



DARAMALAN COLLEGE

# YEARS 11 & 12 HANDBOOK

**2019-2020**



COWPER ST DICKSON

☎ 6245 6300

🌐 [www.daramalan.act.edu.au](http://www.daramalan.act.edu.au)





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## FOREWORD



Rita Daniels - Principal

***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 key part of this community. Their loyalty and support are valued as part of

the College spirit. Our hope is that they share the College’s aims and values.

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;
- a culture of learning
- 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.



### 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.

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 ACT Senior Secondary 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 in the ACT are required to remain in an approved educational or training program until they are over 17 years of age or have qualified for a ACT Senior Secondary Certificate.



## 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 more practically-minded student who is seeking a broadening of knowledge and experience and some guide to various fields of employment.

Years 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.

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. Since 2015, Daramalan has been teaching courses integrating Australian Curriculum in English, Maths, Sciences and History. Other Australian Curriculum courses will be implemented as required by the timetable set by the ACTBSSS.

### College Life At Daramalan

The Senior College at Daramalan 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, PT 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 House Coordinator. 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.

House Coordinators 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

Daramalan College works to support all members of our community achieve a sustainable state of positive health and wellbeing, resilience, academic achievement and relationships. In essence, schools have a broad responsibility in the development of a child and our Pastoral Care system exists to ensure that all students get the support, guidance, education and experiences necessary for them to participate fully as members of society. The Pastoral Care Program outcomes for Year 11 and 12 are:

### Year 11

Hope is about developing a student's sense of agency (willpower) and their pathways toward a goal (way power). Having hope (a sense of willpower and way power) leads to learning, growth and improvement. Therefore, the aim of this theme is to develop a student's growth mindset and give them strategies for achieving their goals. Students will develop a sense of optimism and a feeling that their future is something they can control.

### Year 12

Gratitude focuses on developing two types of gratitude: thankfulness for anything you have received but also being aware of and appreciating things that are valuable and meaningful to you. Students will have the opportunity to acknowledge the goodness in their lives, as well as recognising that the source of this goodness is outside of themselves. This will enable students to develop the confidence and optimism to take on the challenges of life after school.

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. All students are expected to attend Pastoral Tutor time at the beginning of each day. Absences from these sessions require a written explanation from parents.

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

The **Assistant Principal Pastoral Care (Years 9–12)** in the College is in charge of student wellbeing 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 Years 11–12.

It is important that parents identify their child's **House Coordinator** who is usually the first point of contact regarding absences, illness, studies, wellbeing and other matters of concern.

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.

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. The Careers Advisor also coordinates the College's Work Experience program, an annual Careers Expo and other Careers Education activities.

There is a career and VET resource hub 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.

Qualified counsellors employed by CatholicCare 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 CatholicCare on (02) 6162 6105.

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 staff.

## Learning Management System

The Daramalan community has its own protected and private environment called Daranet, which can be accessed from school or home.

This environment 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 it to electronically publish administrative information, news and events to parents and the community. Teachers and curriculum leaders use it to electronically publish their curriculum programs for their students while providing access to a broad range of online curriculum resources. The Library page 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.

Parents may view information that relates to their child/ren. They may view documents that have been published for parent access. A parent may participate in online surveys and download relevant information.

## Accessing the Learning Management System, Daranet

At school, students click on the Daranet icon from their desktop. The student is asked for a user name and password, which are the same as their school network login details.

There is a link from the Daramalan College website at <[www.daramalan.act.edu.au](http://www.daramalan.act.edu.au)> for access outside the school.

The user name and password are the same as the student's school network login details.

Parents/Guardians are issued with their own user name and password for access which gives them information specifically for parents as well as your child's information.



*Atomic Learning* and the *Study Skills Handbook* are both accessed from the Library page in Daranet. These provide tutorials on a range of subjects on demand for all students and parents.

### 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 am until 4.45pm (closed only recess Monday). All library resources may be borrowed and an extensive reserve system operates for specific assignments/units.

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 other libraries.

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. Streaming video is available across the network. Electronic resources are available via 40 work stations and a computer room housing 24 computers exclusively for students.

On-line databases and encyclopedias are available for school and home use. A comprehensive print and electronic periodicals collection of 220 subscriptions is accessed via electronic indices. A substantial fiction collection encourages wide reading.

Recommended Internet resources are available through the library software. Teacher Librarians will assist with provision of authoritative sites for class or research use. 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.

There is a wi-fi network throughout the school which students access via their BYOD laptop. The network and computer Acceptable Use Policy is available on Daranet. Inappropriate use by any student will result in the loss of access to Internet and network resources. Students are expected to bring their own device and ensure the screen size and battery life is suitable for day-long use. An agreement must be signed and the device brought each day fully charged. An application enables students to access the school network, including their network drive and school software, from home.

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 via email 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. 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 ACT Senior Secondary 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 an ACT Senior Secondary 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 Houses. This involves several lunchtimes and a variety of activities.

## Sports Offered

Sports that operate on a seasonal basis as Daramalan 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

## POLICY MATTERS

### Leaving School Grounds

Students are required to attend Pastoral Tutor sessions at the beginning of each day. At the start of Year 11, students are permitted to leave the school grounds from lunchtime onwards. Once good study habits have been formed, 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 be addressed as outlined in College Policy documents.

### Use Of Motor Vehicles

Year 12 students are able to park on school grounds if they register their vehicle with the Assistant Principal Pastoral Care (Years 10-12). As student parking on school grounds is very limited and is considered a privilege, it will be withdrawn from individuals for careless, thoughtless or dangerous use of a vehicle or incorrect parking.

### 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). Shoes for both boys and girls, must be traditional plain black, medium-heeled leather lace-up school shoes able to be polished.

### 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 the ACT Senior Secondary 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.

## OTHER INFORMATION

### 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 are charged 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.

### 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.

### MyWay Cards

MyWay Bus Cards can be obtained from local agencies.

### Canteen

The Canteen is open daily from 8.30am–1.30pm. It provides hot and cold food and drinks.

The Canteen accepts payment by cash and card.

## 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 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.

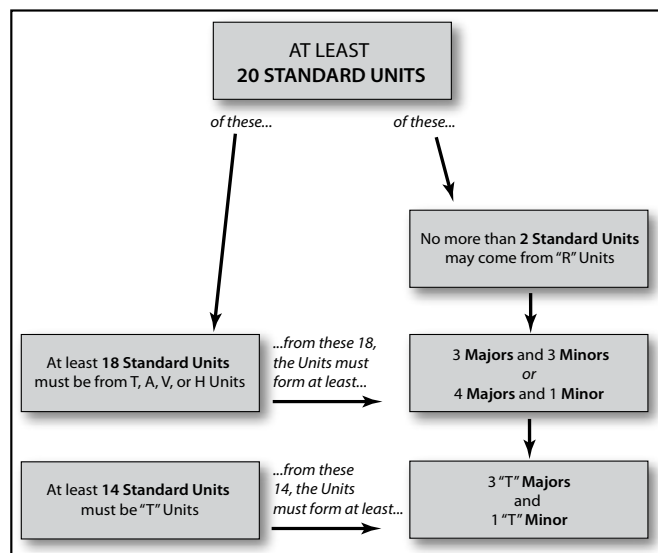
#### ACT Senior Secondary Certificate

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 four A, T, M or H minor courses, including a course in English.

### 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.

#### Requirements for a T Package



#### Australian Tertiary Admission Rank (ATAR)

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

#### Tertiary Entrance Statement

Students who complete a T Package are awarded a Tertiary Entrance Statement in addition to the ACT Senior Secondary Certificate. The Tertiary Entrance Statement reports the student's Australian Tertiary Admission Rank (ATAR) and results for the T courses the student studied.

#### Prerequisites

The descriptions of courses in this booklet indicate that entrance into some units requires either previous study and/or achievement up to Year 10 level (or equivalent) or the prior completion of particular units (prerequisites) 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. ([www.bsss.act.edu.au](http://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 for 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 Qualifications Framework (AQF).

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 Senior Secondary 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 learning experiences that complement the academic courses a student selects. Involvement in College co-curricular activities, (e.g. sport, band, community service) can be credited as Registered Units.

## Choosing Subjects

As the successful completion of the ACT Senior Secondary 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.
- A 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 may 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 an ACT Senior Secondary Certificate and an Australian Tertiary Admission Rank or an Accredited Package leading to the award of an ACT Senior Secondary 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 Years 11 and 12 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 Senior Secondary Certificate

A student will qualify for the award of an ACT Senior Secondary 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 four A, T, M or H Minors, including a Course in English.

#### Statement of Achievement

This statement 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

Statement of Achievement will report the units completed by the student, grouped in courses and where appropriate, it will report the unit grades.

### 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).

To be eligible for an ATAR in the ACT, students must satisfy the following conditions:

- (i) Applicants must complete a minimum of 20 semester 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) Overall, 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.
- (vi) The student must complete a course in English

### 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 2018 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.

### Work Experience

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 approved by the Careers Advisor prior to the placement.

The responsibility of securing a placement lies with the student with the school providing Public Liability and Personal Injury 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 Nationally Recognised Certificates (I & II & III). The Courses offered are:

- *Textiles and Fashion*
- *Automotive Technology*
- *Business Services*
- *Hospitality*
- *Furniture Making*
- *Metal Engineering*

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 Pastoral Care**.

### 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 Subject Change Form with written parental consent must be submitted to, and approved by, the Assistant Principal Curriculum before a course change can occur.

### 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 Daramalan College and of the ACT Senior Secondary 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.

## 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 Senior Secondary 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 ACT Senior Secondary Certificate, the system rewards steady and consistent workers over both Years 11 and 12.
- **Regular Home Study:** Most courses 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, they should do at least 12 to 15 hours of home study per week.

## 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' achievement. 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
- Penalties for insubstantial completion of work
- Appeals processes
- Plagiarism penalties
- Course information, including any course requirements and pre-requisites
- 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/marketing 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 ACT Senior Secondary Certificate. Grades are determined by comparing each student's assessment 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](http://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 or assessment requirements of the unit. The unit does not count towards the student's study package and will not be included on the ACT Senior Secondary Certificate.
- S** - awarded when a student has been granted 'status' 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 20 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?

#### For T Courses:

1. During the semester, students receive marks for assessment tasks. The weightings for these assessment tasks are detailed on the unit outline.
2. For each assessment task, the student's mark is converted to a z-score. The z-scores of each assessment task are then added using the appropriate weighting to give an overall z-score for the unit.
3. The overall z-score is then standardised or back scaled (using historic parameters according to ACTBSSS policy) to produce the unit score. This score is the final unit score that is reported on the Daramalan College Semester Report and on the student's ACTBSSS Academic Record.
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.

#### For A Courses:

1. During the semester, students receive marks for assessment items. The weightings for these assessment items are detailed on the unit outline.
2. The marks of each assessment item are then added using the appropriate weighting to give an overall score for the unit. This score is the final unit score that is reported on

the Daramalan College Semester Report and on the student's Academic Record.

### **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.

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 Senior Secondary 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](http://www.bsss.act.edu.au)>

### **Minimum Requirement To Obtain Assessment**

To be assessed in a unit the student must:

- (i) have a satisfactory attendance and participation pattern as deemed by Daramalan College and supported by the

BSSS. i.e. 90% attendance and participation rate is the minimum requirement unless appropriate documentation is received.

Note: Students who do not present to a practical lesson with the necessary uniform/equipment will be deemed to have not participated in that lesson.

- (ii) substantially complete and 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 Coordinator.

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 attend school and 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**

According to the policies of the ACT Board of Senior Secondary Studies, penalties will apply for students found to have cheated, copied, plagiarised or interfered with the internal assessment within the 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 a penalised mark, 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 5 days of the principal's written decision. Refer to the BSSS Policy and Procedure Manual for further details. <[www.bsss.act.edu.au](http://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 smart phones, smart watches, iPods, mp3 players, and any electronic instrument capable of storing data or connectivity to the Internet.

### **Plagiarism**

Plagiarism is the presenting of someone else's work as one's own and includes words, images or ideas from books, films, CD-ROMs or the Internet without acknowledging the source. It also includes using directly the work of a person (e.g. parent, friend or tutor) 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 part or all the marks for the item
- 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 Academic Records 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 ACT Senior Secondary 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 the ACT Senior Secondary Certificate. 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 10.00am 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 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 an appropriate documented excuse due to illness or misadventure which is accepted by Daramalan College will result in a notional zero for the exam.

Possession of smart phones, smart watches, iPods/iPads, electronic storage devices, devices with Internet connectivity 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 as a hard copy by the due date unless otherwise instructed by the teacher. Assessment tasks should be accompanied by a completed Declaration of Original Work form. Upon receipt of an assessment task, the teacher should register the date that the 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, 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 (e.g. assignment, project research task etc...) or to be completed (e.g. 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 or on 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 does not submit an assessment task or submits an assessment task 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, course scores or penalty imposed for a 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 must be lodged within five working days of the results being made available to the student. That is;

- Task mark/grade being provided to the student
- Student being advised of the penalty for a breach of discipline
- Unit grades/scores being published by the College

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, provided steps 1 & 2 above have been followed prior to the appeal being lodged.

### 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 to the appeal hearing 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/](http://www.bsss.act.edu.au/)



**YEAR 11 & 12**

**2019-2020**

## **DESCRIPTION OF COURSES**

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## Visual Art (T & A)

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

This course includes a wide range of units from Conceptual Art 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, print making, ceramics and three dimensional work as well as art history.

This course accommodates both T & A students. The course includes studio time for self-directed work where students create a major piece for the school's annual Visual Arts Exhibition. Art history and appreciation are integrated with the practical work in all units.

### 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 art making, 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.

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
- Exploring Visual Arts	T/A	None
- Art History Research & Application	T/A	None
- Painting	T/A	None
- Drawing	T/A	None
- Ceramic Sculpture and Mixed Media	T/A	None
- Print making	T/A	None
- Culture and Identity	T/A	None
- Sculpture	T/A	None
- Post-Modern Art	T/A	None

### 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 print making.

### ART HISTORY RESEARCH & APPLICATION

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.

### 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 Visual Art Exposition.

### 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.

### 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 art-making 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*

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
- <b>History and Development of Film</b>	T/A	None
- <b>News and Current Affairs</b>	T/A	None
- <b>Film Genre Studies</b>	T/A	None
- <b>Animation</b>	T/A	None

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 GENRE STUDIES

This unit examines film genres including significant films and directors from genres. 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*

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
- <b>Photography Practice</b>	T/A	None
- <b>Photography Communication</b>	T/A	None
- <b>Photography Applications</b>	T/A	None
- <b>Art Photography</b>	T/A	None

## PHOTOGRAPHY PRACTICE

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.

## PHOTOGRAPHY COMMUNICATION

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.

## **PHOTOGRAPHY APPLICATIONS**

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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**

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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.

- **Accounting (T)**
- **Business Studies (T)**
- **Information Technology (Computer Programming )(T)**
- **Legal Studies (T/A)**
- **Business Services (A & V)**

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 Business Studies 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 a Major.

Each unit in this course has a value of 1.

A Minor in Accounting consists of the following two units taken in Year 11 or Year 12.

<b>Unit Title</b>	<b>Accr</b>	<b>Prerequisites</b>
<b>Introduction to Accounting</b>	T	None
<b>The Accounting Cycle</b>	T	Introduction to Accounting

A Major in Accounting consists of completing the Minor course in Year 11 and then taking the following two units in Year 12. The specific units on offer include:

<b>Unit Title</b>	<b>Accr</b>	<b>Prerequisites</b>
<b>Measuring Profit and Cash Flow</b>	T	The Accounting Cycle
<b>Accounting Controls and Analysis</b>	T	The Accounting Cycle

### INTRODUCTION TO ACCOUNTING

This unit should enable students to:

- 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
- 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

### THE ACCOUNTING CYCLE

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 communicate and work effectively

## MEASURING PROFIT AND CASH FLOW

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This unit should enable students to:

- explain the concept of accrual accounting
- evaluate and apply the principles involved in the recognition of revenue
- account for adjusting, closing and reversing entries
- prepare fully classified statement of comprehensive incomes, statement of financial positions and statements of Cash Flow
- prepare and critically analyse fully classified statement of comprehensive incomes, statement of financial positions and statements of Cash Flow
- demonstrate the application of the skills and knowledge required to set up and operate a computerised accounting system
- demonstrate the application of the skills and knowledge required to set up and operate a computerised accounting system communicate and work effectively

## ACCOUNTING CONTROLS AND ANALYSIS

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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
- critically analyse the principles of good internal control
- evaluate the characteristics of an effective system of internal control
- 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 graphs communicate and work effectively

## Business Studies T

This course can be taken as a Minor or a Major.

Each unit in this course has a value of 1.

A Minor in Business Studies consists of two units. A Major in Business Studies consists of 4 units.

The units that can be taken in Year 11 or Year 12 are set out below.

<i><b>Unit Title</b></i>	<i><b>Accr</b></i>	<i><b>Prerequisites</b></i>
<b>Changing Business Environment</b>	T or A	None
<b>Relationship Management</b>	T or A	None
<b>Planning for Current Context</b>	T or A	None
<b>Business Challenges</b>	T or A	None
<b>Negotiated Unit</b>	T or A	None

Each Unit will study a minimum of two electives. The electives for each unit are as follows:

### CHANGING BUSINESS ENVIRONMENT

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- Ethics and Business
- The Nature of Business (small business)
- Globalisation
- Entrepreneurship

### RELATIONSHIP MANAGEMENT

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- Ethics and Marketing
- Media and Communication
- Marketing
- Market Research

## PLANNING FOR CURRENT CONTEXT

- Financial Planning
- Operations Management
- Business Plan

## BUSINESS CHALLENGES

- Change Management
- Issues facing business
- Developing people

## Negotiated Unit

- A minimum of **TWO** electives that have not been studied previously.

## Business Services (A & V)

This course has been designed to recognise the vocational nature of Business Administration. It incorporates nationally accredited training modules 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 important to gaining both a Certificate III (Year 12) and a Certificate II (Year 11).

Students who do not qualify for Certificate II or Certificate III 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 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, 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.

Each unit in this course has a value of 1.

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
<b>Navigating the Business Environment</b>	A/V	None
<b>Business Environment and Services</b>	A/V	None
<b>Implementing Best Practice in Business</b>	A/V	None
<b>Business Services Pathways</b>	A/V	None

## NAVIGATING THE BUSINESS ENVIRONMENT (1)

### Competencies

- |             |   |
|-------------|---|
| • BSBWHS201 | Contribute to Health and Safety of self and others        |
| • BSBCUS201 | Deliver a service to customers                            |
| • BSBCMM201 | Communicate in the workplace                              |
| • BSBITU201 | Produce simple word processed documents                   |
| • BSBITU302 | Create electronic presentations                           |
| • BSBSUS201 | Participate in environmentally sustainable work practices |

## BUSINESS ENVIRONMENT AND SERVICES (2)

### Competencies

- |             |  |
|-------------|--|
| • BSBIND201 | Work effectively in a business environment |
| • BSBINN201 | Contribute to Workplace Innovation         |
| • BSBITU202 | Create and use spreadsheets                |
| • BSBITU203 | Communicate electronically                 |
| • BSBWOR203 | Work effectively with others               |
| • BSBWOR204 | Use Business Technology                    |

## IMPLEMENTING BEST PRACTICE IN BUSINESS (3)

### Competencies

- BSBITU306 Design and produce business documents
- BSBITU307 Develop keyboarding speed and accuracy
- BSBITU309 Produce desktop published documents

## BUSINESS SERVICES PATHWAYS (4)

### Competencies

- BSBITU301 Create and use databases
- BSBCUS301 Deliver and monitor a service to customers
- BSBWOR301 Organise personal work priorities and development
- BSBINM301 Organise workplace information

## Information Technology

This course is currently being rewritten. While most of the units will have similar descriptions to the current ones, unit names may change and there may also be new units to cover emergent technologies such as Virtual Reality Programming.

Information Technology is the study of information and intelligent systems, software development and application, hardware implementation, human computer interface/interaction and social, ethical and environmental issues. IT is integral to all aspects of contemporary society. Rapid and continuing advances in IT are changing the ways people share, use, develop and process information. The study of IT empowers individuals to participate in a rapidly changing technological world.

The Information Technology course has been designed to incorporate all areas of computer technology including systems analysis and design, programming, multimedia and network engineering. Due to the wide ranging nature of IT, students have a choice of units to select from when building their courses.

This course can be taken as a Minor, Major or Major/Minor.

### Available course patterns – Information Technology

Semester	Unit	Accr.	Value
1	Programming Fundamentals	T	1
2	Intermediate Programming	T	1
3/4*	Advanced Programming	T	1
3/4*	Computer Games Programming & Design	T	1
3/4*	Robotics and Intelligent Systems	T	1
3/4*	Systems Analysis & Design	T	1
3/4*	Dynamic Website Construction	T	1
4**	IT Major Project	T	1

\* Students are expected to choose one of these options for their third or fourth unit of study.

\*\* If chosen, The IT Major Project unit can only be chosen as the fourth unit of study.

### UNIT DESCRIPTIONS

#### PROGRAMMING FUNDAMENTALS

T

Value 1.0

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

T

Value 1.0

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.

<b>ADVANCED PROGRAMMING</b>	<b>T</b>	<b>Value 1.0</b>
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.		
<b>COMPUTER GAMES PROGRAMMING AND DESIGN</b>	<b>T</b>	<b>Value 1.0</b>
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.		
<b>SYSTEMS ANALYSIS AND DESIGN</b>	<b>T</b>	<b>Value 1.0</b>
By applying modern approaches to systems analysis and design students will analyse the organisational roles and skills involved in systems development, and apply the Systems Development Life Cycle (SDLC) to analyse, design, implement, test and evaluate systems that specifically meet end user requirements. The SQL language will be employed to create and interrogate relational databases.		
<b>ROBOTICS AND INTELLIGENT SYSTEMS</b>	<b>T</b>	<b>Value 1.0</b>
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.		
<b>DYNAMIC WEBSITE CONSTRUCTION</b>	<b>T</b>	<b>Value 1.0</b>
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.		
<b>IT MAJOR PROJECT</b>	<b>T</b>	<b>Value 1.0</b>
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.		

### Legal Studies (T & A)

This course can be taken as a Minor or Major. A Minor in Legal Studies consists of two units. A Major in Legal Studies consists of four units.

The units that can be taken in Year 11 or 12 are set out below. The usual course of study is:

#### Year 11

- Law, Government & Society
- Crime, Justice & the Legal System

#### Year 12

- Civil Law & Dispute Resolution
- International Relations & the Law

<i>Unit Title</i>	<i>Accreditation</i>	<i>Pts</i>	<i>Prerequisites</i>
Law, Government & Society	T or A	1	None
Crime, Justice & the Legal System	T or A	1	None
Civil Law & Dispute Resolution	T or A	1	None
International Relations and the Law	T or A	1	None
Negotiated Study	T or A	1	None

Each unit will study a minimum of two electives. The electives for each unit are listed on the following page.

## **CRIME, JUSTICE & THE LEGAL SYSTEM**

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- The Criminal legal and political system
- Sentencing, incarceration, prisons and detention
- Justice and vulnerable people
- Criminology

## **CIVIL LAW & DISPUTE RESOLUTION**

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- The Civil legal and political system
- Entertainment and the law
- Employment, business and the law
- Property law
- Civil wrongs
- Family and the law

## **LAW, GOVERNMENT & SOCIETY**

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- The Australian legal and political system
- Politics and the law
- Consumers and the law
- Birth, Life and Death
- Rights and freedoms
- Young people and the law

## **INTERNATIONAL RELATIONS & THE LAW**

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- International relationships between Australia and the world
- International crime, conflicts and terrorism
- Displaced persons and the law
- Environmental law
- Sea, Sky and Space

## **NEGOTIATED STUDY**

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- Any electives not previously studied in other units



**Drama (A & T)**

*Each unit in this course has a value of 1.0. All units are offered as both A and T units.  
Units offered are selected from the following:*

**DRAMATIC EXPLORATIONS** *(No prerequisite)*

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 prerequisite)*

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 prerequisite)*

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** *(Prerequisite: 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 prerequisite)*

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 prerequisite 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 FILM & TELEVISION** *(No prerequisite and offered only as a Double Drama unit.)*

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.

**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 & 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:

- 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 and T)

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

### Prerequisites

- **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.

*A foundational unit is studied in the first semester each year, with students electing the unit for each second semester.*

Units typically covered and available include

- An introduction to Western traditional music
- Music for Film
- Music for Theatre
- Classical Music
- Jazz
- Small Ensemble/Chamber Music

This course would enable students to build their confidence in all three areas of the study of Music: Performing, Creating and Responding. Students are able to do a Major/Minor or Double Major when ability and 'off line' time allows.

## Dance (A and T)

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

*All Units are offered as both A and T Units.*

### WORLD DANCE

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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

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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

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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**

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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**

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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**

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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**

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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.

Students must have completed three standard units of Dance before undertaking this unit.

*All students are required to complete a major in English.*

There are three courses offered for English as part of the Australian Curriculum. Two of these courses can be studied at Tertiary level and one is Accredited. Each course consists of four semester units over two years. Students wishing to do a double major in English will take both Tertiary courses.

The Literature course is a close study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language and respond critically to texts. In this course students actively participate in the dialogue and detail of literary analysis and the creation of analytical and creative texts in a range of forms.

The English course encourages students to engage with literary and non-literary texts from their contemporary world, the past and other cultures. It is designed to develop students' facility with all types of texts and language modes while refining their critical and creative skills.

The English Essentials course is designed to develop students' literacy skills in a more practical way. Students expand their ability to understand, evaluate and communicate effectively in and for a range of contexts.

## Literature (T)

### Unit 1: WAYS OF READING AND CREATING

This unit focuses on understanding the craft of writing. Students investigate how texts are created and are given the tools needed to deconstruct, analyse and critically respond to a range of literary forms.

### Unit 2: INTERTEXTUALITY

This unit focuses on the act of referencing and incorporating the work of another in a new text. Intertextuality explores the ways in which meaning can be understood and enhanced by examining how texts stand in relation to each other.

### Unit 3: POWER OF LITERATURE

This unit explores the power of literature to represent ideas, events and people. Themes and ideas are explored in the context of culture, place and identity.

### Unit 4: LITERARY INTERPRETATIONS

This unit focuses on developing students' appreciation of the significance of literary study through the dynamic nature of literary interpretations. Students develop the ability to analyse and interpret texts, synthesising a range of perspectives into critical and imaginative responses.

## English (T)

### Unit 1: COMMUNICATION OF MEANING

This unit focuses on how meaning is communicated through the relationships between language, text, purpose, context and audience. This is done through a detailed study of a variety of texts for a particular audience from various historical contexts.

### Unit 2: REPRESENTATIONS THROUGH TEXTS

This unit explores the ways in which ideas, attitudes and voices in texts represent the world and human experience. This is done through a detailed analysis of selected fiction and non-fiction texts.

### Unit 3: COMPARATIVE TEXTS

This unit focuses on the comparison of themes, ideas and concepts in texts. This is done through a detailed comparative study of texts, reflecting on historical periods, authors, culture and sub-genres.

### Unit 4: PERSPECTIVES

The focus of this unit is interpreting different perspectives to develop knowledge of purpose and style. Students examine various perspectives, values and attitudes in literary and non-literary texts regarding global issues.

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**Unit 1: COMPREHENDING AND RESPONDING**

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This unit focuses on comprehending and responding to ideas and information in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas.

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**Unit 2: MAKING CONNECTIONS**

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This unit focuses on students learning to integrate relevant information and ideas from texts to develop their own interpretations. Analytical and creative skills are developed through a study of how language selection, imagery, type of text and mode can achieve particular effects.

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**Unit 3: UNDERSTANDING PERSPECTIVES**

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This unit focuses on exploring different points of view in a range of texts and contexts. Students reflect on a range of interpretations as they develop their own opinions.

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**Unit 4: LOCAL AND GLOBAL**

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This unit focuses on community, local and global issues presented in texts and on developing students' reasoned responses to them. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments in a range of forms.

## Hospitality T/A/V

The Hospitality course accommodates 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 II 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.

## Hospitality A/V

<i>Unit Title</i>	<i>Accr.</i>	<i>Prerequisites</i>
<b>Hospitality Essentials</b>	A/V	Nil
<b>Hospitality Kitchen Procedures</b>	A/V	Core Competencies form Hospitality Essentials. <i>See Subject Coordinator</i>
<b>Leadership and Café Training</b>	A/V	Core Competencies form Hospitality Essentials. <i>See Subject Coordinator</i>
<b>Food Service Operations</b>	A/V	Core Competencies form Hospitality Essentials. <i>See Subject Coordinator</i>

## Hospitality T/V

<i>Unit Title</i>	<i>Accr.</i>	<i>Prerequisites</i>
<b>Industry Essentials</b>	T/V	Nil
<b>Hospitality Industry Service Procedures</b>	T/V	Core Competencies form Industry Essentials <i>See Subject Coordinator</i>
<b>Hospitality Service Management</b>	T/V	Core Competencies form Industry Essentials <i>See Subject Coordinator</i>
<b>Manage a Training Café</b>	T/V	Core Competencies form Industry Essentials <i>See Subject Coordinator</i>

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 11 Minor (2 points). Competency results in a **Statement of Attainment in Kitchen Operations** (SIT20416).
- Year 12 Minor (2 points). Competency results in a **Statement of Attainment in Hospitality** (SIT10216).
- Year 11 and 12 Hospitality Studies Major (4 points). Competency results in a **Certificate II in Hospitality** (SIT20316) and a **Certificate II in Kitchen Operations** (SIT20416). 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**.



Daramalan College offers 3 Languages in Years 11 and 12: French, German and Japanese.

The Senior 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 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, enhance their communication and other literacy skills and develop creative and critical thinking through analysis and reflection
- encourage students to openly express their opinions and ideas on a broad range of globally relevant topics and attitudes.

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 trade, business, travel, hospitality or tourism, 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.

Students can also take advantage of the exchange programs organised through the College, offering an immersion experience, which is invaluable in developing proficiency in the chosen language.

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.

Students in all three languages will study the following units. Each unit has a value of 1.

- **The Individual's Experience (T)**
- **Society and Community (T)**
- **The World Around Us (T)**
- **Lifestyle and Traditions (T)**

### Continuing French (T)

The main objective of this course is to extend the four major skills of listening, speaking, reading and writing with an emphasis on using spoken French for everyday communication.

Units cover topics including daily life and leisure activities, describing home and surroundings, school life, future plans and aspirations, work, and vocational pathways, health and fitness, travel and tourism, the Media, environmental issues, emerging economies, technological and scientific innovations, 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.

### Continuing German (T)

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 global issues, and to expand their 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.

### Continuing Japanese (T)

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.

### Australian Curriculum Courses.

The College offers the five Australian Curriculum Mathematics courses in Years 11 and 12: *Essential Mathematics*, *Mathematical Applications*, *Mathematical Methods*, *Specialist Methods* and *Specialist Mathematics*.

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

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

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

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

### Course Structure

*Essential Mathematics (A)*, *Mathematical Applications (T)*, *Mathematical Methods (T)* and *Specialist Methods* may be studied as a Minor or a Major course. *Specialist Mathematics (T)* may be studied as a Major Minor or double Major course in conjunction with the *Specialist Methods (T)* course. I.e. *Specialist Mathematics* students must study both a *Specialist Methods* Major and at least two semesters of *Specialist Mathematics* for a Major Minor or four semesters of *Specialist Mathematics* for a double Major.

### Essential Mathematics (A)

Each Unit has a value of 1

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

### Available Course Patterns

Essential Mathematics may be studied as a Minor or a Major

	Unit 1	Unit 2	Unit 3	Unit 4
<b>Essential Mathematics</b>	<ul style="list-style-type: none"> <li>• Calculations, percentages and rates</li> <li>• Measurement</li> <li>• Algebra</li> <li>• Graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Representing and comparing data</li> <li>• Percentages</li> <li>• Rates and ratios</li> <li>• Time and motion</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Scales, plans and models</li> <li>• Graphs</li> <li>• Data collection</li> </ul>	<ul style="list-style-type: none"> <li>• Probability and relative frequencies</li> <li>• Earth geometry and time zones</li> <li>• Loans and compound interest</li> </ul>

## Mathematical Applications (T)

Each Unit has a value of 1

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

### 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

2	Unit 1	Unit 2	Unit 3	Unit 4
<b>Mathematical Applications</b>	<ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Algebra and matrices</li> <li>• Shape and measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Univariate data analysis and the statistical investigation process</li> <li>• Applications of trigonometry</li> <li>• Linear equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Bivariate data analysis</li> <li>• Growth and decay in sequences</li> <li>• Graphs and networks</li> </ul>	<ul style="list-style-type: none"> <li>• Time series analysis</li> <li>• Loans, investments and annuities</li> <li>• Networks and decision mathematics</li> </ul>

Unit Title	Accr.	Prerequisites
<b>Mathematical Applications 1</b>	T	Minimum of C in Year 10 Mathematics
<b>Mathematical Applications 2</b>	T	Satisfactory Completion of MA1
<b>Mathematical Applications 3</b>	T	Satisfactory Completion of MA2
<b>Mathematical Applications 4</b>	T	Satisfactory Completion of MA3

## Mathematical Methods (T) and Specialist Methods (T)

Each Unit has a value of 1

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

Specialist Methods covers the same content as Mathematical Methods but at a substantially deeper and more sophisticated level. This course may be studied in conjunction with Specialist Mathematics (integrating the Australian Curriculum) to form a major minor or a double major in Specialist Mathematics.

### Usual Course Patterns

- Mathematical Methods Major:  
**Mathematics Methods**, semester units 1, 2, 3 and 4
- Mathematical Methods Minor:  
**Mathematics Methods**, semester units 1 and 2

3	Unit 1	Unit 2	Unit 3	Unit 4
<b>Mathematical Methods</b>	<ul style="list-style-type: none"> <li>• Functions and graphs</li> <li>• Trigonometric functions</li> <li>• Counting and probability</li> </ul>	<ul style="list-style-type: none"> <li>• Exponential functions</li> <li>• Arithmetic and geometric sequences and series</li> <li>• Introduction to differential calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Further differentiation and applications</li> <li>• Integrals</li> <li>• Discrete random variables</li> </ul>	<ul style="list-style-type: none"> <li>• The logarithmic function</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>
<b>Specialist Methods</b>				

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
<b>Mathematical Methods 1</b>	T	Minimum of C in Year 10A Mathematics and Teacher recommendation
<b>Mathematical Methods 2</b>	T	Satisfactory Completion of MM1
<b>Mathematical Methods 3</b>	T	Satisfactory Completion of MM2
<b>Mathematical Methods 4</b>	T	Satisfactory Completion of MM3
<b>Specialist Methods 1</b>	T	Minimum of A in Year 10A Mathematics and Teacher recommendation
<b>Specialist Methods 2</b>	T	Satisfactory completion of Specialist Methods 1
<b>Specialist Methods 3</b>	T	Satisfactory completion of Specialist Methods 2
<b>Specialist Methods 4</b>	T	Satisfactory completion of Specialist Methods 3

### Specialist Mathematics (T)

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

#### Usual Course Patterns

- Specialist Mathematics Double Major:  
**Specialist Methods**, semester units 1, 2, 3 and 4 with Specialist Mathematics units 1, 2, 3, and 4.
- Specialist Mathematics Major Minor:  
**Specialist Methods**, semester units 1, 2, 3 and 4 with any two or three Specialist Mathematics units.

<b>4</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<b>Specialist Mathematics</b>	<ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Matrices</li> <li>• Real and complex numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Complex numbers</li> <li>• Functions and sketching graphs</li> <li>• Vectors in three dimensions</li> </ul>	<ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

<b>Unit Title</b>	<b>Accr.</b>	<b>Prerequisites</b>
<b>Specialist Mathematics 1</b>	T	Minimum of A in Year 10A Mathematics and Teacher recommendation Enrolled in Specialist Methods 1
<b>Specialist Mathematics 2</b>	T	Satisfactory Completion of Specialist Methods 1 and SM1 Enrolled in Specialist Methods 2
<b>Specialist Mathematics 3</b>	T	Satisfactory Completion of Specialist Methods 2 and SM2 Enrolled in Specialist Methods 3
<b>Specialist Mathematics 4</b>	T	Satisfactory Completion of Specialist Methods 3 and SM3 Enrolled in Specialist Methods 4

#### Calculators

- Students studying Essential Mathematics are required to have a scientific calculator with statistical functions.
- Students studying Mathematical Applications, Mathematical Methods, Specialist Methods or Specialist Mathematics are required to have a graphics calculator.
- Daramalan uses Texas Instruments graphics calculators – TI-84plus or equivalent.

Exercise Science (T)

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*

<b>Unit Title Year 11:</b>	<b>Accr.</b>	<b>Prerequisite</b>
- <b>Anatomy and Physiology</b>	T	None
- <b>The Body in Motion</b>	T	None
<b>Unit Title Year 12:</b>		
- <b>Preparation for Training &amp; Performance</b>	T	None
- <b>Factors Affecting Performance</b>	T	None

### ANATOMY AND PHYSIOLOGY

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

### THE BODY IN MOTION

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

### PREPARATION FOR TRAINING & PERFORMANCE

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

### FACTORS AFFECTING PERFORMANCE

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



## Physical Education Studies (A)

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

<b>Unit Title Year 11:</b>	<b>Accr.</b>	<b>Prerequisite</b>
- <b>Sports Skill Acquisition</b>	A	None
- <b>Leisure and Recreation</b>	A	None
<b>Unit Title Year 12:</b>		
- <b>Building and Improving Teams</b>	A	None
- <b>Sport, Activity, Culture &amp; Society</b>	A	None

### **SPORTS SKILL ACQUISITION**

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

### **LEISURE AND RECREATION**

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

### **BUILDING AND IMPROVING TEAMS**

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

### **SPORT, ACTIVITY, CULTURE & SOCIETY**

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

**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:

**WORLD RELIGIONS**

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In this introductory unit students study the religions of the world in a manner that is comparative, factual and fair-minded. The study invites students to reflect on their own experiences and examine questions raised by the presence of a number of religions in contemporary society. Students are encouraged to examine a range of responses to ultimate or fundamental life questions which may give meaning to human existence.

**ENCOUNTERING ETHICAL ISSUES**

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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:

**SOCIAL JUSTICE**

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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, WORSHIP AND THE ARTS**

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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.

**INTRODUCTORY PHILOSOPHY**

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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.

**SPIRITUALITY AND CHRISTIAN MINISTRY**

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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**

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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 choice of courses in Year 11, students are advised to look carefully at the prerequisites for the units listed below.

### Biology (T & A)

Unit 1: BIODIVERSITY AND CONNECTEDNESS:	T/A	Value 1
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.		
Unit 2: CELLS AND ORGANISMS :	T/A	Value 1
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.		
Unit 3: HEREDITY AND CONTINUITY OF LIFE	T/A	Value 1
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 models for gene pool diversity of populations.		
Unit 4: THE INTERNAL ENVIRONMENT	T/A	Value 1
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.		
<b>Prerequisites for the course or units within the course</b>		
<b>Unit</b>	<b>Prerequisite Unit</b>	
Unit 3, Unit 4	Unit 2	

## Chemistry (T)

### Unit 1: CHEMICAL FUNDAMENTALS

T

Value 1

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

Value 1

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

Value 1

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

Value 1

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.

#### Prerequisites for the course or units within the course

Unit	Prerequisite Unit
Unit 2	Unit 1
Unit 3, Unit 4	Unit 2

## Earth and Environmental Science (T)

### Unit 1: INTRODUCTION TO EARTH SYSTEMS

T

Value 1

In this unit students build on their existing knowledge of the Earth by exploring the development of Earth's internal and surface structure by studying the rock cycle and techniques for interpreting geological features. Students study the processes that formed the atmosphere and oceans, and focus on the importance of water and its unique properties in the water cycle and all Earth's systems. The development of the biosphere is studied by examining the fossil record and relating it to ancient and modern ecosystems and mass extinction events.

### Unit 2: EARTH PROCESSES

T

Value 1

In this unit students examine how the transfer and transformation of heat and gravitational energy in Earth's interior drive movements of Earth's tectonic plates. They analyse how the transfer of solar energy to Earth is influenced by the structure of the atmosphere; how air masses and ocean water move as a result of solar energy transfer and transformation to cause global weather patterns; and how

changes in these atmospheric and oceanic processes can result in anomalous weather patterns. The students also study the storage, transfer and transformation of energy through and within ecosystems and biogeochemical cycles, such as the carbon cycle.

### **Unit 3: LIVING ON EARTH**

**T**

**Value 1**

In this unit students examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides resource exploration and extraction. They investigate how the rate of extraction and other environmental factors impact on the quality and availability of renewable resources, including water, energy resources and biota, and the importance of monitoring and modelling to manage these resources at local, regional and global scales. Students learn about ecosystem services and how natural and human-mediated changes of the biosphere, hydrosphere, atmosphere and geosphere, including the pedosphere, influence resource availability and sustainable management.

### **Unit 4: THE CHANGING EARTH**

**T**

**Value 1**

In this unit students examine the causes and effects of naturally occurring Earth hazards including volcanic eruptions, earthquakes, tsunamis, cyclones and bush fires. They examine ways in which human activities can contribute to the frequency, magnitude and intensity of Earth hazards such as fire and drought. This unit focuses on global climate change and the timescales at which the effects of natural and human-induced change are apparent, and the ways in which scientific data are used to provide strategic direction for the mitigation of Earth hazards and environmental management decisions.

#### **Prerequisites for the course or units within the course**

<b>Unit</b>	<b>Prerequisite Unit</b>
Unit 2	Unit 1
Unit 3, Unit 4	Unit 2

## **Physics (T)**

### **Unit 1: LINEAR MOTION AND WAVES**

**Value 1**

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**

**Value 1**

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**

**Value 1**

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**

**Value 1**

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.

#### **Prerequisites for the course or units within the course**

<b>Unit</b>	<b>Prerequisite Units</b>
Unit 3 and Unit 4	Unit 1 and Unit 2

**History**

The History courses offered include Ancient History and Modern History and both courses have been developed under the Australian Curriculum.

**Ancient History (T & A)****Unit 1: INVESTIGATING THE ANCIENT WORLD****Value 1.0**

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography.

This study provides an opportunity to explore key artifacts, events, legends, personalities and controversies of the ancient world, focusing on an analysis and evaluation of the differing ways in which they have been interpreted and represented from ancient to modern times. Students investigate the past through an examination of issues relevant to the nature of the evidence including the ethical practice, ownership and representation of the ancient world. The key conceptual understandings of this unit include: the reliability and usefulness of sources, custodianship of the past, interpretations and representations.

**Unit 2: ANCIENT SOCIETIES****Value 1.0**

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of two societies, for example Ancient Egypt and Ancient Greece.

Students are required to make connections between the social, economic and political elements of the society and the specific feature they study. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society. The key conceptual understandings of this unit include: reliability and usefulness of sources, significance, perspectives and interpretations.

**Unit 3: PEOPLE, POWER AND AUTHORITY****Value 1.0**

This unit involves an investigation of one ancient society across a broad historical period, for example Ancient Rome, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study one individual who had a significant impact on their times, either within the chosen society or another society.

Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history. The key conceptual understandings of this unit include: causation, change and continuity, perspectives, interpretations and contestability..

**Unit 4: RECONSTRUCTING THE ANCIENT WORLD****Value 1.0**

This unit involves an investigation of a significant historical period, for example the transition from Republic to Empire in Ancient Rome, through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past. The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.



**Unit 1: UNDERSTANDING THE MODERN WORLD****Value 1.0**

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine topics that constitute a development or turning point that has helped to define the modern world, for example the French Revolution. Students explore crucial changes for example the application of reason to human affairs; the transformation of production, consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry.

**Unit 2: MOVEMENTS FOR CHANGE IN THE 20TH CENTURY****Value 1.0**

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been closely connected with democratic political systems, and have been subject to political debate. Through a detailed examination of two major 20th century movements, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models to transform societies.

**Unit 3: MODERN NATIONS IN THE 20TH CENTURY****Value 1.0**

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of two nations. Students study the path of development that was taken and the social, economic and political order that was established. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.

**Unit 4: THE MODERN WORLD SINCE 1945****Value 1.0**

This unit examines some significant and distinctive features of the modern world within the period 1945 – 2010, in order to build students' understanding of the contemporary world - that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security; and the implications of globalisation with the ever-increasing mobility of people, the growth of the global economy and overall rise in living standards. As part of their study, they should follow and make relevant connections with contemporary events.

**Psychology (T & A)****Unit 1: INDIVIDUAL DIFFERENCES****Value 1.0**

Unit 1 examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

**Unit 2: INTO THE MIND****Value 1.0**

Unit 2 examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

**Unit 3: PSYCHOLOGY OF WELLNESS****Value 1.0**

Unit 3 examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

**Unit 4: PSYCHOLOGY IN SOCIETY****Value 1.0**

Unit 4 examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

**Sociology (T & A)****Unit 1: IDENTITY****Value 1.0**

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorises people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

**Unit 2: SOCIOLOGY OF SOCIAL JUSTICE****Value 1.0**

This unit explores social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

**Unit 3: CULTURAL ICONS****Value 1.0**

This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

**Unit 4: POWER AND INSTITUTIONS****Value 1.0**

This unit explores the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the 'big picture' of society, and explore the ways in which their lives are shaped by forces outside of their control.

**Unit 5: INDEPENDENT STUDY****Value 1.0**

This unit is an independent sociological investigation of a contemporary issue. This study can be an extension of previously studied topics or may be from the broader field of Sociology. Students engaging in the independent unit will study, implement and reflect on methodological techniques in sociology, including quantitative and qualitative research techniques.

## Automotive Technology (A & V)

Students are able to qualify for a Certificate 1 in **Automotive Vocational Preparation** - AUR 10116. 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 some projects may need to be funded by the student).

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

<i>Unit Title</i>	<i>Value</i>	<i>Accr.</i>	<i>Prerequisite</i>
- <b>Automotive Fundamentals</b>	1	A/V	None
- <b>Automotive Engine Systems</b>	1	A/V	None
- <b>Automotive Electrical</b>	1	A/V	None
- <b>Automotive Vehicle Systems</b>	1	A/V	None
- <b>Vocational Placements (1)</b>	.5 each	V	

### 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.

## Design Technology & 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 some projects may need to be funded by the student.)

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

<i>Unit Title</i>	<i>Accr.</i>	<i>Prerequisite</i>
- <b>Graphic Design</b>	T/A	None
- <b>Architecture</b>	T/A	None
- <b>CADD Applications</b>	T/A	None
- <b>Major Design Project</b>	T/A	one of the above

### 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 efficiency, 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 – deGAFF exhibition.

## Furniture Making (A & V)

### Students are able to qualify for a Certificate I in Furnishing MSF10113

This is a practical hands on competency based course offered to students who wish to enter the building and furnishing industries.

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. Students will complete a major project which is expected to be on display at the deGAFF, Technology & Design exhibition during Week 15 in Term 4. (Materials and equipment for some projects may need to be funded by the student.

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

<i>Unit Title</i>	<i>Accr</i>	<i>Prerequisite</i>
- Furniture & Timber: Fundamentals	A/V	None
- Furniture & Timber: Industrial Skills	A/V	Furniture & Timber: Fundamentals
- Furniture & Timber: Major Project	A/V	Furniture & Timber: Fundamentals
- Furniture & Timber: Timber Joints	A/V	Furniture & Timber: Fundamentals
- Structured Workplace Learning	V	

## 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 sustainable and environmental work practices, through the construction of a major furniture project.

## FURNITURE & TIMBER: TIMBER JOINTS

This unit covers competencies in the areas of hand-made timber joints and construction, culminating in the creation of a 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 & V)

### Students are able to qualify for a Certificate I MEM10105 v 2.2

The Metal Engineering course 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 some projects may need to be funded by the student.)

Students must complete a structured work placement to achieve a Certificate I 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:

<b>Unit Titles</b>	<b>Accr</b>	<b>Prerequisites</b>
- Introduction to the Metal Industry	A/V	None
- Metal Trade Skills	A/V	None
- Metal Skills and Processes	A/V	None
- Working within the Metal Industry	A/V	None
- Structured Workplace Learning	V	

### 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.

## Textiles & Fashion (T & A & V)

### Certificate II in Applied Fashion Design & Technology MST20616

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. Students will complete a Major project which is expected to be on display at the deGAFF, Technology & Design exhibition during Week 15 in Term 4.

(Materials for some projects will need to be funded by the student).

**Students must wear appropriate solid leather enclosed shoes.**

<b>Unit Title</b>	<b>Value</b>	<b>Accr.</b>	<b>Prerequisite</b>
- Design Applications	1	A/T/V	None
- Working with Textiles	1	A/T/V	None
- Costume & Set Design	1	A/T/V	None
- Marketing A Designer Label	1	A/T/V	None
- Designing for Clients	1	A/T/V	None
- Recycle & Re-Use	1	A/T/V	None
- Textile & Society	1	A/T/V	None
- Fashion Project	1	A/T/V	None

To achieve Certificate II in **Applied Fashion Design and Technology**, students must study **Working with Textiles**. 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 APPLICATIONS**

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 TEXTILES**

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 A 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 individuals 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.



The Australian vocational education and training (VET) system is recognised as among the most sophisticated in the world.

It enables secondary school students to acquire workplace skills through nationally recognised training described within an industry-developed training package, while completing their ACT Senior Secondary Certificate.

At Daramalan College “vocational learning is seamlessly integrated into our VET courses and is valued by students, parents, teachers and employers.”

### Course Information

Currently there are 6 Vocational Education Courses offered at Daramalan:

- 1. Automotive Technology**
- 2. Business Services**
- 3. Applied Fashion Design & Technology**
- 4. Furniture Making**
- 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, II, or III 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 in line with the Australian Qualifications Framework and is recognised anywhere in Australia

### Unique Student Identifier (USI)

The Australian Government requires all students undertaking Vocational Education & Training (VET) to have a Unique Student Identifier (USI). This will allow students to access their VET training records and results as a transcript from 2016 and beyond from their online USI account. This transcript will be useful when applying for a job or undertaking further study.

If a student does not apply for a USI and register this with Daramalan College we will not be able to certify this student with any of the vocational competencies he/she may have achieved. To apply students need a form of identification before logging on to [www.usi.gov.au](http://www.usi.gov.au) and follow the prompts to ‘create a USI’.

### 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, II, or III 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 units of competency 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 Education Directorate (ED).
- 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. evenings 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.

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 work place. 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 Australian Apprenticeship Support Network Centres have a matching service. Any employer who has 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. An Australian Apprenticeship Support Network provider 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 ED. This is then endorsed by the VET Coordinator on behalf of Daramalan College.

## **For more information:**

Please contact **Jane Waddleton**, the VET Coordinator at the College on 6163 6533, who can assist with any enquiries. Alternatively go to <[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)>.


## SAMPLE CERTIFICATES

### The ACT Senior Secondary Certificate



## The ACT Senior Secondary Record of Achievement


Australian Capital Territory  
**SENIOR SECONDARY RECORD OF ACHIEVEMENT**

  
**BSSS**  
 BOARD OF  
 SENIOR  
 SECONDARY  
 STUDIES  
 Australian  
 Capital Territory

**Leigh Anne Perry**  
**Pemberley College**  
**3 February 2013 to 16 December 2014**

<b>DRAMA</b> Australian Director Dramatic Comedy Dramatic Exploration Voice and Movement Mask Performing Shakespeare Modern and Classical Tragedy	<b>T-DOUBLE MAJOR</b>	1.0 1.0 1.0 1.0 1.0 1.0 1.0	A B B C B B A	Status
<b>ENGLISH</b> Creative Writing Conflict and Resolution Issues Literature Studies a	<b>T-MAJOR</b>	1.0 1.0 1.0 0.5	C C B D	
<b>MATHEMATICAL METHODS</b> Series Modeling and Functions Calculus, Statistics and Probability	<b>T-MINOR</b>	1.0 1.0	C B	
<b>HISTORY</b> Britain in the Victorian Age Conflict in Indo-China Revolutions in the Modern World	<b>T-MINOR</b>	1.0 1.0 1.0	C C C	
<b>GRAPHIC DESIGN</b> Graphic Design Computer Aided Design Design and Graphic Communication Engineering Drawing Architectural and Environmental Studies Major Graphic Communication Project	<b>A-MAJOR-MINOR</b>	1.0 1.0 1.0 1.0 1.0 1.0 0.5	A A A A A A B	
<b>RECOGNITION - OUTSIDE LEARNING</b> Duke of Edinburgh Award Youth Orchestra		0.5 0.2	Pass Pass	R unit R unit

This qualification is recognized within the Australian Qualifications Framework  
 Issued 16 December 2014 without alteration, erasure or addition



**ACT**  
Government

# Australian Capital Territory STATEMENT OF ACHIEVEMENT



Name **Leigh Anne Perry**  
Was enrolled at **Pemberley College**  
From **3 February 2013 to 17 April 2014**

## DRAMA

Australian Director	1.0	A
Dramatic Comedy	1.0	B
Dramatic Exploration	1.0	

## ENGLISH

Creative Writing	1.0	C
Conflict and Resolution	1.0	C
Issues	1.0	

## MATHEMATICS

Series Modeling and Functions	1.0	C
Calculus, Statistics and Probability	1.0	C

## HISTORY

Britain in the Victorian Age	1.0	C
Conflict in Indo-China	1.0	B

## GRAPHIC DESIGN

Graphic Design	1.0	A
Computer Aided Design	1.0	A

This Statement of Achievement is only valid when signed by the Principal.  
Issued without alteration, erasure or addition on 17 April 2014.



**ACT**  
Government

Australian Capital Territory  
**TERTIARY ENTRANCE STATEMENT**



Leigh Anne Perry  
Pemberley College  
3 February 2008 to 16 December 2009

Courses	Course Length	Scaled Scores	Weighting	Weighted Scaled Scores
DRAMA	DOUBLE MAJOR	184.20	2.0	368.40
ENGLISH	MAJOR	165.47	1.0	165.47
MATHEMATICAL METHODS	MINOR	142.81		
HISTORY	MINOR	155.32	0.6	93.19

Aggregate Score 627.00  
Australian Tertiary Admission Rank 91.65

Issued 16 December 2009 without alteration, erasure or addition





Australian Capital Territory  
**VOCATIONAL QUALIFICATION**



*This is to certify that*

**Gennie Ann KOWAL**

*has fulfilled the requirements for*

**Certificate II**

*in*

**Hospitality**

National Training Package Code: SIT20213

*This qualification is recognised within the  
Australian Qualifications Framework*

*Issued on 16 December 2014*

College RTO no



**ACT**  
Government