPARTMENT

The courses available in this Department are listed below according to the level of accreditation. Generally, it is not advised to study both the tertiary and accredited courses in a similar subject.

- Accounting (T)
- Economics (T)
- Information Technology (T)  
  (Computer Programming & CISCO Networking)
- Legal Studies (T/A)
- Business Administration (A & V)
- Workplace Education

Those students intending to pursue further studies in either commerce or computing at either University or a TAFE, are advised to include at least one of either Information Technology, Accounting or Economics in their studies package. While none of these are pre-requisites for entry, they are all conceptually difficult to encounter in first year where they are delivered at a faster pace and students are likely to be required to study all three early in their chosen course.

Accounting (T)

This course can be taken as a Minor or Major. A Minor in Accounting consists of the following two units taken in Year 11 or Year 12.

Each unit in this course has a value of 1

This course can be taken as a Minor or Major. A Minor in Accounting consists of the following two units taken in Year 11 or 12.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accounting Purpose and Process</td>
<td>T</td>
<td>None</td>
</tr>
<tr>
<td>Recording Information and Procedures</td>
<td>T</td>
<td>None</td>
</tr>
</tbody>
</table>

A Major in Accounting consists of completing the Minor course in Year 11 and then taking two of the following four units in Year 12. The specific units on offer each year will depend upon student interest and staffing considerations.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measuring Profit and Cash Flow</td>
<td>T</td>
<td>None</td>
</tr>
<tr>
<td>Accounting Controls</td>
<td>T</td>
<td>None</td>
</tr>
<tr>
<td>Analysis for Business Decisions</td>
<td>T</td>
<td>None</td>
</tr>
<tr>
<td>Partnerships and Companies</td>
<td>T</td>
<td>None</td>
</tr>
</tbody>
</table>

THE ACCOUNTING PURPOSE AND PROCESS

This unit should enable students to:

- demonstrate a knowledge and understanding of the financial markets in Australia that the accounting environment operates within
- demonstrate an understanding of the nature and functions of accounting
- explain accounting terms, concepts and ideas
- evaluate the need for financial information in business organisations
- discuss the users and purposes of financial information
- demonstrate the effective use of computers and associated devices to achieve outcomes required
- construct and use spreadsheets in the completion of accounting worksheets and financial reports
- evaluate and apply the standard financial ratios used for decision making
- demonstrate the use of computers and associated devices to achieve outcomes
- communicate and work effectively

ACCOUNTING CONTROLS

This unit should enable students to:

- critically analyse the principles of good internal control
- evaluate the characteristics of an effective system of internal control
- prepare bank reconciliation statements and cash budgets
- investigate and evaluate the sources of finance
RECORDING INFORMATION AND PROCEDURES

This unit should enable students to:

• explain and use key accounting terms
• evaluate the accounting equation to describe an organisation’s financial position and analyse business transactions
• account for the Goods and Services Tax (GST) and prepare the Business Activity Statement (BAS)
• prepare and critically analyse financial statements
• apply the skills and knowledge required to produce financial reports to meet the objectives and requirements of management
• demonstrate the application of the skills and knowledge required to set up and operate a computerised accounting system
• demonstrate the use of computers and associated devices to achieve outcomes
• apply the skills and knowledge required to process journal entries

ANALYSIS FOR BUSINESS DECISIONS

This unit should enable students to:

• demonstrate an understanding of evaluation processes in financial statement analysis
• evaluate horizontal, vertical and trend analysis of financial statements
• calculate and critically analyse the use of standard financial ratios for decision-making
• explain the relationship between the fixed costs and variable costs of production
• analyse cost-volume-profit, break even point and the contribution margin processes
• evaluate a contribution margin
• construct and critically analyse a cost-volume-profit and break even point graph

PARTNERSHIPS AND COMPANIES

This unit should enable students to:

• evaluate the characteristics of a partnership
• account for partnerships
• prepare and critically analyse financial reports for a partnership
• evaluate the characteristics of a company
• account for companies
• prepare and critically analyse financial reports in accordance with regulatory requirements

ECONOMICS (T)

This course can be taken as a Minor by or Major. A Minor in Economics consists of the following two units taken in Year 11 or Year 12.

Each unit in this course has a value of 1

Unit Title | Accr. | Pre-Requisites
--- | --- | ---
Introduction to Economics | T | None.
Macroeconomic Theories and Issues | T | None

A Major in Economics consists of completing the Minor course in Year 11 and then usually taking the following units in Year 12.

- Globalisation and Trade Economics | T | None
- Theory of the Firm and Market Failure | T | None
- Political and Population Economics | T | None

INTRODUCTION TO ECONOMICS

Combines Economic Principles 0.5 and The Price Mechanism 0.5.

This unit should enable students to:

• develop a critical perspective on contemporary local, national and global economic issues
• assess the accuracy and reliability of information
• use appropriate modes, forms, styles of communication
• analyse and apply economic theories and concepts
• develop an understanding of fundamental economic concepts
• outline the reasoning for government intervention to address externalities, in particular environmental externalities
• explain and evaluate how prices are critical in the allocation of resources in a market economy.
MACROECONOMIC THEORIES AND ISSUES

Combines Macroeconomic Theories 0.5 and Macroeconomic Issues 0.5.

This unit should enable students to:
- develop a critical perspective on contemporary local, national and global economic issues
- assess the accuracy and reliability of information
- use appropriate modes, forms, styles of communication
- develop a critical perspective on contemporary local, national and global economic issues
- assess the accuracy and reliability of information
- use appropriate modes, forms, styles of communication
- understand and apply economic theories and concepts
- assess the appropriateness of economic decisions or policies
- critically evaluate the causes, effects and solutions of market failure.
- analyse and apply economic theories and concepts
- assess the appropriateness of economic decisions or policies
- appreciate the difference between microeconomics and macroeconomics
- critical evaluation of classical, Keynesian and monetarist economic theories.
- evaluate the appropriateness of economic decisions or policies for a variety of audiences and purposes
- express informed opinions on various viewpoints by applying economic theories, models and concepts
- analyse fluctuations in national economies and their likely effects.

GLOBALISATION AND TRADE ECONOMICS

Combines Globalisation Economics 0.5 and Trade Economics 0.5.

This unit should enable students to:
- develop a critical perspective on contemporary local, national and global economic issues
- assess the accuracy and reliability of information
- use appropriate modes, forms, styles of communication
- analyse and apply economic theories and concepts
- evaluate the appropriateness of economic decisions or policies for a variety of audiences and purposes
- analyse the effect of the foreign sector on national economies
- critically evaluate the causes and effects of globalisation.
- empirically assess the impact of globalisation and free trade on national economies
- critically evaluate Australia and other nations’ capacity to embrace free trade
- critically evaluate the success of protectionism in achieving environmental needs

THEORY OF THE FIRM AND MARKET FAILURE

Combines Theory of the Firm 0.5 and Market Failure 0.5.

This unit should enable students to:
- develop a critical perspective on contemporary local, national and global economic issues
- assess the accuracy and reliability of information
- use appropriate modes, forms, styles of communication
- analyse and apply economic theories and concepts
- analyse the constraints and motivations of the firm
- critically evaluate the existence of different market structures in reality under theory of the firm
- understand and apply economic theories and concepts
- assess the appropriateness of economic decisions or policies
- critically evaluate the causes, effects and solutions of market failure.

POLITICAL AND POPULATION ECONOMICS

Combines Political Economics 0.5 and Population Economics 0.5.

This unit should enable students to:
- develop a critical perspective on contemporary local, national and global economic issues
- assess the accuracy and reliability of information
- use appropriate modes, forms, styles of communication
- analyse and apply economic theories and concepts
- case studies or applied examples of political events or policy issues, for example:
  - analyse the economic impact on politics
  - analyse the political impact on economic policy.
  - critically evaluate social situations by applying economic reasoning
- evaluate the appropriateness of economic decisions or policies for a variety of audiences and purposes
- evaluate the effects of economics on population size and composition
- critically evaluate the appropriateness of economic issues on population and planning issues.

**Business Administration (A & V)**

*Each unit in this course has a value of 1*

This course has been designed to recognise the vocational nature of Business Administration. It incorporates nationally accredited training modules where appropriate and is responsive to rapid technological and industrial change.

The course is designed to develop students’ skills in communicating and managing, processing and manipulating information in the workplace. Students learn how to use a range of equipment efficiently and safely, how to work effectively both independently and in teams and gain the skills to respond confidently to rapidly changing technologies.

A Vocational Structured Work placement is strongly recommended. It is not compulsory to gaining a Certificate II.

Students who do not qualify for Certificate II because they have not completed all the competencies will receive a Statement of Attainment listing all competencies that have been achieved to date. They may in some cases qualify for Certificate I in Business (Office Skills) and this will be awarded where appropriate.

The Certificates awarded are recognised for advanced standing in related CIT/TAFE courses, for employment qualifications and in some cases for determining levels of pay in employment.

This Nationally Recognised Vocational Course has been developed in consultation with industry, the CIT, TAFEs, universities and on and off-the-job training providers to provide students with competency based training. Certification in this course is recognised nationally as ‘recognition of prior learning’ by post secondary institutions and industries.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in Business Administration 1</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>Working in Business Administration 2</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>Working in Business Administration 3</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>Working in Business Administration 4</td>
<td>A/V</td>
<td>None</td>
</tr>
</tbody>
</table>

**WORKING IN BUSINESS ADMIN 1**

**Competency**

- BSBIND201A Work effectively in a business environment
- BSBITU307A Develop keyboard skills
- BSBWHS201A Contribute to Health and Safety of self and others
- BSBITU201A Produce simple word processed documents
- BSBSUS201A Participate in environmentally sustainable work practices
- BSBCCM201A Communicate in the workplace
- BSBWOR204B Work effectively with others
- BSBCCUS201B Deliver a service to customers
- BSBITU302B Create electronic presentations
<table>
<thead>
<tr>
<th>Competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSBINM201A</td>
<td>Process and maintain workplace information</td>
</tr>
<tr>
<td>• BSBWOR202A</td>
<td>Organise and complete daily work practices</td>
</tr>
<tr>
<td>• BSBWOR204A</td>
<td>Use business technology</td>
</tr>
<tr>
<td>• BSBINM202A</td>
<td>Handle mail</td>
</tr>
<tr>
<td>• BSBITU203A</td>
<td>Communicate electronically</td>
</tr>
<tr>
<td>• BSBITU202A</td>
<td>Create and use spreadsheets</td>
</tr>
</tbody>
</table>

**Working in Business Admin 3**

<table>
<thead>
<tr>
<th>Competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSBITU301A</td>
<td>Create and use databases</td>
</tr>
<tr>
<td>• BSBINM301A</td>
<td>Organise workplace information</td>
</tr>
<tr>
<td>• BSBITU306A</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>• BSBITU309A</td>
<td>Produce desktop published documents</td>
</tr>
</tbody>
</table>

**Working in Business Admin 4**

<table>
<thead>
<tr>
<th>Competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSBCUS301B</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>• BSBITU307A</td>
<td>Develop keyboarding speed and accuracy</td>
</tr>
<tr>
<td>• BSBWOR301B</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>• BSB ITU306A</td>
<td>Design and produce business documents</td>
</tr>
</tbody>
</table>
This course can be taken as a Minor, Major, Major/Minor or Double Major using the computing units and CISCO Networking units in combination with one another.

The Information Technology course has been designed to incorporate all areas of computer technology including systems analysis and design, programming, multimedia and network engineering.

Available course patterns – Information Technology & CISCO

*Students are expected to choose one of these options for their unit of study

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit</th>
<th>Accr.</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programming Fundamentals</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Intermediate Programming</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Advanced Programming</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4*</td>
<td>Computer Games Programming and Design</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4*</td>
<td>Robotics and Intelligent Systems</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4*</td>
<td>3D Modelling, Animation and Texturing</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4*</td>
<td>Dynamic Website Construction</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4*</td>
<td>IT Major Project</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Networking and Wireless Technology</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Networking in a Small to Medium Business</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Routing and Switching in an Enterprise</td>
<td>T</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Designing and Supporting IT Networking</td>
<td>T</td>
<td>1</td>
</tr>
</tbody>
</table>

PROGRAMMING FUNDAMENTALS

This unit introduces the students to problem solving techniques specific to programming using the procedural language elements of Java. Students will select appropriate data structures for the representation and processing of data, apply the rules and practices of good internal and external documentation, and demonstrate skill in creating, coding, documenting and testing algorithms.

INTERMEDIATE PROGRAMMING

This unit continues the work begun in semester one and develops the Java language to include the creation of complete objects with relationships and inheritance. Graphics, Animation, and Threads are also introduced in this unit. Students will be able to manipulate text, graphics, sound, animation and threads as ways of interacting with the user.

ADVANCED PROGRAMMING

This unit develops the Java language to include concepts of program cohesion and coupling, recursion, advanced sorting techniques and some networking through the software manipulation of sockets.

COMPUTER GAMES PROGRAMMING AND DESIGN

This unit will delve into the history, genres, social and ethical issues in the computer gaming industry and technologies and terminologies used, characteristics, careers and future trends. It will include the planning and creation of a computer game from concept to final product. Project management techniques such as PERT charts are also included with this unit.
3D MODELING, ANIMATION AND TEXTURING
This unit will introduce the student to modelling 3D graphics and animation complete with speech and sound. The student will explore concepts of lighting, texture mapping, polygon modelling, camera work and scene construction.

ROBOTICS AND INTELLIGENT SYSTEMS
This unit will introduce students to robotic and intelligent systems. It includes an exploration of the history of the robotics fields as well as the ethical issues surrounding robotics. As well as the components and construction of a robot, students will consider closed loop systems where input information is used to control outputs.

DYNAMIC WEBSITE CONSTRUCTION
By employing CSS, PHP and Javascript students will design and create dynamic websites that will be able to access and manipulate an online information system.

IT MAJOR PROJECT
Students are required to carry out the formal development, implementation and evaluation of a computing project, using appropriate system development methodology and project management techniques. This will include analysis and definition of the problem, design of solution, implementation of solution and evaluation of success of solution.

NETWORKING AND WIRELESS TECHNOLOGY
This first unit of the CISCO Networking course incorporates maintaining an operating system, protocols to connect to local, wireless and internet networks, network addressing, network services as well as security and troubleshooting techniques on wired and wireless networks.

NETWORKING IN A SMALL TO MEDIUM BUSINESS
In this unit students concentrate on planning and implementing a small network complete with configuration of routers and port security. Students use the Open Systems Interconnection (OSI) Model in their design.

ROUTING AND SWITCHING IN AN ENTERPRISE
This unit allows students to critically analyse networking in the enterprise environment. Wide Area Networks are introduced as well as traffic filtering and Access Control lists.

DESIGNING & SUPPORTING IT NETWORKING
This final unit of the CISCO Networking course allows students to describe and identify network, access and distribution layers, expand their knowledge of server farms and the skills involved in maintaining security and worker support for a Wide Area Network.
Legal Studies (T & A)

This course can be taken as a Minor or Major. A Minor in Legal Studies consists of the following two units taken in Year 11 or 12.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pts.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of Law and Tort Law</td>
<td>T</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Crime and Justice</td>
<td>T</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Consumer and Property Law</td>
<td>T</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Media, Politics and Family Law</td>
<td>T</td>
<td>1</td>
<td>None</td>
</tr>
</tbody>
</table>

**SOURCES OF AUSTRALIAN AND TORT LAW**

This unit should enable students to:
- Demonstrate knowledge and understanding of the legal concepts, principles, appropriate use of legal terminology and cultural awareness
- Critically analyse information to develop a balanced, logical and empathic argument
- Define, locate, select and organise relevant information for the argument
- Communicate clearly, concisely, with technical accuracy, appropriate referencing, and with a sense of audience
- Knowledge and understanding of Australian legal institutions and their processes
- Understand and explain civil law, liability and remedies as it relates to the law of torts

**CRIME AND JUSTICE**

This unit should introduce students to the concepts of:
- Concepts of crime
- Principles of Criminal Law
- Elements of a Crime
- Sources of law and jurisdictional issues
- Players in the criminal justice system
- Defences
- Criminal Procedures
- Justice and criminology

**CONSUMER AND PROPERTY LAW**

This unit should introduce students to the concepts of:
- Consumer transactions
- Elements of a contract
- Problems that may arise
- Remedies
- Relevant legislation
- Avenues for redress
- Exceptions and special cases of contract
- Credit agreements
- Property
- Contracts of leasing
- Land transactions
- Personal property
- Intellectual Property
- Succession
This unit should introduce students to the concepts of:

- What makes a good Law?
- Separation of Powers
- International Political influences and media coverage
- Infringement of individual rights
- The Power of the Press
- Individual participation in Government
- Citizen Rights against the State
- Family structures
- Marriage and the law
- Other personal relationships
- Children
- Crisis in family relationships
- Family Court of Australia
- History of changes in dispute resolution
- Current family law issues
Drama (T & A)

Each unit in this course has a value of 1. All units are offered as both T and A units. Units offered are selected from the following:

- **DRAMATIC EXPLORATIONS (No pre-requisite)**
  Students will learn the dramatic techniques and basic skills involved in developing a performance. This involves developing an awareness of characterisation, structure, conflict, dialogue and style in the composition of a piece of drama.

- **VOICE AND MOVEMENT (No pre-requisite)**
  Students will develop an awareness of how the voice and body work in a dramatic context. They will explore the use of voice and body as an instrument to create sound, shape, atmosphere and character so that they can communicate effectively with an audience through group and individual application.

- **ACTOR AND DIRECTOR (No pre-requisite)**
  Students will study the major theorists and their approaches to theatre development and presentation. They will then apply this theoretical base through practical approaches and performance.

- **THE DIRECTOR (Pre-requisite: Actor and Director)**
  Students with talent for direction and demonstrated commitment to the art form may be invited to do this unit. It involves directing a group into theatrical presentation.

- **MODERN AND CLASSICAL TRAGEDY (No pre-requisite)**
  Students will be introduced to the concept of classical tragedy and the changes in its structure from the Classical period to modern times. They will experience and develop techniques of performance through the creation of their own plays and interpreting scripted works.

- **EXPERIMENTAL THEATRE (No pre-requisite though it is strongly advised that students have completed at least one of the above Units prior to enrolling)**
  Students will apply techniques and studied forms to create non-traditional presentations. They will demonstrate a practical understanding of the themes, ideas and concerns of a number of modern dramatists and influential theatre practitioners and theorists.

- **ACTING FOR THE CAMERA (No prerequisite)**
  Students will learn the different approaches needed for specific work in front of the camera. Basic editing and understanding of the medium will follow as a result of designing and adapting performance specifically for film, television and video. Students will learn to utilise their own limitations and natural predispositions as assets in working before the camera.

- **DRAMATURGY IN ACTION (Before attempting this unit, students must have at least a basic working knowledge of Stanislavski and/or derivative approaches).**
  The focus of this unit is on the actor’s ability to explore and utilize the concept of “different dramaturgies” in approaching the development and presentation of theatre regardless of style or genre. This includes consideration of the personal, cultural and belief systems that underpin different ideologies for the actors, directors and audiences.

- **PERFORMING SHAKESPEARE (No prerequisite)**
  The focus of this unit is to develop and apply an understanding of Shakespeare's plays, through a variety of performance contexts and interpretations. While this will inevitably require an understanding of the language, the explicit focus of this unit is performance skills and contextualisation.
THEATRE PRODUCTION AND PERFORMANCE (No prerequisite)

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

Students wishing to do more technical subjects will be offered choices of units including:
  - Theatre Production And Performance
  - Theatre Design units (by negotiation)
  - Theatre Lighting And Sound

Students showing outstanding ability and commitment over three semesters may be invited to develop an Independent unit of work.

These Units are part of the Type 2 Drama course currently being taught in Colleges across the ACT. The course is designed to meet the needs of students who:
  - intend to enter tertiary institutions,
  - wish to further their Drama studies (whether through acting, writing or technical careers) in stage, film, television or radio;
  - express interest in Drama as a leisure interest;
  - search the more philosophical questions on the nature of their existence and their relationship to society, history and culture.

The Drama course can be studied on two lines allowing students to enroll in each line or off-line if desired.

Music (A), (T) And Music Extended

Each full unit in this course has a value of 1

Pre-requisites
  - Accredited Music is for students who have an interest in Music, who have briefly studied it at school with or without external tuition.
  - Tertiary Music is for students with some musical experience with performance skills at a minimum of Grade Three standard from a recognized Australian Music Institution. Prior graded exams are not required.

Please refer to the teacher if you have any questions regarding this.

Music at Daramalan College is taught from a ‘Type 2’ course. It is a dynamic and interesting course which studies many aspects of Music and its creation. Students elect the non-core units of study

Foundation Units.

At least two of these will be studied in a Major:
  - Baroque and Classical Instrumental Music
  - Baroque and Classical Vocal Music
  - Romantic and Twentieth Century Vocal Music
  - Romantic and Twentieth Century Instrumental Music

Other Units of study may include:
  - Medieval and Renaissance Music
  - Jazz
  - Music for Theatre/Screen
  - Rock and Pop Music
  - Women in Music
  - Chamber Music (Small Ensemble)
  - Australian Music
  - Directed Study unit

This course would enable students to build their confidence in all three areas of the study of Music: Performing, Creating and Musicology. Students are able to do a Major/Minor or double Major when ability and ‘off line’ time allows.
Dance (T & A)

Each full unit in this course has a value of 1
All Units are offered as both T and A Units.

WORLD DANCE

The focus of this unit is for students to gain skills in traditional sequences and repertoire from cultures such as Aboriginal and Torres Strait Islander, African, Indian, Character styles and Chinese. Theoretical work includes the study of characteristics of particular styles conveyed folklore, music, costumes and respective dance companies.

DANCE HISTORY

Students study practical explorations of compositional devices and structures such as classical ballet and/or contemporary dance. They learn historical dance works and compile their own compositions. A broad overview of the developments in dance is provided by a theoretical study of the history of classical ballet.

THEATRICAL DANCE STYLES

Students study and create compositional tasks exploring dance styles, themes, concepts or choreographic intent of the musical theatre genre. Students work through practical techniques, exercises and performances in jazz, tap or other musical theatre dance styles. Students also study the history of musical theatre and related theories.

DANCE PRODUCTION

Students work on their own compositions that combine at least one production element and explore a theme. Theoretical work related to production elements is studied and students work on associated techniques.

CONTEMPORARY DANCE

Students study practical explorations of compositional devices and structures in contemporary dance inspired by modern dance pioneers and students own compositions. A broad overview of the development of contemporary dance overseas and in Australia is gained through the study of pioneers and exponents of modern dance and current contemporary choreographers.

Students attempting a Major Minor may be invited to do:

DANCE IN THE COMMUNITY

The focus of this unit is for students to develop an awareness of community principals such as integration, inclusivity through dance. Students will participate in verbal and physical presentations and contemporary dance workshops to a community group and use choreographic devices to demonstrate the elements and processes of choreography. Students will analyse and research Australian dance in education companies and critically evaluate their own workshops.

SELF DIRECT DANCE STUDIES

This unit may be offered to Year 12 students studying Dance as an A or T course who wish to complete a Major, Major Minor or a Double Major. Student must have completed three standard units of Dance before undertaking this unit.
ENGLISH DEPARTMENT

All students are required to complete a Major in English.

There are three courses offered and the process by which students move into an English course in Years 11 and 12 begins in Year 10.

Students desiring to undertake the most challenging English course (English Extended) must demonstrate an ability to read and comprehend lengthy and complex texts, an ability to write with fluency and technical control and the maturity to work independently and assiduously.

Student placement in English courses is decided on at the end of Year 10 based on student achievement across seven pieces of assessment and reviewed after the first assessment task in Term 1 of Year 11 to ensure students are in the most appropriate course.

English For Living (A)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Effective Communication</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Adolescents' and Children's Literature</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Aussie Images</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- English for Work</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Life Stories</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Print and Multimedia Texts</td>
<td>A</td>
<td>None</td>
</tr>
</tbody>
</table>

This course is offered in Years 11 and 12 as an alternative to the Tertiary (T) English course. It is designed for students whose main interests and strengths are in non-literary fields. The main emphasis in this course is on developing practical skills, particularly in writing, reading and oral expression.

It also aims at increasing students’ confidence in expressing their ideas and in promoting their enjoyment of reading.

English for Living will be of special benefit to those intending to move immediately into employment from school or who are intending to apply to study at the CIT.

EFFECTIVE COMMUNICATION

This is an introductory unit covering fundamental language and writing skills. Particular emphasis will be placed on how to develop writing skills such as punctuation, paragraphing and the organisation of essays. A variety of written material will be studied for reading, comprehension and language usage.

ADOLESCENTS’ AND CHILDREN’S LITERATURE

This unit is aimed at developing students’ expressive and descriptive writing skills through a study of literature. Using a wide variety of literature - fiction, non-fiction, poetry and drama - students will be encouraged to express their own ideas imaginatively and creatively. Language and writing skills covered in Unit 1 will be reinforced and developed. Students will be encouraged to read widely in this unit.

AUSSIE IMAGES

This unit provides an opportunity for students to examine critically, Australians and their culture as depicted in literature and films. Students will be encouraged to read a wide variety of Australian literature, both traditional and recent. Emphasis will be given to poetry, short stories and non-fiction material, as well as novels and films.

ENGLISH FOR WORK

A large practical component has been included in this unit to provide students with reading, writing, research and organisational skills relevant to interview situations, job applications, employment and leisure. Practical skills include applications for loan, rental and lease agreements, medical and insurance cover. Students will study some literature related to the theme and will be encouraged to read for pleasure. Oral skills will be emphasised as an important part of the unit.

LIFE STORIES

Students will have the opportunity to read, discuss and critically appraise a range of personal stories including short biographies and newspaper and magazine profiles. They will view and appraise a selection of documentaries and short films as well as collect personal stories. They will also communicate stories using a variety of form, style and media including visual and electronic media.
PRINT AND MULTIMEDIA TEXTS

Students will examine, discuss and evaluate the content and features of a variety of print, electronic and other multimedia texts. These may include the journalistic styles and purposes in broadsheet and tabloid newspapers, current affairs programs, TV news presentations and popular magazines. They may also examine and discuss the multimodal nature of advertising and the way visuals, writing and advertising are used to convey messages. The function and purpose of websites will also be examined.

Integrated English (T)

Each unit in this course has a value of 1.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Conflict</td>
<td>T</td>
<td>Satisfactory achievement in previous unit</td>
</tr>
<tr>
<td>- Crime Fiction</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Writing Workshop</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Cultural Identity</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Journeys in Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Opinions and Observations</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Out of Africa</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Page to Screen</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Perceptions of Women in Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Perspectives</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Fantasy and Speculative Fiction</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Survey of Australian Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- The Outsiders</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- The Play's the Thing</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Views of the Twentieth Century</td>
<td>T</td>
<td>as above</td>
</tr>
</tbody>
</table>

This course is designed to meet the needs and interests of students who have achieved reasonable proficiency in language skills and who wish to develop further their competence and confidence in language usage. It concentrates on developing writing, listening and speaking skills and increasing students’ appreciation of literature as a source of enjoyment and social comment.

CONFLICT

This unit is intended to promote students’ understanding of the importance of conflict as the basis of much literature. Students will be encouraged to consider the social significance of conflict and to evaluate the sources, consequences and resolution of conflicts.

CRIME FICTION

Students taking this unit will gain an understanding of the narrative styles, techniques and conventions of the genre. They will also look at the development of crime fiction over time as well as the evolution of subject matter used in the genre including the roles of science, women and technology.

WRITING WORKSHOP

This unit will encourage creativity and freedom of expression in writing. The aim is to promote students’ confidence in their creative skills and to develop skills in communicating with diverse audiences.

CULTURAL IDENTITY

Students undertaking this unit will critically examine and respond to cultural beliefs and value systems as presented in a variety of literature. They will also explore the relationship between language and cultural identity and reflect upon the relevance of the literature to their own cultural heritage.

JOURNEYS IN LITERATURE

The specific goals of this unit are for students to explore and respond to a variety of writing with a spiritual or physical journey theme. They will also examine some information texts on travel and produce some journey writing of their own.
OPINIONS AND OBSERVATIONS
It is intended that students will critically appraise a range of feature writing in magazines and assess as well as respond to a variety of film and television documentaries. They will evaluate content in terms of purpose, audience, medium, structure and style.

OUT OF AFRICA
This unit offers texts of and about Africa. Students will be able to examine African and non-African views and experiences as represented in the works studied and gain some understanding of how texts are shaped by the contexts in which they are produced and the particular perspective of the writer.

PAGE TO SCREEN
It is intended that students learn to recognise and appreciate some of the techniques used in film and in the novel. The potential and the limitations of the genres will be examined and students will make some critical judgements of their own.

PERCEPTIONS OF WOMEN IN LITERATURE
This unit is intended to promote students’ understanding of the variety and impact of images of women presented by literature and the media, and to examine the perspectives of women writers.

PERSPECTIVES
A range of prose works, drama and poetry will be studied in this unit to help the student gain some appreciation of the insights offered by literature into human nature and society.

FANTASY AND SPECULATIVE FICTION
The origins and elements of the fantasy genre will be studied in this unit. Students will identify and analyse some characteristic themes and techniques in a range of fantasy and speculative fiction. They will also create their own fantasy world.

SURVEY OF AUSTRALIAN LITERATURE
This unit will introduce students to Australian writing and increase student awareness of the way literature reflects Australian attitudes and culture. A selection of poetry, drama and prose works will be studied.

THE OUTSIDERS
The theme of this unit is alienation in society. The literature studied will allow students to gain an insight into how writers present themes of disaffection and loneliness, as well as the positive aspects of being an outsider.

THE PLAY’S THE THING
Shakespeare the dramatist will be the focus of this unit so his plays will be considered as the raw material for performance. Shakespeare's life, the context in which he wrote and Elizabethan theatre will be examined.

VIEWS OF THE TWENTIETH CENTURY
This unit aims to familiarise students with a range of viewpoints and opinions as expressed in twentieth century literature and in current and recent periodicals.

English Extended (T)
Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literature of the USA</td>
<td>T</td>
<td>Sound achievement in previous unit</td>
</tr>
<tr>
<td>- Australian Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Heroes in Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Irish Writers</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Texts in Time</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Modern Dramatists</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Some Modern Writers</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- The Spiritual Dimension in Literature</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Tragedy</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Voices of the Americas</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Special Study</td>
<td>T</td>
<td>Approval of Subject Coordinator</td>
</tr>
<tr>
<td>- Special Study A (half semester)</td>
<td>T</td>
<td>Approval of Subject Coordinator</td>
</tr>
</tbody>
</table>
This course is designed to meet the needs and interests of those students who wish to experience a wide range of challenging literature and who wish to study literature in depth. It is also aimed at giving an insight into how literature relates to and reflects the social context in which it is written.

**LITERATURE OF THE USA**
This unit will provide students with an opportunity to gain an insight into the historical and contemporary perspective of literature of the United States of America and an awareness of the values, cultures and perceptions of that nation.

**AUSTRALIAN LITERATURE**
In this unit a wide variety of Australian literature will be examined. The aim is to foster an interest in Australian writing and to familiarise students with issues and ideas presented in Australian writing which reflect an Australian identity.

**HEROES IN LITERATURE**
The hero in literature is the focus of this unit. The literature read and studied is aimed at increasing the student's awareness of the notion of the hero and how a particular hero may reflect a society or be created by that society.

**IRISH WRITERS**
This unit will give students the chance to explore the scope and richness of the contribution of Irish writers to the body of English texts. As well as gaining an understanding of the language and writing techniques used, students will examine the works to determine the ways in which they reflect the Irish experience and to assess the unique qualities of the works.

**TEXTS IN TIME**
This unit is designed to give students a very broad historical perspective of the development of English literature and offer an insight into the major influences affecting its development.

**MODERN DRAMATISTS**
This unit is intended to provide students with an understanding of the range and scope of modern drama and of the possibilities of drama as a means of artistic expression.

**SOME MODERN WRITERS**
This unit is intended to foster students' interest in modern and contemporary writing. Developments in twentieth and twenty-first century writing, influences affecting writers and the imaginative treatment of political, social and moral issues will be explored.

**THE SPIRITUAL DIMENSION IN LITERATURE**
This unit will seek to examine ways in which the spiritual dimension of human existence is reflected in literature through a close study of poetry and prose with a religious theme.

**TRAGEDY**
This unit is designed to trace the development of tragedy as an art form and to increase students’ awareness of the role of tragedy in drama in the context of society.

**VOICES OF THE AMERICAS**
This unit will offer the opportunity to explore and respond to a range of literature of and about the Americas. Techniques and styles of writers from different cultures and the relationship between literature and the cultural, historical and political context in which it was written will be examined.

**SPECIAL STUDY**
This unit will be available in Year 12 to those students completing a Double Major or Major/Minor who have achieved a highly competent standard in previous units. Students will study an area of language or literature which is of special interest to them. Students taking this unit will work with a supervising teacher. Special Study is also available as a half semester unit.

**SPECIAL STUDY A**
This is a half semester unit where the content is also negotiated. Under supervision, students select and study an area of literature which is of special interest to them. There is an emphasis on reading, research and a variety of responses.
FOOD TECHNOLOGY DEPARTMENT

Hospitality T/A/V

The Hospitality course accommodates for the variety of students in years 11 and 12. The course structure provides all students with a broad based experience. The course is designed to provide students, with the appropriate skills and knowledge required to gain employment and to assist them in making an informed decision, about careers in the Hospitality Industry. The course prepares students for further tertiary studies in Hospitality, Events and Hotel Management.

Students undertaking hospitality, study the art of food presentation while developing food preparation techniques. They gain service skills by participating in the College restaurant days and evenings. Students develop and practice highly sought after customer service skills. This program also looks at complexities of business and financial management in the Hospitality Industry.

Hospitality is a vocational course and successful completion leads to nationally recognised Certificate I and/or II in Hospitality or a Certificate I in Kitchen Operations. Students who achieve a Level I and/or II qualification may seek recognition when applying for higher level programs in Hospitality at the The Canberra Institute of Technology or with other Registered Training Organisations.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality Essentials</td>
<td>A/V</td>
<td>Nil</td>
</tr>
<tr>
<td>Hospitality Kitchen Procedures</td>
<td>A/V</td>
<td>Core Competencies form Hospitality Essentials. See Subject Coordinator</td>
</tr>
<tr>
<td>Leadership and Café Training</td>
<td>A/V</td>
<td>Core Competencies form Hospitality Essentials. See Subject Coordinator</td>
</tr>
<tr>
<td>Leadership in Service Operations</td>
<td>A/V</td>
<td>Core Competencies form Hospitality Essentials. See Subject Coordinator</td>
</tr>
</tbody>
</table>

Hospitality T/V

(Please note that the vocational component of this course is subject to approval of Certificate III scope being granted in 2013)

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Essentials</td>
<td>T/V</td>
<td>Nil</td>
</tr>
<tr>
<td>Hospitality Industry Service Procedures</td>
<td>T/V</td>
<td>Core Competencies form Industry Essentials See Subject Coordinator</td>
</tr>
<tr>
<td>Hospitality Service Management</td>
<td>T/V</td>
<td>Core Competencies form Industry Essentials See Subject Coordinator</td>
</tr>
<tr>
<td>Manage a Training Café</td>
<td>T/V</td>
<td>Core Competencies form Industry Essentials See Subject Coordinator</td>
</tr>
</tbody>
</table>

Prerequisites with Hospitality courses only apply to vocational V streams, students are able to enrol in Accredited and Tertiary Units without completing prerequisite units.

Hospitality Studies Certificates are available in
- Year 12 Minor (2 points). Competency results in a Statement of Attainment in Hospitality (SIT20213).
- Year 11 and 12 Hospitality Studies Major (4 points). Competency results in a Certificate II in Hospitality (SIT20213) and a Certificate II in Kitchen Operations (SIT20312). Students may also be eligible for a Statement of Attainment for additional competencies attained during their course of study.

Structured Workplace Learning

Two weeks of structured workplace learning in industry is recommended per Certificate level. We believe structured workplace learning is necessary to achieve competencies in Hospitality.

Two weeks of structured workplace learning in a front of house position is mandatory for students to obtain the Certificate II in Hospitality and two weeks of structured work place learning in a back-of-house is mandatory for students to obtain the Certificate II in Kitchen Operations.
The Languages courses aim to develop the four language skills of listening, speaking, reading and writing and to give students the confidence to communicate orally and in writing with relative ease on the topics studied.

The courses also aim to:

- provide students with an insight into and an understanding of the relationship between language, thought and culture which will enable them to develop intercultural perspectives and a knowledge of the customs, history and cultural heritage of the country;
- provide students with the opportunity to examine the nature of present day Australian society, thus enabling them to more readily understand the values and attitudes of people of different linguistic and cultural backgrounds;
- lead students to reflect on the workings of their own language and on communication in general.

The Continuing courses in French, German and Japanese are designed for those who have studied one of these languages previously, usually to Year 10 level, and who wish to continue to study the language as a tertiary accredited subject.

Students who are contemplating a career in travel, hospitality, tourism, trade or business, or who have a personal interest in learning French, German or Japanese, should consider continuing their language studies. There is growing recognition by business and government that Australia's success in pursuing all potential avenues in trade, diplomacy and tourism will be increasingly dependent on our ability to communicate and conduct business in other languages.

Language courses may be taken as a Major or a Minor. The Minor course consists of two consecutive semester units while the Major consists of four consecutive semester units.

### French

#### Continuing French (T)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Individual’s Experience</td>
<td>T</td>
<td>Completion of at least Year 9 French or equivalent</td>
</tr>
<tr>
<td>Society and Community</td>
<td>T</td>
<td>Completion of previous unit or approval of Subject Coordinator</td>
</tr>
<tr>
<td>The World Around Us</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>Lifestyle and Traditions</td>
<td>T</td>
<td>as above</td>
</tr>
</tbody>
</table>

The aim of this course is to develop students’ ability to understand both spoken and written French and to communicate effectively. Units cover topics including daily life and leisure, describing people and places, education and future plans, health and fitness, travel and tourism, the media, environmental issues, research into French film, literature, art and history.

Units are structured to provide progressive development and revision of grammar required to Year 12 level, as well as to expose students to different registers of written and spoken language.

Course work includes the use of newspaper articles, magazines, television programs, films, songs, poems and French cuisine as additional tools for exploring issues of interest and aspects of French culture.
**German**

**Continuing German (T)**

*Each unit in this course has a value of 1*

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Individual's Experience</td>
<td>T</td>
<td>Completion of at least Year 9 German or equivalent</td>
</tr>
<tr>
<td>- Society and Community</td>
<td>T</td>
<td>Completion of previous unit or approval of Subject Coordinator</td>
</tr>
<tr>
<td>- The World Around Us</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- Lifestyle and Traditions</td>
<td>T</td>
<td>as above</td>
</tr>
</tbody>
</table>

This course recognises that Language learning is a dynamic process through which students broaden their understanding, not only of language but also identity and culture. The aim is to enable students to understand and communicate proficiently in German on topics such as family and relationships, travel and tourism, leisure, health, traditions and festivals, history, entertainment and environment and to display a sociocultural awareness. The increasingly complex grammatical structures and language conventions are developed progressively throughout the Course.

Course work includes the study of newspaper articles, statistics, films, songs, literature, advertisements, artworks and also digital media.

**Japanese**

**Continuing Japanese (T)**

*Each unit in this course has a value of 1*

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Individual's Experience</td>
<td>T</td>
<td>Completion of at least Year 9 Japanese or equivalent.</td>
</tr>
<tr>
<td>- Lifestyle and Traditions</td>
<td>T</td>
<td>Completion of previous unit or approval of Subject Coordinator</td>
</tr>
<tr>
<td>- Society and Community</td>
<td>T</td>
<td>as above</td>
</tr>
<tr>
<td>- The World Around Us</td>
<td>T</td>
<td>as above</td>
</tr>
</tbody>
</table>

This course aims to extend students’ communicative skills in both spoken and written Japanese. Topics include personal history, hobbies, relationships, part time jobs, tourism and travel, healthy lifestyles, traditional stories and future plans and goals.

Units are designed to provide progressive development and revision of increasingly complex grammatical structures and language conventions. Aspects of Japanese culture will be embedded in the language topics covered.

On completion of the course students should be able to understand and communicate effectively in Japanese on the topics studied, showing awareness of relevant socio-cultural issues. They should read and write with confidence in Hiragana and Katakana, along with those Kanji required for each unit.
The College offers four Mathematics courses: **General Mathematics, Mathematical Applications, Mathematical Methods and Specialist Mathematics.** Mathematics for Living is offered depending upon demand.

- **General Mathematics (A)** is aimed at providing an understanding of the Mathematics which is needed in the workplace and for everyday living, and which is necessary for a more complete understanding for those parts of Mathematics which increasingly pervade modern life such as Statistics and the Mathematics of Finance.  
  *Prerequisite: A satisfactory standard in Year 10 Mathematics.*

- **Mathematical Applications (T)** is designed to provide students with quantitative techniques and analytical skills which will provide relevance and meaning to their world and the world of business. Mathematical Applications is suitable for students who intend later tertiary studies where Mathematics does not play a major role.  
  *Prerequisite: An A, B or C in Level 1 Mathematics 10A, or an A, B or C in Level 2 Mathematics.*

- **Mathematical Methods (T)** is designed to provide students with techniques in abstract reasoning, calculus and other mathematical procedures which provide a foundation for tertiary studies where mathematical modelling plays a role such as Economics, Biology and Psychology.  
  *Prerequisite: An A, B or C in Level 1 Mathematics 10A.*

- **Specialist Mathematics (T)** is designed to provide students studying Mathematical Methods with additional opportunities to extend their knowledge and to refine their abstract reasoning ability in a mathematical context. Specialist Mathematics is suitable for students who intend later tertiary study in disciplines in which Mathematics plays a major role such as Engineering, Physics, Actuarial Studies, and Mathematics.  
  *Prerequisite: An A in Level 1 Mathematics 10A and/or interview with the Mathematics Coordinator.*

### Course Structure

**General Mathematics (A), Mathematical Applications (T), Mathematical Methods (T) and Specialist Mathematics (T)** may be studied as a Minor or a Major course. Specialist Mathematics (T) may also be studied as a Major Minor or double Major course.

All units offered in General Mathematics, Mathematical Applications, Mathematical Methods and Specialist Mathematics have a value of 1.

Students who wish to change from Mathematical Methods to Mathematical Applications must do so before the beginning of MA3.

Students who transfer from Specialist Mathematics to Mathematical Methods or Mathematical Applications will have their points credited to the new course.

### General Mathematics (A)

*Each unit has a value of 1*

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
<th><strong>Accr.</strong></th>
<th><strong>Pre-Requisites</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- General Mathematics 1</td>
<td>A</td>
<td>Minimum of a C in Year 10 Level 3 Mathematics</td>
</tr>
<tr>
<td>- General Mathematics 2</td>
<td>A</td>
<td>&quot;</td>
</tr>
<tr>
<td>- General Mathematics 3</td>
<td>A</td>
<td>&quot;</td>
</tr>
<tr>
<td>- General Mathematics 4</td>
<td>A</td>
<td>&quot;</td>
</tr>
</tbody>
</table>

**Available Course Patterns**

General Mathematics can be studied as a Minor or a Major.

**GENERAL MATHEMATICS 1**

Earning Money, Units of Measurement, Right-angled Triangles. Applications of Area and Volume, Basic Algebra Skills, Statistics and Society.

**GENERAL MATHEMATICS 2**

Data Collection and Sampling, Modelling Linear Relationships, Investing Money, Displaying Single Data Sets, Summary Statistics.
GENERAL MATHEMATICS 3
Credit and Borrowing, Further Applications of Area and Volume, Applications of Trigonometry, Interpreting Sets of Data, Multi-stage events.

GENERAL MATHEMATICS 4

Mathematical Applications (T)
Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mathematical Applications 1</td>
<td>T</td>
<td>Minimum of a C in Level 2 Mathematics</td>
</tr>
<tr>
<td>- Mathematical Applications 2</td>
<td>T</td>
<td>Satisfactory Completion of MA1 (or MM1)</td>
</tr>
<tr>
<td>- Mathematical Applications 3</td>
<td>T</td>
<td>Satisfactory Completion of MA2 (or MM1 &amp; MM2)</td>
</tr>
<tr>
<td>- Mathematical Applications 4</td>
<td>T</td>
<td>Satisfactory Completion of MA3</td>
</tr>
</tbody>
</table>

Usual Course Patterns
Mathematical Applications Major
Mathematics Applications, semester units 1, 2, 3 and 4

Mathematical Applications Minor
Mathematics Applications, semester units 1 and 2

MATHEMATICAL APPLICATIONS 1
Matrices, Series and Sequences, Measurement and Trigonometry.

MATHEMATICAL APPLICATIONS 2
Linear Functions and Modelling, Linear Programming, Matrix Applications, Graphs and Networks.

MATHEMATICAL APPLICATIONS 3

MATHEMATICAL APPLICATIONS 4
Statistics (Univariate, Bivariate), Correlation and Regression, Smoothing – Forecasting Models, Probability, Counting, Binomial Distribution.

Mathematical Methods (T)
Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mathematical Methods 1</td>
<td>T</td>
<td>Minimum of a C in Level 1 Mathematics 10A</td>
</tr>
<tr>
<td>- Mathematical Methods 2</td>
<td>T</td>
<td>Satisfactory Completion of MM1</td>
</tr>
<tr>
<td>- Mathematical Methods 3</td>
<td>T</td>
<td>Satisfactory Completion of MM2</td>
</tr>
<tr>
<td>- Mathematical Methods 4</td>
<td>T</td>
<td>Satisfactory Completion of MM3</td>
</tr>
</tbody>
</table>

Usual Course Patterns
Mathematical Methods Major
Mathematical Methods, semester units 1, 2, 3 and 4
Mathematical Methods Minor
Mathematical Methods, semester units 1 and 2

MATHEMATICAL METHODS 1
Matrices, Sequences and Series, Relations and Functions, Linear Functions, Quadratic Functions.

MATHEMATICAL METHODS 2
Polynomial and Rational Functions, Rates of Change, Trigonometry, Differential Calculus (Polynomials), Maximum/Minimum Problems, Related Rates.
MATHEMATICAL METHODS 3
Anti-differentiation, Integral Calculus, Areas and Volumes, Exponential and Logarithmic Functions (base e), Growth and Decay.

MATHEMATICAL METHODS 4
Statistics, Correlation and Regression, Counting Techniques, Probability Distributions (Binomial and Normal), Further Trigonometry, Matrix Applications.

Specialist Mathematics (T) Major
Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Specialist Mathematics 1</td>
<td>T</td>
<td>Minimum of an A in Level 1 Mathematics 10A</td>
</tr>
<tr>
<td>- Specialist Mathematics 2</td>
<td>T</td>
<td>Satisfactory Completion of SM1</td>
</tr>
<tr>
<td>- Specialist Mathematics 3</td>
<td>T</td>
<td>Satisfactory Completion of SM2</td>
</tr>
<tr>
<td>- Specialist Mathematics 4</td>
<td>T</td>
<td>Satisfactory Completion of SM3</td>
</tr>
</tbody>
</table>

Usual Course Patterns
Specialist Mathematics Major
Specialist Mathematics, semester units 1, 2, 3 and 4
Specialist Mathematics Minor
Specialist Mathematics, semester units 1 and 2

SPECIALIST MATHEMATICS 1
Matrices, Sequences and Series, Relations and Functions, Linear Functions, Quadratic Functions.

SPECIALIST MATHEMATICS 2
Polynomial and Rational Functions, Rates of Change, Trigonometry, Differential Calculus (Polynomials), Maximum/Minimum Problems, Related Rates.

SPECIALIST MATHEMATICS 3
Anti-differentiation, Integral Calculus, Areas and Volumes, Exponential and Logarithmic Functions (base e), Growth and Decay.

SPECIALIST MATHEMATICS 4
Statistics, Correlation and Regression, Counting Techniques, Probability Distributions (Binomial and Normal), Further Trigonometry, Matrix Applications.
Specialist Mathematics (T) Major Minor

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Specialist Mathematics 1</td>
<td>T</td>
<td>Minimum of an A in Level 1 Mathematics 10A</td>
</tr>
<tr>
<td>- Specialist Mathematics 2</td>
<td>T</td>
<td>Satisfactory Completion of SM1</td>
</tr>
<tr>
<td>- Specialist Mathematics 3</td>
<td>T</td>
<td>Satisfactory Completion of SM2</td>
</tr>
<tr>
<td>- Specialist Mathematics 4</td>
<td>T</td>
<td>Satisfactory Completion of SM3</td>
</tr>
<tr>
<td>- Specialist Mathematics 5</td>
<td>T</td>
<td>Enrolled in SM1</td>
</tr>
<tr>
<td>- Specialist Mathematics 7</td>
<td>T</td>
<td>Enrolled in SM3</td>
</tr>
</tbody>
</table>

Usual Course Patterns
Specialist Mathematics Major Minor
Specialist Mathematics, semester units 1, 2, 3, 4, 5 and 7.

SPECIALIST MATHEMATICS 5
Geometry, Matrices-2, Coordinate Geometry and Conics.

SPECIALIST MATHEMATICS 7
Further Trigonometry, Complex Numbers.

Specialist Mathematics (T) Double Major

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Specialist Mathematics 1</td>
<td>T</td>
<td>Minimum of an A in Level 1 Mathematics 10A</td>
</tr>
<tr>
<td>- Specialist Mathematics 2</td>
<td>T</td>
<td>Satisfactory Completion of SM1</td>
</tr>
<tr>
<td>- Specialist Mathematics 3</td>
<td>T</td>
<td>Satisfactory Completion of SM2</td>
</tr>
<tr>
<td>- Specialist Mathematics 4</td>
<td>T</td>
<td>Satisfactory Completion of SM3</td>
</tr>
<tr>
<td>- Specialist Mathematics 5</td>
<td>T</td>
<td>Enrolled in SM1</td>
</tr>
<tr>
<td>- Specialist Mathematics 6</td>
<td>T</td>
<td>Enrolled in SM2</td>
</tr>
<tr>
<td>- Specialist Mathematics 7</td>
<td>T</td>
<td>Enrolled in SM3</td>
</tr>
<tr>
<td>- Specialist Mathematics 8</td>
<td>T</td>
<td>Enrolled in SM4</td>
</tr>
</tbody>
</table>

Usual Course Patterns
Specialist Mathematics Double Major
Specialist Mathematics, semester units 1, 2, 3, 4, 5, 6, 7 and 8.

SPECIALIST MATHEMATICS 6
Reasoning and Number Theory, Vectors.

SPECIALIST MATHEMATICS 8
Further Calculus, Kinematics and Vector Calculus.

Calculators
Students studying General Mathematics are required to have a scientific calculator with statistical functions.
Students studying Mathematical Applications, Mathematical Methods or Specialist Mathematics are required to have a graphics calculator.
Daramalan uses Texas Instruments graphics calculators – TI-84plus or equivalent.
Exercise Science contributes to the development of the whole person through knowledge and skills relating to physical activity. It promotes creativity, social, emotional and physical growth. Emphasis is placed on theoretical and practical knowledge. It provides an in-depth study of human physical performance, the importance of physical activity to the health and well being of society and personal health and fitness.

The course enables students to gain an understanding of how the human body functions and provide experiences which develop students’ ability to know and apply the principles of the body in motion. The course caters for students who intend to proceed to post secondary studies in the fields of medicine, para-medical areas, nursing, physiotherapy, occupational therapy, sports training, sports studies, teaching and other areas in applied anatomy and physiology. The course is also designed for those who may not have vocational aspirations in this field but who have an interest in the theory and practice of Exercise Science.

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Anatomy and Physiology</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Exercise Physiology and Nutrition</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td><strong>Year 12:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sports Performance and Biomechanics</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Sports Medicine and Sports Psychology</td>
<td>A</td>
<td>None</td>
</tr>
</tbody>
</table>

Physical Education (A)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Fitness and Team Sports</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Lifesaving and World Sports</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td><strong>Year 12:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Modified Sports and Recreational Activities</td>
<td>A</td>
<td>None</td>
</tr>
<tr>
<td>- Coaching Principles and Individual Sports</td>
<td>A</td>
<td>None</td>
</tr>
</tbody>
</table>

FITNESS AND TEAM SPORTS

This unit enables students to develop an understanding of the concept of physical fitness as well as identifying the components of fitness and ways of measuring physical capacities. Emphasis is placed on development of fitness programs for the student specific to their individual needs. The unit also enables students to experience a variety of skills in various individual team sports and develop an understanding of the components of team performance in different sports, for example, defensive/attacking strategies. Appropriate activities for this unit include Volleyball, Futsal, Basketball, Indoor Cricket, Circuit and Weight Training and various fitness classes.

LIFESAVING AND WORLD SPORTS

This unit enables students to develop knowledge and the capacity to demonstrate an awareness of the dangers of aquatic environments and the life saving skills used in both prevention and rescue. It also allows students to develop and demonstrate knowledge, skills, technique and fitness in swimming, survival and rescue. The world sports unit allows student to develop knowledge, understanding, and application skills through involvement in world sports games and drills and perform with individual and team skills in a number of world sports involving a wide variety of equipment and settings.

COACHING PRINCIPLES AND INDIVIDUAL SPORTS

This unit enables students to experience a variety of skills in various individual sports and develop an understanding of the components of individual performance in different sports; for example, defensive/attacking strategies, positioning. There will also be emphasis on coaching of school groups (peer coaching, Year 7 PE groups) in a variety of sports and environments. Instruction as to the role of the coach, planning a coaching session, skill acquisition and development and safety will be given. Appropriate activities in this unit include Golf, Ice Skating, Squash, Gymnastics and coaching activities.

MODIFIED SPORTS AND RECREATIONAL ACTIVITIES

This unit is an extension of the earlier unit and looks to further expose students to lifelong recreational pursuits. Appropriate activities in this unit include Roller blading, Indoor Rock Climbing, Cycling, Table Tennis, Korfball, European Handball and Weight Training. This unit also explores ways in how sports can be modified to be more inclusive of participants with different needs.
Religious Studies (T & A)

Each unit in this course has a value of 1

Year 11

Religious Studies is undertaken as a compulsory part of Year 11 studies. It may be taken at either Tertiary or Accredited level. Students at Daramalan will, therefore, complete the Minor in Religious Studies, required by the College, in Year 11. The two compulsory units offered in Year 11 are:

**SEARCH FOR MEANING**

In this introductory unit, students explore the nature of religion and religious experience and investigate the expression of religion and spirituality in contemporary Australia. They are encouraged to examine a range of responses to ultimate or fundamental life questions which may give meaning to human existence. In examining the religious response to these questions, students are encouraged to explore the expression of Indigenous spiritualities and at least one major world religion.

**ENCOUNTERING ETHICAL ISSUES**

In this unit students will examine a number of ethical issues. Ethics is the study of what is good and bad, right and wrong and worthy or unworthy in human behaviour. Students consider what it means to be a human being, made in the image and likeness of God, and the implications of that truth for them in their daily living. Their personal responsibility for the development of a well formed conscience, the appropriate attitudes to others and to the world in which we live, are all considered in depth.

Year 12

Religious Studies is optional in Year 12. Students may continue their studies in this area if they choose, and opportunity is given for them to complete a Major or a Major Minor in this subject. The study of a Major/Minor requires approval of the coordinator. There is a selection of units that students may choose from, but the final list of units is dependent on the viability of the proposed classes. Units available:

**WORLD RELIGIONS**

A study of the phenomenology of religion with particular emphasis on the world religions of Islam, Judaism, Hinduism and Buddhism.

**SOCIAL JUSTICE**

In this unit, students consider the concept of justice and the Church’s teachings regarding this matter. Contemporary issues are investigated and critical analysis of the media is undertaken.

**RELIGION THROUGH THE ARTS**

This unit has an Art focus. Students taking this unit will study the work of great artists in an attempt to discern the spirituality of the creator. They will then be encouraged to express their own developing spirituality using this form of self-expression.

**SACRED TEXTS AND RELIGIOUS LITERATURE**

Students will study selected sacred texts and their role within religious, historical and social contexts.

**INTRODUCTORY PHILOSOPHY**

Students are encouraged to develop their capacity for logical thinking through an introductory exploration of the work of the great philosophers and through the examination of philosophic issues.

**YOUTH SPIRITUALITY AND CHRISTIAN MINISTRY**

Students taking this unit are invited to consider the various aspects and dimensions of Youth Spirituality and to participate in the organization and conducting of Retreats for junior students at the College.

**RELIGION AND THE MEDIA**

This unit will provide students with the opportunity to critically evaluate the way religion, religious themes and religious figures are presented in the news and current affairs, film, music, websites and advertising.
**Tertiary Requirements**

The courses in Science are those which provide suitable choices for students pursuing careers in Science or Science-based areas and for students interested in other careers, but who wish to study one or more Science subjects at the secondary college level.

Those students intending to seek entrance to tertiary institutions in Science or Science-related faculties should be careful to choose those courses which meet the entrance requirements of those faculties. While bridging courses are sometimes available for students who do not have the appropriate entrance requirements, it is generally expected that they gain the required subject while attending secondary college.

With regard to the initial choices of courses in Year 11, students are advised to look carefully at the Major/Minor requirements for the individual courses below.

### Biology (integrating Australian Curriculum) (T & A)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Accr.</th>
<th>Value</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Biodiversity and Connectedness:</strong></td>
<td>T/A</td>
<td>1</td>
<td>Nil</td>
</tr>
<tr>
<td>In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. Fieldwork is an important part of this unit, providing valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2: Cells and Organisms:</strong></td>
<td>T/A</td>
<td>1</td>
<td>Nil</td>
</tr>
<tr>
<td>In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally. Students investigate the ways in which matter moves and energy is transformed and transferred in the biochemical processes. Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students examine the structure and function of plant and animal systems. Students use science inquiry skills to explore the relationship between structure and function, by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3: Heredity and Continuity of Life</strong></td>
<td>T/A</td>
<td>1.0</td>
<td>Unit 2</td>
</tr>
<tr>
<td>In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4: The Internal Environment</strong></td>
<td>T/A</td>
<td>1.0</td>
<td>Unit 2</td>
</tr>
<tr>
<td>In this unit, students investigate how homeostatic response systems control organisms’ responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study how the invasion of an organism’s internal environment by pathogens challenges the effective functioning of cells, tissues and body systems, and triggers a series of responses or events in the short- and long-term in order to maintain system function.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Chemistry (integrating Australian Curriculum) (T)**

The standard offering of this course at Daramalan College will follow the Australian Curriculum and will include:

<table>
<thead>
<tr>
<th>Year 11 Semester 1</th>
<th>Chemical Fundamentals</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Semester 2</td>
<td>Molecules</td>
<td>1</td>
</tr>
<tr>
<td>Year 12 Semester 1</td>
<td>Equilibrium and Redox Reactions</td>
<td>1</td>
</tr>
<tr>
<td>Year 12 Semester 2</td>
<td>Structure, Synthesis and Design</td>
<td>1</td>
</tr>
</tbody>
</table>

**Unit 1: Chemical Fundamentals T**

In Unit 1, students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions. They use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. Students are introduced to the mole concept as a means of quantifying matter in chemical reactions.

**Unit 2: Molecules T**

In Unit 2, students develop their understanding of the physical and chemical properties of materials including gases, water and aqueous solutions, acids and bases. They explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. Students investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

**Unit 3: Equilibrium and Redox Reactions T**

In Unit 3, students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems. They use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgments and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

**Unit 4: Structure, Synthesis and Design T**

In Unit 4, students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles. They use science inquiry skills to investigate the principles and application of chemical structure, synthesis and design. They select and use data from instrumental analysis to determine the identity and structure of a range of organic materials. Students make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.
Earth and Environmental Science (integrating Australian Curriculum) (T)
Physics (integrating Australian Curriculum) (T)

The standard offering of this course at Daramalan College will follow the Australian Curriculum and will include:

<table>
<thead>
<tr>
<th>Year 11 Semester 1</th>
<th>Linear Motion and Waves</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 Semester 2</td>
<td>Thermal, Nuclear and Electrical</td>
<td>1</td>
</tr>
<tr>
<td>Year 12 Semester 1</td>
<td>Gravity and Electromagnetism</td>
<td>1</td>
</tr>
<tr>
<td>Year 12 Semester 2</td>
<td>Revolutions in Modern Physics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Unit 1: Linear Motion and Waves**

This unit enables the student to use science inquiry skills to design, conduct and analyse safe and effective investigations into linear motion and wave phenomena, and to communicate methods and findings. It will concentrate on Newton’s Laws of Motion, the wave model of sound and light, and the algebraic and graphical representations of forces, motion and waves.

**Unit 2: Thermal, Nuclear and Electrical**

This unit introduces the kinetic particle model and thermodynamics to explain the heating process, how the nuclear model of the atom explains radioactivity, fission and fusion and how charge is transferred through electrical circuits.

**Unit 3: Gravity and Electromagnetism**

This unit allows students to explore motion in a gravitational field, including projectile motion and momentum. The student will delve into the similarities and differences between gravitational, electric and magnetic fields and then develop an understanding of transformations and the transfer of energy in electromagnetic devices, as well as transformations and transfer of energy associated with motion in electric, magnetic and gravitational fields.

**Unit 4: Revolutions in Modern Physics**

In this last unit the student will have the opportunity to study the modern world of quantum physics, relativity, the Standard Model of the Universe and wave-particle duality. Einstein’s work into the photo-electric effect and the quantum theory of light will allow students to make predictions related to the theory and applications of special relativity.
The History courses offered by Social Science include:

- American History
- Ancient History
- Australian History
- Modern History

These courses offer units from which either Major or Minor courses can be chosen.

A **Mixed Major** course can be formed by combining any four units from the history courses.

A **Mixed Minor** course can be formed by choosing a combination of any 2 units from the history courses.

A **Double Major** course can be formed by choosing a combination of any 8 units from the history courses.

A **Major/Minor** course can be formed by choosing a combination of any 6 units from the history courses.

### American History (T & A)

*Each unit in this course has a value of 1*

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of the United States</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The US - The New Nation</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The USA - A World Power</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>USA - Changing Perspectives Since WW II</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

#### FOUNDATIONS OF THE UNITED STATES

Pre-Columbian America; European contact with the New World; Colonial Life; Causes and conduct of the American Revolution; The Articles of Confederation; Development of the US Constitution; Westward expansion; Native Americans of the west.

#### THE US - THE NEW NATION

Sectionalism; Slavery and abolitionism; Civic War and Reconstruction; The growth of industrial America; Agrarian movements; The ‘Gilded Age’; Migration; the Monroe Doctrine; The Spanish-American War.

#### THE USA - A WORLD POWER

The Reform and Progressive movements; Isolationism and World War I; The Treaty of Versailles; Social change in the 1920’s (women’s suffrage, prohibition, radio and mass advertising, the motor car, the ‘Harlem Renaissance’); The economy of the 1920’s and the ‘Crash’; Depression and The New Deal; the US in World War II, the origins of the Cold War.

#### USA - CHANGING PERSPECTIVES SINCE WW II

The post-war world; The Cold War; McCarthyism; The interventionist US; The Civil Rights movement; Foreign policy and social changes in the 1960’s; US relations with Latin-America; The Cuban Missile Crisis; The assassination of JFK; Vietnam; Richard Nixon and Watergate; Contemporary American issues.

### Ancient History (T & A)

*Each unit in this course has a value of 1*

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Mediterranean and Mesopotamia</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Athens to Alexander</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The Roman Republic</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The Roman Empire</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

#### ANCIENT MEDITERRANEAN AND MESOPOTAMIA

This unit examines a selection of topics from the Ancient Mediterranean and Mesopotamia including ancient Sumer, Egypt, Palestine and Greece of the Heroic Age.

Significant individuals, social groups, cultures, political systems, places, events and technology, and ancient literary and archaeological evidence are studied.
ATHENS TO ALEXANDER

This unit examines the rise of the Athenian empire after the Persian Wars, the development of democracy, Athenian and Spartan societies including the Peloponnesian War, and the rise of Macedon and Alexander. Students will also examine Classical art, architecture and literature, as well as aspects of Greek social history.

THE ROMAN REPUBLIC

This unit will trace the history of Rome from tribal origins to the founding, flourishing and downfall of the Republic. The Roman class struggles will be examined alongside the war against Hannibal and the subsequent growth in Senatorial power.

THE ROMAN EMPIRE

This unit examines Roman history from Augustus to the age of Justinian. Also studied are Roman art and architecture, literature and social history.

Australian History (T & A)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia: Migrations</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Australia: Transition to Nationhood</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Australia in the Modern World</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Lairs, Louts, Lasses and Larrikins</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

AUSTRALIA: MIGRATIONS

This unit examines Australia from Indigenous Pre-History to the Age of the Bushranger. Included are studies of the age of exploration, early British colonies, convicts, free settlers and squatters, the Gold Rushes and the Eureka Stockade.

AUSTRALIA: TRANSITION TO NATIONHOOD

This unit examines such topics as Exclusivists versus Emancipists, self-government, the Federation movement, the development of Commonwealth government, Bohemian movements and Australia in the First World War.

AUSTRALIA IN THE MODERN WORLD

This unit examines Australian history from the post WW I era of the twenties, through the Great Depression of the 1930s, to the impact of World War II both at home and abroad.

LAIRS, LOUTS, LASSES AND LARRIKINS

This unit examines more recent Australian history including the impact of WW II, the Menzies Era 1949-1966, the 1960s to the 1990s, and Australia in the new millennium.

Modern History (T & A)

Each unit in this course has a value of 1

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revolutions in the Modern World</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The Great War</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>The Second World War</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>International Relations 1945-Present</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

REVOLUTIONS IN THE MODERN WORLD

This unit examines modern revolutions – their causes, conduct and long-term impacts. The theory of revolution will be studied with particular emphasis on the French and Russian revolutions, as well as more recent political revolutions.
THE GREAT WAR
This unit examines the causes and conduct of WWI. The political aspects of the war will be covered, as well as particular events on the Eastern Front, the Western Front, and the Middle East. The Australian “Home Front”, including the conscription debates, will be studied. The Treaty of Versailles and its future political implications will also be examined.

THE SECOND WORLD WAR
This unit examines the causes and conduct of WWII. Particular topics that may be covered include the post-WWI world, the rise of European dictatorships, Stalinist Russia, the Holocaust, particular events of the war, war crimes tribunals and the long term results of the war.

INTERNATIONAL RELATIONS 1945 - PRESENT
This unit examines such topics as the origins of the Cold War, the Iron Curtain, the Marshall Plan, the “interventionist” United States, the end of Colonialism, the role of the United Nations, the background to conflict in the Middle East, the Cuban Missile Crisis, and the end of the Cold War.

Psychology (T & A)
The aims of the course are to promote:
• an understanding of the scientific foundations of psychology; its areas of study, goals, methods of data collection and analysis;
• a lively interest in the application of this knowledge to the problems and challenges of life e.g. an insight into our modes of perceptions, the use of our abilities, the rearing of children, our own personalities and modes of interacting with others.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction to Psychology and Childhood</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Learning, Memory and Mental Abilities</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Personality and Abnormal Psychology</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Social Influences, Attitudes and Prejudice</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

Other units are available for students taking a Major/Minor in this course.

INTRODUCTION TO PSYCHOLOGY AND CHILDHOOD
This unit begins with an introduction to psychology and what psychologists do, and why psychology is a science. This is followed by scientific method, data collection techniques, research strategies, and writing laboratory reports. There is a focus on human behaviour compared with animal behaviour.

The second half of the semester concentrates on human development from birth to late childhood.

LEARNING, MEMORY AND MENTAL ABILITIES
This unit examines in detail the principles and applications of classical and operant conditioning, social learning theory and cognitive learning. This leads into the topic of intelligence and its measurement, problem solving and creativity.

This is followed by memory; the process, measurement and levels of memory, theories of forgetting, eye-witness testimonies, and improving long-term memory.

PERSONALITY AND ABNORMAL PSYCHOLOGY
This unit deals with specific theories of personality including psychodynamic (including dream analysis), behavioural, trait, need, and humanistic approaches. Freud will receive detailed attention.

The final section deals with personality disorders and the treatment of these disorders from a psychological viewpoint.

SOCIAL INFLUENCES, ATTITUDES AND PREJUDICE
This unit begins by examining attitude formation and attitude change. Social behaviour in the presence of others follows, covering the topics: conformity, obedience to authority, forms of power; cooperation and competition, social responsibility and altruistic behaviour.

The final section of the unit deals with specific social problems such as alcohol and drug abuse, prostitution, and domestic violence.
Sociology (T & A)

Each unit in this course has a value of 1 (except for Independent Study 0.5)

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Power</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Sociology of Ethnicity and Race</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Independent Study</td>
<td>T only</td>
<td>Sociology of Power</td>
</tr>
<tr>
<td>Sociology of Education Work and Leisure</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Sociology of Health and Medicine</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Sociology of Media, Youth and Culture</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Sociology, Deviance and Crime</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>Sociology of Roles and Relationships</td>
<td>T/A</td>
<td>None</td>
</tr>
</tbody>
</table>

INTRODUCTORY SOCIOLOGY

In this unit key terms and concepts of sociology are introduced. Historical and theoretical perspectives are examined and research methods outlined.

There is an examination of the way we learn, how we fit into society - role, status, norm, culture, agents of socialisation - family, peer, media etc, process of socialisation - primary and secondary, sex roles.

Social stratification is examined, focusing on class, status and caste systems. The issues of power and wealth are also explored, with a particular focus on the distribution of wealth, power and politics, etc. Poverty is also covered, with an emphasis on Australian society.

This information is related to social issues such as health and illness in developed countries, global and environmental problems, etc.

SOCIOLOGY OF ETHNICITY AND RACE

This unit covers concepts such as ethnicity, race, racialism, cultural and institutional racism.

There is an examination of the historical background of entrenched attitudes and stereotyping and scapegoating. The cycle of prejudice and discrimination is covered.

There is a focus on specific case studies for example, apartheid, genocide, ethnic cleansing, etc. There is also a focus on Australian minorities.

INDEPENDENT STUDY

The independent study component (.5 unit) will be negotiated with the teacher responsible. The subject matter may be an extension of content previously studied by the student or may be entirely new to the student. Emphasis will be on areas of special interest and value to the student.

SOCIOLOGY OF WORK LEISURE AND EDUCATION

The first part of this unit investigates the meaning of work and leisure and its role in society. The changing nature of work in Australia is examined. Perspectives on work and leisure are also explored.

The Sociology of Education will investigate the function and role of educational institutions in society. The determinants of educational opportunity and the correlation between wealth, gender and ethnicity will be covered. Course studies such as private versus public education, gender and education versus Aboriginal education will also be highlighted in this unit.

SOCIOLOGY OF HEALTH AND MEDICINE

An Australian perspective on Health and the role of Medicine is unit's focus. Health and illness issues across cultures and socio-economic groups is examined. A case study approach is taken for many unit topics.

SOCIOLOGY OF YOUTH, MEDIA AND CULTURE

Issues relating to youth are the focus of this new unit. The status and treatment of youth in Australian society is examined. Issues such as youth subcultures, juvenile delinquency, sexuality and other issues that impact on youth are studied. The second part of this unit investigates the role of media in society, in politics, sport education and religion.

SOCIAL DEVIANCE

In this unit there is an exploration of deviance as a socially defined phenomenon including behavioural norms, codes, sanctions, conformity, compliance. The theoretical perspectives include the labelling theory, functionalist and Marxist perspectives, ecological perspectives and the notion of power and deviance. Patterns and treatments of deviance are also covered. The last part of the unit covers case studies such as sexual deviance, drugs, mental disorders, suicide, football hooliganism and juvenile delinquency.
This unit focuses on the institution of the family and its dynamic nature and role in all societies. It explores marriage, family and domestic relationships. The other module in this unit explores the origins of gender and sex differences and the relationship between sex, gender and power in society.

Other units that may be offered include Sociology of Religion
Design And Graphics (T & A)

This course exposes students to aspects of graphic design, architectural and environmental studies, computer aided drawing (CAD) and other digital imaging processes. It is a course ideally suited to students wanting to enter the graphics, design and architectural professions. Extensive training in drafting, modelling and animations on a range of industry standard platforms are used during this course. (Materials for major projects may in some cases need to be funded by individual students undertaking such projects).

Each unit in this course has a value of 1.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Graphic Design</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Architecture</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- CADD Applications</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- CADD Advanced</td>
<td>T/A</td>
<td>None</td>
</tr>
<tr>
<td>- Major Design Project</td>
<td>T/A</td>
<td>one of the above</td>
</tr>
</tbody>
</table>

GRAPHIC DESIGN

In this unit students learn about design fundamentals such as colour, texture, proportion, typography, layout and the design processes along with printing and publishing technology.

ARCHITECTURE

This unit should enable students to develop skills and understanding associated with designing both the architectural and built environment. Aspects such as energy efficient, design building methods and codes, provision of essential services and siting are also covered.

COMPUTER AIDED DRAWING & DESIGN (Application & Advanced)

These units introduce various computer applications designed to enable the production of a range of graphics solutions, including engineering and architectural drawings along with product design, surface modelling and animation.

MAJOR DESIGN PROJECT

This unit allows students to concentrate on a major graphic communication project to demonstrate their skills and expertise in designing and presenting a substantial graphics package to commercial standard. The focus or theme of the project is negotiated with the teacher but should be of special interest to the individual student. The projects are assessed while on public display at the Technology and Design – dGAFF exhibition.

Automotive Technology (A & V)

This course is offered to students who wish to obtain skills and knowledge that will enable them to better understand their own cars. Students wishing to enter the automotive industry are able to receive credit at the Canberra Institute of Technology and other TAFE colleges in Australia in some modules of the automotive trade courses. Students qualify by undertaking vocational training in the workplace to complement their studies at school. (Materials for major projects may in some cases need to be funded by individual students undertaking such projects).

Each Automotive unit in this course has a value of 1. To be awarded the **Certificate 1 in Automotive Vocational Preparation** the students should complete one (1) structured work placements of five (5) work placement days. A five day work placement has a value of 0.5.

Students must supply and wear steel capped boots, appropriate for an Automotive workshop.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Value</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Automotive Fundamentals</td>
<td>1</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Automotive Engine Systems</td>
<td>1</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Automotive Electrical</td>
<td>1</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Automotive Vehicle Systems</td>
<td>1</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Vocational Placements (1)</td>
<td>.5 each</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>
AUTOMOTIVE FUNDAMENTALS
This unit introduces basic concepts involved in the mechanical transmission of energy as related to automotive and industrial applications. Emphasis is given to safe workshop practices, care and use of tools and machinery.

AUTOMOTIVE ENGINE SYSTEMS
This unit provides students with the opportunity to develop skills and knowledge involved in the operation and service procedures of automotive engines. Project work includes engine rebuilding and component servicing.

AUTOMOTIVE ELECTRICAL
This unit provides students with the opportunity to develop skills and knowledge involved in the production, distribution and control of electrical energy in automotive electrical systems.

AUTOMOTIVE VEHICLE SYSTEMS
This unit provides students with the opportunity to develop skills and knowledge involved in automotive transmission principles, braking, suspension, steering systems and chassis configurations.

Textiles & Fashion (T & A & V)
Certificate II in Applied Fashion Design & Technology LMT21707
This course examines the fashion and clothing industries as well as providing practical experiences in making textile projects. Students design, make and evaluate projects each semester. This course prepares students for further tertiary study in Fashion and Interior Design as well as any course requiring entry by a portfolio of work that displays their design ability. This course is offered as a Major (4 units), a Minor (2 units), a Double Major (8 units) or a Major-Minor (6 units).
The Certificate II in Applied Fashion Design & Technology can be gained alongside the semester Units if a required level of competency is attained. Completion of this certificate gives automatic entry to the Fashion Design Degree course at CIT. (Materials for major projects may in some cases need to be funded by individual students undertaking such projects). The Major project is expected to be on display at the dGAFF, Technology & Design exhibition during Week 15 in Term 4.

Students must wear appropriate solid leather enclosed shoes

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Value</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Design for Fashion &amp; Interiors</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Working with Fabrics</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Costume &amp; Set Design</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Marketing Your Own Designer Label</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Designing for Clients</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Recycle &amp; Re-Use</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Textile &amp; Society</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
<tr>
<td>- Fashion Project</td>
<td>1</td>
<td>A/T/V</td>
<td>None</td>
</tr>
</tbody>
</table>

To achieve Certificate II in Applied Fashion Design and Technology, students must study Working with Fabrics. This is the only unit within the course that provides the depth of knowledge required for the core unit LMTCL2003B Identify Fibres and Fabrics.

DESIGN FOR FASHION & INTERIORS
This unit introduces students to the elements and principles of design and how they apply to fabric and clothing. It also includes a large colouration component.

WORKING WITH FABRICS
Students learn to classify fabrics and use this information to construct garment that is wearable art.

COSTUME AND SET DESIGN
This unit explores cultural and historical textile forms and uses them as inspiration for costume or set design.

MARKETING YOUR OWN DESIGNER LABEL
Students learn to demonstrate creativity and innovation in the design and development of a niche range of products and develop a marketing plan for a small fashion business.
DESIGNING FOR CLIENTS*

Students learn measurement techniques and how to alter a pattern for an individual's needs. They then make a garment for a client for a specific occasion.

RECYCLE AND RE-USE*

Students investigate the impact of textile products on the individual, society and the environment. They also explore the design and life-cycle of textile products. With this information they plan and construct a new textile product utilising pre-existing textiles.

TEXTILES AND SOCIETY*

Students investigate and analyse the historical development of fashion and evaluate the relationship between clothes and different cultures.

FASHION PROJECT*

This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous standard units. Students will negotiate their own learning outcomes in an area of fashion resulting in a major work.

*Option for students who select a Major-Minor or Double Major.

Furniture Construction (A & V)

Students are able to qualify for a Certificate I in Furnishing LMF10108

This is a practical hands on competency based course offered to students who wish to enter the building and furnishing industries. (Materials for major projects may in some cases need to be funded by individual students undertaking such projects).

Each Timber unit in this course has a value of 1. To qualify for Nationally Accredited Certificate 1, students must complete one (1) structured work placement of five (5) days. The five day work placement has a value of 0.5 unit. The major project is expected to be on display at the dGAFF, Technology & Design exhibition during Week 15 in Term 4.

Students must supply and wear appropriate steel capped boots suitable for a Furniture Construction workshop.

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Accr.</th>
<th>Pre-Requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture Timber: Fundamentals</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>Furniture Timber: Industrial Skills</td>
<td>A/V</td>
<td>Furniture &amp; Timber: Fundamentals</td>
</tr>
<tr>
<td>Furniture Timber Major Project</td>
<td>A/V</td>
<td>Furniture &amp; Timber: Fundamentals</td>
</tr>
<tr>
<td>Furniture Timber: Timber Joints</td>
<td>A/V</td>
<td>Furniture &amp; Timber: Fundamentals</td>
</tr>
<tr>
<td>Structured Workplace Learning</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

FURNITURE & TIMBER: FUNDAMENTALS

This unit covers competencies in the areas of Workplace Health & Safety, measurements, calculations and furniture sector tools and equipment.

FURNITURE & TIMBER: INDUSTRIAL SKILLS

This unit covers competencies in the areas of communication, risk management, and the use of furniture making sector hand and power tools.

FURNITURE & TIMBER: PROJECT

This unit covers competencies in the areas of communication, working with others, power tools and equipment, materials handling and basic construction.

FURNITURE & TIMBER: TIMBER JOINTS

This unit covers competencies in the areas of basic joints and construction culminating in the design and construction of a major furniture project.

STRUCTURED WORKPLACE LEARNING

Structured placements train students on the job in the furnishings industry working with qualified trades people in a variety of settings. Students must complete one (1) structured work placement of five (5) days to qualify for a Certificate I in Furniture
Metal Engineering (A)

**Students are able to qualify for a Certificate I or II Engineering MEM10105/MEM20105**

With the new Metal and Automotive workshops now open, Daramalan College has seen the introduction of Metal Engineering. It is intended to meet the needs of students who have a general interest in the metals and engineering industry trades/technology as well as those intending to choose a career pathway into the traditional trades and related service industries. (Materials for major projects may in some cases need to be funded by the individual student undertaking such projects).

Students must complete a structured work placement to achieve a Certificate II in Engineering.

**Students must supply and wear steel capped boots approved for a Metal Engineering workshop.**

Each unit in this course has a value of 1.

Units will be selected from the following:

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>ACCR</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction to the Metal Industry</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Metal Trade Skills</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Metal Skills and Processes</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Working within the Metal Industry</td>
<td>A/V</td>
<td>None</td>
</tr>
<tr>
<td>- Structured Workplace Learning</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

**INTRODUCTION TO THE METAL INDUSTRY**

This unit should enable students to: perform routine manual metal arc welding; carry out mechanical cutting; interpret technical drawing; perform engineering measurements; apply principles of WH&S in the work environment.

**METAL TRADE SKILLS**

This unit should enable students to: perform routine manual metal arc welding; use workshop machines for basic operations; plan to undertake a routine task; work with others in a manufacturing environment; use power tools/hand held operations.

**METAL SKILLS AND PROCESSES**

This unit should enable students to: perform routine manual metal arc welding; apply quality systems; organize communication information; apply quality procedures.

**WORKING WITHIN THE METAL INDUSTRY**

This unit should enable students to: perform routine manual metal arc welding; perform routine gas tungsten arc welding or perform routine gas metal arc welding; plan a complete activity; apply quality systems; organize and communicate information.

**STRUCTURED WORKPLACE LEARNING**

Students are required to apply principles of work, health and safety in the work environment; work with others in a manufacturing environment.
The Australian vocation education and training (VET) system is recognised as among the most sophisticated in the world.

*The Melbourne Declaration on Education goals for Young Australians (MDEGYA)* clearly establishes the context for VET in Schools programs. Goal 2.7 states that when students leave school they:

"...are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives"

### Course Information

Currently there are 6 Vocational Education Courses –

1. Automotive Technology  
2. Business Administration  
3. Applied Fashion Design & Technology  
4. Furniture Construction  
5. Hospitality  
6. Metal Engineering

Daramalan College is a Registered Training Organisation. This gives the college an added dimension and capability to offer students vocational courses and training within the ‘Australian Training Framework’. The college can certify its students with certificates I and/or II, in the above mentioned industry areas.

### What is Vocational Education?

Vocational Education is competency-based training designed to meet the requirements of industry as well as individual needs. Vocational Education:

- trains people in the skills required in the workplace to current industry standards
- makes entry-level industrial training more flexible, i.e. people are given credit and recognition for the skills they have already learnt
- provides training to the national framework and is recognised anywhere in Australia

### Competency-based Training

Competency looks at workplace expectations rather than the actual learning process. It refers to skills and knowledge that can be transferred and applied to new situations and environments.

Training is undertaken in a classroom, workshop, a simulated workplace or a combination of all these. It can lead to a qualification, which is recognisable, portable and consistent across the country. What a person already knows is taken into account irrespective of how the knowledge and skills were gained. Competence is a combination of knowledge, skills and attitudes required in the workplace and their application to the standard expected in the workplace.

### How is it different from other accredited courses?

There are two streams:

i) School/College assessment, in which you will receive a score and grade.

ii) Assessment of Competencies. To achieve the competencies towards Certificates I and II, you must demonstrate each competency in its entirety. You can re-sit a competency but not a school assessment.

Some courses require a one or two week participation in a Vocational Placement in Industry (38 hours per week - considered a normal working week) over two years. It is also strongly recommended to undertake such a placement in all Vocational subjects.

### Recognition of Prior Learning and Current Competencies RPL/RCC

- Recognition of Prior Learning (RPL) is a form of assessment that acknowledges the full range of an individual's skills and knowledge, irrespective of how they were acquired. This process then determines the current state of those competencies (RPL).

- A person may use RPL to gain credit in a course for the learning outcomes (competencies) of modules in VET delivery at Daramalan College. RPL can only be achieved for complete modules and preferably for an entire semester, however, this is at the discretion of the VET Coordinator.

- The competencies can be gained through work experience, education and life experience.

To gain recognition of Prior Learning and Current Competencies you need to make a formal application by making an appointment with the Vocational Course Teacher and the VET Coordinator. At this time the candidate will be given a formal application form and an individual process will be devised that best suits the situation, within a set framework that ensures Authenticity, Currency, Quality, Relevance, Transferability and Validity.
Australian School Based Apprenticeships (ASBA's)

Daramalan College offers Year 11 and 12 students the opportunity to complete an Australian School Based Apprenticeship. Australian School Based Apprenticeships are part-time and they incorporate all the features of full-time apprenticeships.

They include:
- A training agreement that is signed by both the employer and the trainee or apprentice and is approved by the ACT Department of Education and Training.
- A formal training program with training delivery supported by a Registered Training Organisation (RTO) that leads to a nationally recognised qualification (certificate). Most ACT secondary colleges are Registered Training Organisations (RTOs), as is the Canberra Institute of Technology (CIT), and there are numerous private providers of training.
- Paid employment under an appropriate industrial arrangement.

How do School Based Apprenticeships work?

Because the apprentices are at school, their training programs need to be flexible enough to accommodate the students’ school, work and training needs. The time spent at school, at work and in training needs to be agreed between the employer, the student's parents or guardians, the school and the training organisation.

Australian School Based Apprentices undertake their program during Years 11 and 12 as part of their course of studies. Apprenticeship training is provided in one of the following ways:
- Regularly one day a week (hours agreed to suit the employer)
- Periods outside school hours e.g. weekends and school holidays
- The formal training program is undertaken at the school or TAFE as prescribed by the Training Provider, e.g. one day a week, block or on-the-job.

As a guide, a School Based Apprenticeship should average 8 - 12 hours on the job (in the workplace) and 3 hours of off-the-job training with the RTO. The training agreement signed by the student and the employer is usually set down as 18 - 36 months. The system is competency based allowing for earlier completion in some cases.

The way in which training is delivered very much depends on the industry in which the apprentice is employed in.

Why choose an Australian School Based Apprenticeship?

Australian School Based Apprenticeships have many advantages. They offer flexible training, which maximises the time spent in the workplace. Apprentices develop skills and knowledge needed to work in their chosen industry and on successful completion a nationally recognised qualification is issued.

Who selects the Apprentice?

As with any job it is the student’s responsibility to find an employer, however, some group training providers such as the Master Builders offer an annual intake of apprentices. Any employer who has an appropriate employment and training opportunities within their organisation may employ an Australian School Based Apprentice.

The employer and apprentice need to complete an ACT training agreement. Australian Apprenticeships Centres (AACs) will assist you with the completion of the training agreement and selection of the training organisation and will lodge the training agreement for approval with the ACT Department of Education and Training.

For more information:

Please contact Jane Waddleton, the VET Coordinator at the College on 6163 6533, who can assist with any enquiries. Alternatively contact your local Australian Apprenticeship Centre.
Registered Units

A range of Registered Units is offered to students during Years 11 and 12. Unit lengths and point value will vary, however to count for points a unit must be a minimum of 28 hours in duration (0.5).

Some units are offered at weekends or after school.

Units which may be available include:

- Basketball
- Community Service
- Concert Band
- Chamber Group
- Choir
- Cricket
- Debating
- Science Competitions
- Hockey
- Jazz Band
- Musical
- Netball
- Orchestra
- Peer Support
- Rowing
- Rugby
- Senior Committee
- Soccer
- Softball
- Sports Administration
- Sports Coaching
- Sports Participation
- Stage Lighting Design
- Student Productions
- Tennis
- Theatrical Events
- Triathlon
- TTT Training Program
- Waterpolo
- Work Experience.

Recognition of Outside Learning

Students may also complete Registered Units outside Daramalan. This may include a wide variety of activities such as First Aid, language courses, coaching, umpiring etc.

Documentation must be provided to the college so that such units can be verified and entered on the BSSS database.

External Studies

Students are able to enrol at this college and simultaneously undertake studies at external approved educational institutions. At the end of Year 12 the external studies will be listed on the Year 12 Certificate and, if applicable, on the Tertiary Entrance Statement.

The external educational institution is responsible for certifying students’ achievements in their courses with the BSSS. Some of the approved educational institutions include:

- C.I.A.C. (Italian School)
- ACT German Language School Inc.
- The Spanish Teaching Program in Australia
- The Russian Orthodox Church School
- The Canberra Polish Language School
- The Canberra School of Music (Canberra School of the Arts)
- The University of Canberra (UC Accelerate)
- The Australian National University Extension program

The Australian National University Extension program offers courses in Chemistry, Physics, Specialists Mathematics, Environmental Biology and Japanese which can be used towards the calculation of the ATAR and may also count towards an undergraduate degree in the discipline. Students have to sit an entry test for such courses.

The School of the Arts courses that can be studied are directed at students who are well developed in their music education and who would wish to go on with these studies. The courses are:

Preparatory Music (T)

The course comprises individual instrumental tuition, musicianship and a study of music literature. The course is available as a Major and all classes are held after school hours.

Preparatory Jazz Studies (T)

This course comprises individual instrumental tuition, jazz fundamentals and listening and analysis. The course is available only as a Major and all classes are held after school hours.

Students wishing to undertake these courses must apply directly to the Canberra Institute of the Arts and undertake entrance tests. For enquiries phone 6125 5708.