DARAMALAN COLLEGE

Years 11 - 12 Handbook

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FORWARD

Rachel Davies 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 founded in 1962 by the Missionaries of the Sacred Heart (MSC).

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”.

Daramalan is a caring and dynamic school community where we seek to promote and live out the charism of the MSC. The charism of the Missionaries of the Sacred Heart focuses on the love that Jesus showed each of us through His life and death and the belief that through experiencing and showing compassionate love towards all people we can help to make our world a better place.

MSC schools proclaim and give witness to the love of God in our world. They seek to engender in their students a strong belief in God’s love as manifested through the heart of Jesus Christ. “Fortes in Fide” is the common motto of each of the MSC schools and means “Strong in Faith”.

The vision of Daramalan is that we are a community that inspires learning, nurtures potential and is strong in faith. Closely aligned with this, our mission is to empower and support each student to flourish and develop a love of learning, in the spirit of the Missionaries of the Sacred Heart.

Despite being a large school, Daramalan is concerned with the needs of individual students in the pastoral, academic, physical and spiritual dimensions, adopting a Holistic Model of Education. As an educational community we place high value on providing quality learning opportunities for all students. Our students achieve excellent academic results and have a reputation for being well prepared for further study or employment after completing school. The extensive co-curricular programme complements the academic curriculum offered at the College. The College Pastoral Care structures provide students with the support that they require in order to achieve to the best of their ability.

Daramalan works closely with parents to support the needs of their student, in the task of education, in 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 community. Students 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.

Daramalan Holistic Model of Education

The model for Holistic Education at Daramalan is comprises of four key areas reflecting the College vision:

- Community
- Inspiring learning
- Nurturing potential
- Strong in faith

The College has adopted three Pathways that represent the Vision in action and reflect the process of becoming.

Belong and Connect	Learn and Grow	Live and Lead

The Pathways are three lenses that apply to everything that we do at the College. These lenses inform the choices and actions of all members of the community, staff, students and families, to give a holistic perspective. Within this model, knowledge, skills, understanding, behaviours and attributes are taught and role-modelled creating a holistic educational approach. As an educational institution, Daramalan adopts evidence-informed practices to support learning with a focus upon growth.

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.
No student is refused admission nor loses their 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 an ACT Senior Secondary Certificate.

DARAMALAN SENIOR COLLEGE

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 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 responsible for student wellbeing and enrolments, and the **Assistant Principal Curriculum (Years 11–12)** is responsible for 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 College Careers Advisor provides guidance and information on such matters as further study and work options, subject selection and tertiary entrance requirements.

The **Careers Advisor** also coordinates the College's Work Experience program, and other Careers Education activities and excursions.

The College **Vocational Education (VET) Coordinator** oversees and provides guidance for students wishing to undertake a School-Based Apprenticeship (ASBA) in conjunction with their Senior Studies.

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. Information is also available on the Daramalan College Careers website www.daramalancareers.com.au

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 are employed by the College and are available to students and parents on an individual basis for counselling. They also provide preventative programs to students and parents. Counsellors can be contacted through the school. 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** 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 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 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.

Information Centre

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

Extensive library and resource services are provided by Uhr Information Centre, which is staffed by trained teacher librarians and para-professional staff.

The Uhr IC is open from 8.25am until 4.30pm daily (closed only for Monday recess)

College students are welcome to use the Centre at any time during the school day for private study. We strive for an atmosphere conducive to effective study, with an expectation that students will be engaged in assignments, homework or study when using the Information Centre during class time. A quiet room is available for those who prefer silent study.

Students are encouraged to borrow Information Centre resources and can search via the library catalogue located on the Daranet Library page. This catalogue gives students access to the wide range of print resources available in the Information Centre. The cooperation of students in the prompt return of all physical items ensures fair access to resources.

The Daranet Library page contains links to current online research resources for senior students. Databases with academic journal articles, videos and news on a vast range of subjects are available online through the Research Resources link, including Infobase, Gale, ClickView and EBSCO, as well as daily digital newspapers.

The Daramalan BorrowBox e-book and audiobook library can also be accessed via the Daranet Library page. This collection contains a selection of English class texts in electronic or digital and audio format as well as wide reading material.

Teacher librarians are on hand to assist students in searching the databases and catalogues for information relevant to their studies, and to work with students on all aspects of academic integrity such as in-text referencing, creating citations, and effective note taking. Tutorials on practical aspects of research and academic integrity can also be accessed in the Tips and Tools link on the Daranet Library page.

Students are encouraged to ask the Information Centre Staff for support in developing their skills in academic integrity and information literacy, and in the use of the large range of physical and online resources on offer.

Other Contact With Parents

For routine matters such as a student's failure to submit assignments and absenteeism from class, parents will receive notification via email. In other circumstances, parents may be phoned directly by the student's **House Coordinator** or teacher.

Both 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 Coordinator** 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 timeframe, 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 (BSSS) clearly outlines the need for students to meet both attendance and assessment requirements 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.

Students applying for Approved Leave

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.

The Principal will respond in writing to the parent, indicating whether the leave is approved.

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.

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

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 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 extracurricular sport is strongly encouraged and recommended. If Daramalan offers the sport that you play it is strongly encouraged 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, Volleyball, Oztag, Water Polo and Futsal.

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 any time when they are not scheduled for a class.

Smoking
Students are not permitted to smoke or Vape 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 can park on school grounds if they register their vehicle with the Assistant Principal Pastoral Care (Years 9-12). 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 always conduct themselves in a manner appropriate to a workplace. 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 textbooks from the Textbook Department the following guidelines must be observed.

- Once textbooks are issued the borrower has sole responsibility over these books. The condition of books is monitored on issue and return.
- Each textbook is numbered and bar-coded.
- Students who do not return textbooks 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.
- Textbooks 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' textbooks.
- Note: All textbooks required for Daramalan subjects are supplied to students except for dictionaries, calculators and art diaries which are for sale from the Student Services 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.

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.
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 the Australian National University or University of Canberra.

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

1. The end of Semester academic report contains feedback on the student's engagement and achievement in each subject studied. A brief Mid-Semester Progress Report is also distributed at the end of Terms 1 and 3.
2. Parent/Teacher interviews are held twice per year at which all staff are available for discussions regarding a student's progress.

Daramalan Awards
Student achievement and contributions are acknowledged in an annual Awards Ceremony in the following categories:

- **Academic Excellence**
- **Subject Performance**
- **Endeavour Award for application to studies**
- **Sport**
- **Leadership**
- **Community Service and Co-curricular**

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.

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.

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)
Useful publications available on the BSSS website are:

- What Certificates Could You Obtain?
- What's the AST?
- What's the ATAR?
- Your Rights to Appeal.
- Academic Integrity: Student Guide

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. The AST scores of those students who complete a T package provide the basis for the ACTBSSS to scale course scores awarded to students by their College. A student's scaled course scores are used in the calculation of that student's ATAR. 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.

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 they select 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 Vocational Education Coordinator

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.

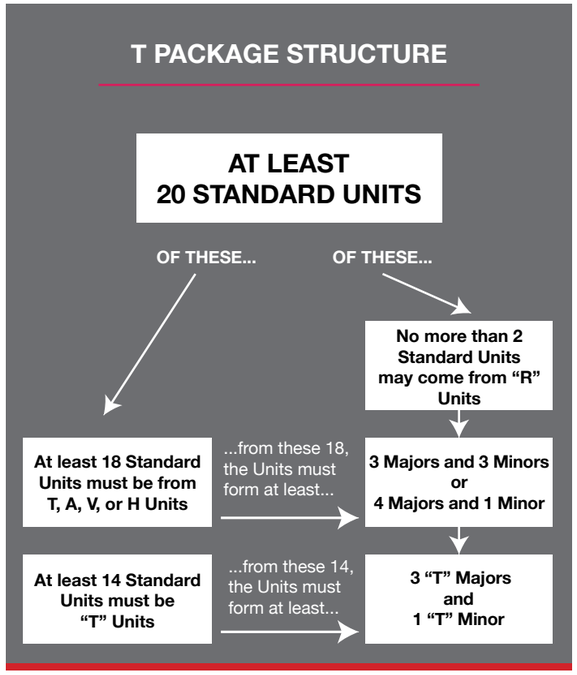
The package chosen may be either a T Package leading to the award of an ACT Senior Secondary Certificate and an Australian Tertiary Admission Rank or an Accredited Package leading to the award of an ACT Senior Secondary Certificate.

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
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.

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.

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



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

- **Applicants must complete a minimum of 20 Semester units or equivalent.**
- **Of these units, at least 18 must be A or T units.**
- **At least 14 units must be comprised of at least 3 major courses and at least 1 minor course, all at T level.**
- **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:**
- **4 major courses and 1 minor course, OR**
- **3 major courses and 3 minor courses.**
- **The student must substantially complete all three components of the ACT Scaling Test (AST) in Year 12.**
- **The student must complete a course in English**

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 the results for the T courses the student studied.

Course Area
A Course Area is a general classification that groups courses. The maximum number of units that can contribute towards the minimum requirements for a Senior Secondary Certificate and Tertiary Entrance Statement is 8 standard units per course area. Within a Course Area, the course type is limited to the equivalent of a double major. This means that if a student elects to study more than 8 units in a course area, no more than 8 of them may be counted towards the minimum requirements for a Senior Secondary Certificate and a Tertiary Entrance Statement.

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.

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 they 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.

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:

- that the student will automatically be admitted to a tertiary institution and,
- 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.

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 example, in recent years:

- The Australian National University considered applicants with ATARs ranging from 80.00 upwards.

- 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 academic 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.

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.

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, postschool 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. The Courses offered are:

- **Business Services**
- **Furniture Making**
- **Hospitality**
- **Metal Products**

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.

In addition to the above courses, the College also offers the a VET course for Sports Coaching and Fitness which is delivered by an external RTO (please see the Physical Education section for more information).

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.

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 assignments, in-class tasks 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 (where applicable) :

- **Achievement Standards**
- **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**
- **Academic Integrity**
- **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/marking scheme.

This includes:

- **Course Title**
- **Unit Title, Value, Semester and Year**
- **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, including any policy around the submission of drafts**
- **Explicit task-specific criteria for assessment and/or marking schemes**
- **Reference to BSSS policies on penalties for late submission and academic integrity (where applicable)**
- **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 achievement standards in the current Course Framework document which can be accessed on the ACT Board of Senior Secondary Studies website. www.bsss.act.edu.au

A copy of the unit achievement standards 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 assessment evidence to award a grade.
R	Awarded to students for study they have completed at a school outside the ACT or overseas. To be eligible for R Grades, documentary evidence is required from the interstate or overseas jurisdiction which indicates the subjects studied, the equivalent level (Year 11 or 12), and the length of study (i.e. 1.0 point = 55 hours)

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.

Accessing Unit Scores & Course Scores

At the end of each assessment period, student unit scores and scaling group information will be available in Profiles Online, accessible through the BSSS website. At the end of the graduating year, student course scores and scaling group information will be available in Profiles Online. Students are shown how to create a login to Profiles Online so that they can access this data and are informed when it will be available at the end of each semester.

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.

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

Minimum Requirement To Obtain Assessment

To be assessed in a unit the student must:

1. 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.
2. 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. 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. The award of an S grade must be seen as a last and sparingly used option. Determination of a Status unit grade is authorised only by the Assistant Principal Curriculum in accordance with BSSS policy. (Refer to BSSS Policy section 4.3.6.5 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.

Academic Integrity

Daramalan College views seriously any breach of the rules or instructions governing assessment. Any cheating, plagiarism, dishonesty, alteration of results, improper or unethical research practices in relation to any school-based assessment in any subject accredited or registered by the BSSS shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.
In designing assessment tasks, teachers should ensure that the tasks lend themselves to uphold academic integrity.
In supporting students in undertaking tasks, teachers must ensure students follow the BSSS Ethical Research Principles and Guidelines as a key element of Academic Integrity (See BSSS Policy and Procedures Manual, appendix 9). Ethical research in BSSS Senior Secondary classes is research that is honest, genuine and protects the participant and the researcher from more than negligible risk of harm.

For more information see the Academic Integrity: Student Guide on the BSSS website.

Plagiarism

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgment of sources, and presenting this as a student's own work.
Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/ without that person's knowledge
- submitting work generated by artificial intelligence as a student's own work
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of a source text, supplying proper documentation, but leaving out quotation
- marks
- submitting materials which paraphrase or summarise other work or ideas without appropriate
- acknowledgement of the original source of the work or ideas. This includes the use of
- paraphrasing software.
- submitting a digital image, sound, section of programming code, design, photograph, or animation, altered or unaltered, without proper acknowledgement of 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.

For students this means:

- If any part of your assessment item is not your own ideas, words or product, you must indicate the source to show that it is not your own work.
- Submitted work must be substantially the result of your own effort and ideas.
- Plagiarism is not restricted to words but includes unacknowledged ideas, thoughts, opinions, conclusions, diagrams, cartoons, art and practical works, photographs, music, graphs, pictures,

statistics, tables, computer programs, computer graphics, visual information from the web, advertisements, interview responses, AI generated text/images/art/, app generated translations from a foreign language text, using a friend's mathematics assignment, etc – anything you can copy.
- Changing a few words or images does not mean you do not have to acknowledge the source. Paraphrased material must still be acknowledged.
- Presenting AI generated ideas, text, images as your own is academic misconduct.
- Purchasing/acquiring an assessment item and submitting it as your own is academic misconduct.

Students who plagiarise will be penalised according to the extent of the plagiarism under the BSSS Breaches of Discipline in Relation to Assessment Policy.

Students are informed about what constitutes plagiarism and the appropriate ways of acknowledging sources. Students are provided advice about how they can avoid plagiarism. Students are also made aware that any incident of plagiarism will be treated as a breach of discipline in assessment and the penalties that may be imposed.

Validation
Daramalan College may implement validation measures as a required part of assessment protocols and procedures. These validation protocols may include, but are not limited to:
- The use of a controlled digital document with a 'playback' or tracking function.
- Requirement to submit notes or other documentation supporting an assessment submission.
- The use of intermediate tasks or submitted drafts.
- Validation testing/interview/viva voce.
- Submission of supporting evidence (e.g., photographs, videos).

If a student does not follow the school's mandated validation processes when completing an assessment item, it will be treated as a breach of academic integrity.

Where a validation measure is used, the following procedures must be observed:
- The use of a validation procedure, and a description thereof, will be clearly included when assessment conditions are specified to students
- The validation will be administered in a reasonable timeframe
- A validation measure alone will not be used to assign a mark or a grade to the student's work.

Declaration of Original Work
Each out of class task that is not submitted electronically 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.

For each assessment task that is submitted electronically on Daranet, the student will verify during the submission process that the work submitted is their original work.

Possession of forbidden items during assessment tasks
In any in-class assessment task or examination students are not permitted to bring forbidden items into the assessment venue. This includes possession of such an item during entry and exit to the venue of the assessment task, and whether or not the item is in use.

Examples of forbidden items include smart phones, smart watches, and any electronic instrument capable of storing data or connectivity to the Internet or any other item or material that would provide them with an advantage to complete the task.

Breaches of Discipline in Relation to School-based Assessment
Daramalan College will follow the procedures of the ACTBSSS for dealing with breaches of discipline in relation to school-based assessments.

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.

In the event of a suspected breach of discipline, the College will implement the following steps:

- Any suspected breach of discipline in relation to assessment is to be investigated initially by the teacher
- If there is evidence of a breach of discipline, the student will be interviewed by the teacher and the head of faculty and given the opportunity to explain his/her case before a penalty is determined
- If a breach of discipline is shown to have occurred, then the teacher in conjunction with the head of faculty should determine the penalty taking into account the principles and the penalty schedule outlined in the following section on Penalties
- The student will be advised in writing within five working days (except in Semester 2 of Year 12, where it is two working days) of any penalty imposed and informed that he/she has the right to appeal the decision to a College Appeal Committee
- The principles of natural justice will be applied at all stages in the process
- Refer to the BSSS Policy and Procedure Manual for further details. www.bsss.act.edu.au

The College will keep a file of all significant breaches of discipline in relation to school-based assessments. This file will be referred to in the event that a student commits a subsequent breach of discipline in relation to assessment.

Penalties for Breaches of Discipline in Relation to Assessment
ACTBSSS policy states that any one or more of the following penalties could be imposed for a breach of discipline in relation to assessment:

A	reprimand of the student, except in cases where the candidate would have derived benefit from such breaches
B	the making of alternative arrangements for the assessment (e.g. through a reassessment)
C	the assessment will be marked without the material subject to the breach being considered
D	imposition of a mark penalty appropriate to the extent of the breach
E	cancellation of the result in the particular component of the school assessment concerned
F	cancellation of the total college assessment result in the unit/course concerned
G	cancellation of all the student's assessment results for years 11 and 12 in assessments conducted

As per ACTBSSS policy, the following is a guide to the penalties to be imposed. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

Categories	Penalties
1. First incident of breach of discipline	**One or more of the following penalties to be imposed subject to the degree of the infringement: Penalties (a) to (f) shown above**
2.Subsequent breach(es) of discipline	**One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline: Penalties (b) to (g) shown above**

Students who breach discipline in relation to assessment will be counselled. This counselling will include a warning about the consequences of subsequent breaches including the potential impact of penalties on their study package and their ability to complete the requirements for the ACT Senior Secondary Certificate and the ATAR.

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 ACS 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, exams 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:

- phone 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, 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 by the due date unless otherwise instructed by the teacher. In most cases assessment tasks will be submitted electronically to the class page on Daranet. In some cases, it may be appropriate or a requirement that an assessment task is to be submitted electronically, either on a USB or by email, or as a hard copy. 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:

- students are responsible for ensuring that files submitted are usable, readable and not corrupted or virus-infected.
- 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 on Daranet, the student must ensure that a Declaration of Original Work is completed during the electronic submission process.

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.

Non-submission of assessment due to computer failure
If it is not possible to submit an assessment task due to computer failure, then the task will be treated as late unless the student shows the teacher evidence in the form of drafts, that show the task was completed (i.e. hardcopy of a final draft, and preferably some earlier drafts). This means that all students must retain printed or electronic 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.

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.

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) 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 to be submitted or completed and explain the reason for the absence.
Where possible, the Assessment Task should be delivered to the teacher at the College or submitted on Daranet. 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.

If a student knows in advance that they will have a valid reason for being absent on the day an Assessment Task is due to be completed or submitted, they must negotiate in advance 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 as soon as possible and 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 student. If approved, the form will then be signed by the subject teacher and the Subject Coordinator.

In Years 11 and 12, application forms for an extension are available on Daranet.

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.

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

All assessment tasks are expected to be submitted by the specified due time and date. Unless otherwise stipulated, the due time is 4.00pm for the physical submission of assessment and 11:59pm for the digital submission of assessment, on the due date.

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 or exam. A late penalty will apply unless an extension is granted. As per ACTBSSS policy, 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 hard copy tasks on weekends or public holidays is not acceptable. Oral presentations and tests, also fall within the penalties for late submission, presentation or completion.

Grade Penalties for Late Submission
While grades are determined using the achievement standards, in the interest of fairness and the consideration of assessment that has been submitted on time, the grades of items submitted late will also be subject to penalty. The teacher will determine the grade (original grade) the item would have received had it been submitted on time. The teacher will determine the adjusted grade by attributing a grade based on the grade range within which the adjusted mark for that item falls following the application of the mark penalty. The student should be informed of both the original grade and the adjusted grade for the item. An item submitted more than seven days late and deemed a valid attempt will be subject to a minimum two grade penalty unless an E grade is reached.

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).

REVIEW AND APPEALS PROCEDURES

Students are able to seek a review or appeal on school-based assessment including assessment item marks, grades or penalties, the unit grade, the unit score, or course score.' 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/penalty, 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. If the Subject Coordinator is the classroom teacher, then the student can request to have access to a mediator within the college.
Step 3: The student appeals the reviews' decision to the College Principal
Step 4: The student, who has been through the college appeal process, may appeal to the ACTBSSS.

A clear distinction should be made between the student requesting a review of an assessment mark, grade or penatly and the formal college appeal. A student may not lodge a formal appeal to the College Principal if they have not previously followed Steps 1 and 2 of the review process.

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/ marks or penalties), 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/marks or penalties), 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.**

At the end of each semester, student unit scores and grades will be available in Profiles Online, accessible through the BSSS website. Students are shown how to create a login to Profiles Online so that they can access their assessment item results and their final unit grades and scores. Students are also provided with the date and time that the final unit grades and scores are published on Profiles Online, and the date by which appeals against unit scores and grades are due. These dates are advertised to students in Years 11 and 12 Assemblies and they are also published in the Years 11 and 12 exam timetable on Daranet, and displayed on notice boards.

In Semester 2 of Year 12, students will access their final Course Scores on Profiles Online. The due dates for appeals against Course Scores are advertised to students in Years 11 and 12 Assemblies, in the exam timetable on Daranet, and displayed on notice boards.

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 mark/s, score, grade, penalty being appealed, including the task, unit, course
- the specific remedy being sought for each matter being appealed
- a statement setting out and supporting the matters of appeal.

Lodgement Period
In general, the appeal should be submitted to the principal within five school days of the head of department's decision being communicated to the student.

For the final assessment period of year 12, students should submit a school appeal within two school days of the head of department's review decision being communicated to the student. The deadlines for both the lodgement and finalisation of School Appeals will be published by the Office of the BSSS in the ACT BSSS General Schedule and must also be communicated to students by their school.

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.

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

Procedures
The teacher or head of department has the right to make a prepared written response to the appeal and submit this to the committee.

Both the student and the teacher or head of department have the right to make an uninterrupted statement to the committee and have the opportunity to correct or contradict submitted evidence.
Each party may be subject to questioning from the Committee, but not to cross examination from each other. The teacher or head of department, and/or the student, and/or the support person, may seek clarifications through the School Appeal Committee Chair.
The committee should consider implementing procedures that, while safeguarding confidential information, ensure both the student, and teacher or head of department have reasonable and sufficient access to all the evidence being considered.

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

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

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 as soon as practicable.

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.

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 (Step 4)
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 being communicated to the student.
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.

Further information about appeals to the ACTBSS (Step 4) can be assessed in the ACT BSS Policy and Procedure Manual www.bsss.act.edu.au

YEARS 11 & 12

DESCRIPTION OF COURSES

VISUAL ARTS

VISUAL ARTS (T/A)

Each unit in this course has a value of 1.
In Visual Arts, students learn as artists, by making art works that communicate to audiences. As audiences, they learn by responding critically to art works. Students develop skills in creating and producing art works.

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

Creativity in Visual Arts
Students learn about the creative process in Visual Arts. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.

Communicating Meaning in Visual Arts
Students learn about how meaning is communicated in a variety of art forms and styles. They explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through art works.

Narratives in Visual Arts
Students learn about narrative forms for representational and nonrepresentational art works. They explore presentations of narratives. Students apply their theoretical and technical skills to create representational and nonrepresentational art works.

Specialised Visual Arts (T)

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

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

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

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

Independent Study
Prerequisites
Students must have studied at least THREE standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study.

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

MEDIA (T/A)

Each unit in this course has a value of 1.
In Media, students learn as artists, by making media products that communicate to audiences. As audiences, they learn by responding critically to media products. Students engage with innovative practitioners and experience media as producers and critics.

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

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

Media in Context
Students learn about how media has evolved over time and place. They explore how media makers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire to create media.

Narratives in Media
Students learn about narrative forms for fictional and non-fictional media products. They explore a range of narratives. Students apply their theoretical and technical skills to construct fiction and non-fiction narratives.

Specialised Media (T)

Innovation in Media
Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

Adaptation in Media
Students learn about different media forms and styles for adaptation of stories in a range of mediums to understand how themes and perspectives are represented. They explore forms, techniques, and methodologies of adaptation to reimagine themes and perspectives for a contemporary audience. Students apply the principles of adaptation to develop their own media practice.

Entrepreneurship in Media
Students learn about the connections between media and business. They examine the business aspects of media, opportunities, and risks in the industry. Students explore the tension between the creative and commercial when working within a media brief. They apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences.

Interdisciplinary Inquiry in Media
Students learn about how media products can be used to understand and embrace concepts from other disciplines. They explore styles and techniques in the exploration and representation of information in a variety of mediums to achieve greater effect. Students apply inquiry skills and media practices to position an audience on a chosen concept and synthesize perspectives and draw conclusions to express a point a view.

Independent Study
Prerequisites
Students must have studied at least THREE standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study.

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

PHOTOGRAPHY (T/A)

Each unit in this course has a value of 1.

In Photography, students learn as artists, by making images that communicate to audiences. As audiences, they learn by responding critically to photography. Students develop skills in creating and responding to Photography.

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

Communicating Meaning in Photography
Students learn about how meaning is communicated a variety of photographic forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through photography.

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

Narratives in Photography
Students learn about narrative forms for fictional and non-fictional photography. They explore a range of narratives. Students apply their theoretical and technical skills to construct artistic and documentary narratives.

Specialised Photography (T)

Innovation in Photography
Students learn about innovative photographic practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological and conceptual innovations in photography. Through experimentation and problem solving, students apply their skills and knowledge of innovative photographic practice.

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

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

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

Independent Study
Prerequisites
Students must have studied at least THREE standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study.

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

BUSINESS AND GOVERNMENT

This Department offers a wide range of subjects related to business and government, both in Australia and globally. The courses available in this Department are listed below.

Business Services (A/V)
Business (T)
Digital Technologies (T)
Economics (T)
Global Studies (T)
Legal Studies (T/A)

Those students intending to pursue further studies in commerce, economics or computing at either University or TAFE, are advised to include at least one of Digital Technologies, Economics or Business in their studies package. While none of these are prerequisites for entry, they are all conceptually difficult to encounter in first year where they are delivered at a faster pace.

BUSINESS SERVICES (A/V)

This course is designed to develop students' skills in communicating, managing, processing, and manipulating information in the workplace. Students learn how to work effectively both independently and in teams, and gain computer skills using a range of Office 365 applications to respond confidently to rapidly changing technologies. This course can be taken as a Minor or Major. A Minor in Business Services consists of two units and may be taken in either Year 11 or Year 12. Depending on teacher availability, this course may be run with the option to attain a Certificate II in Workplace skills (Minor) or Certificate III in Business (Major).
The units within the course are as follows:

Information Management
Students investigate information management systems within organisations. They solve problems to improve organisational outcomes. Students analyse software applications used for recording and tracking information and apply skills in their use. They assess business records, efficiency, and effectiveness and reflect on their business impacts and compliance with ethical standards. Students refine numeracy and literacy skills for the purposes of understanding, processing, representing, and communicating organisational information.

Workplace Practices
Students analyse concepts, models and theories that underlie workplace practices. They investigate professional communication, collaboration, and teamwork skills. Students assess wellbeing programs and practices for self and others. They develop knowledge and skills for producing business documents and apply these skills to work effectively in a variety of environments. Students refine literacy skills for the purposes of understanding, planning, editing, publishing, and communicating within a range of workplace situations, reflecting on their effectiveness.

Relationship Development
Students analyse relationship development concepts, theories and models and apply these in a range of contexts. They investigate essential workplace practices and procedures for meeting customer service and stakeholder expectations. Students investigate digital platforms for providing customer service and communications. They analyse a range of procedures and practices for professional and personal innovation and improvement.

Project Management
Students analyse basic project management models and operational practices and apply industry specific protocols. Students apply project management skills to completing tasks in a simulated work environment. They develop the knowledge, skills and understandings that are required to provide effective organisational support. Students plan and implement workflows using business tools and reflect on opportunities for improvement and innovation.

BUSINESS (T)

In Business students will study of the management resources and the provision of goods and services, as well as the complexities of operating enterprises at the local, national, and global levels. They investigate ethical practices, including social responsibility and sustainability enabling them to engage with the world as responsible citizens and businesspeople. Students develop their knowledge and understanding of business structures. They develop an understanding of the principles and methods of marketing and advertising as central to business activity. Students develop the knowledge, understanding and skills to make business plans for specific contexts and markets. They develop an understanding of business leadership principles, and the ethical and regulatory contexts in which leadership occurs.

This course can be taken as a Minor or Major. A Minor in Business consists of two units and may be taken in either Year 11 or Year 12. A Major in Business consists of four units. The four units are delivered across Years 11 and 12 in the following order:

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

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

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

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

DIGITAL TECHNOLOGIES (T)

This course allows students to complete a Minor, Major or a Major/Minor in the understanding and programming of computer games and robotic systems.

A two-year Major will concentrate on Computer Game Design and Programming. Utilising the latest industry-standard software, this course takes the student through every aspect of computer game programming. The student will experience asset creation, the use of materials, lighting, sound and animation, programming actions and incorporating a physics engine, designing and building challenging levels and also using the latest Virtual Reality technology to build and run VR simulations.

If a student wishes to continue their study into a Major/Minor, they will be able to undertake a unit from the Robotics and Mechatronics strand of the course. Here, students will create and program digital robots to perform a variety of tasks as well as explore machine learning and artificial intelligence.

The two year Major Course will consist of four of the following units.

Digital Assets
The focus of this unit is on developing the students' understanding of the building blocks of games and developing the skills necessary to effectively design and develop digital assets for more complex games.

Students will develop the skills and knowledge required to interpret and create their own digital assets for a range of purposes and audiences. They will experience building 3D assets, the creation of materials, how to record and manipulate sound effects, how lighting in 3D simulations work, and will start to learn the C++ programming language to create actions for these objects.

Digital Applications
The focus of this unit is on managing and understanding the complexity of a computer game by examining the individual components involved in its operation and the interconnectedness of those components. They will design and build their own simple systems, making use of the interconnected nature of various digital assets they have built in the previous unit.

Digital Solutions
The focus of this unit is on creating appropriate solutions to authentic design briefs and on developing students' understanding, and application, of a design process. They will focus on understanding how to choose and apply a design process to create more complex games to match a client's needs.

Structured Project
The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a computer game project. Students will develop and refine their design skills and knowledge in order to create and develop a project using a clearly defined structure in an authentic context. They will focus on effectively applying a design process to inform and develop their project. In this unit, the entire Semester will be devoted to the students using the skills they have acquired from the previous three units, as well as project management skills, to design, build, test and document one complex game of their choice.

The additional Major/Minor studies will comprise the two units below:
Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit is decided upon by a class, group(s) or individual students in consultation with the teacher and with the Principal's approval. The program of learning for An Independent Study unit must meet all the content descriptions as appears in the unit. Students must have studied a minimum of three units from this course to be eligible to complete an Independent Study.

Building and Programming Circuits
This unit of study provides opportunities for students to learn about the components of electronics and the design and construction of electronic systems. They will use design methodologies to investigate, strategise, prototype, test and critically analyse the construction of electronic systems. Students will gain the skills and knowledge necessary to apply a design process using electronics to create innovative and sustainable systems.

ECONOMICS (T)
In Economics, students examine the allocation of limited resources to satisfy unlimited wants and needs. In doing so they address the economic problem of scarcity: what to produce, how much to produce and for whom to produce. They use a range of approaches and perspectives on economics to investigate these fundamental problems to form conclusions and make predictions. Students develop their knowledge and understanding of the history and development of economic theories and concepts, the application of theories in real world contexts, and the roles of stakeholders in addressing economic scarcity, inefficiencies, and inequalities. They develop an understanding of the significance of economics to interpreting their day to day lives and choices, and their subsequent impact.

This course can be taken as a Minor or Major. A Minor in Economics consists of two units and may be taken in either Year 11 or Year 12. A Major in Economics 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:

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

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

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

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

Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

GLOBAL STUDIES (T)
Global Studies is the study of political actors, processes, challenges and opportunities in the world. This course draws on a range of disciplines to explore the interplay and relations between these objects of study. It examines the distinct nature of global politics within its essentially anarchic context and various attempts by states and other actors to create order in their relations despite this anarchy.

By undertaking Global Studies, students will come to appreciate the nature of global politics, what it might achieve, and how and why there is a plurality of views on the decisions about progress and reform. They will learn to engage meaningfully with different perspectives and challenge their own conclusions. Thus equipped, students will become better informed, reflexive, critical global citizens, and change agents of change.

This course can be taken as a Minor or Major. A Minor in Global Studies consists of two units and may be taken in either Year 11 or Year 12. A Major in Global 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:

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

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

Global Processes
Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse and evaluate different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

Global Challenges
Students critically analyse significant contemporary issues that pose challenges to global actors and processes, and to individuals around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges. They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

Global Opportunities
Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities.Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.
Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

LEGAL STUDIES (T/A)

Students undertaking the Legal Studies course investigate the regulation of conduct in society and how justice is constituted in a range of contexts.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to examine conflict resolution and justice issues. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and to present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Knowledge and understanding of law, legal systems, justice, and punishment empowers students to become engaged, active, and reflective citizens. In understanding a wide range of social phenomena, they develop intercultural understanding and cultural competence. The study of Legal Studies provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

This course can be taken as a Minor or Major. A Minor in Legal Studies consists of two units and may be taken in either Year 11 or Year 12. 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:

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

Contemporary Issues and the Law
Students investigate the role of social and political advocacy and judicial activism in bringing about reform and change for the benefit of people. They evaluate various claims to rights and competing claims to rights and how the law and legal structures can be used to resolve such tensions, including First Nations Australian contemporary experiences of Australian legal systems. Students investigate case studies of social debates to evaluate the fairness and efficacy of possible solutions. They engage critically in the debate over the identified problem and conduct research to clarify their own beliefs, form their own arguments and propose informed legal solutions.

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

International Law
Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system. Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

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

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.


16:00
Time to research!

PERFORMING ARTS

DRAMA (A/T)

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

Creativity in Drama
Students develop their skills to think imaginatively and flexibly to express their understanding of self, others, and the world. They examine First Nations Australians dramatic practice that stems from a sense of place. They explore techniques and strategies to achieve their purpose and apply the creative process. They will examine a range of approaches to the creative process. Students work collectively, collaboratively, and independently to examine the human experience and create new insights.

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

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

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

Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Specialised Drama Units
In Specialised Drama, students have agency to explore innovation, entrepreneurship, and leadership within the Arts. They conduct in-depth creative inquiries into personal, local, and global challenges. Students refine their self-management, problem solving, intrapersonal and interpersonal skills. These units are as follows:

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

Leadership in Drama
Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work, through engagement with aspects such as producing, writing, directing, performing or designing. Students develop skills in risk taking, integrity, initiative, and confidence to share their vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

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

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

DANCE(A/T)

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

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

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

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

Collaboration in Dance
Students learn about how to collaborate effectively to create, interpret and perform works that develop ideas and engage with the school and/or wider community. They examine different approaches to collaboration used by different dance organisations. They explore the opportunities and challenges of working with other dance practitioners and/or artists to create a performance to meet a design brief. Students apply technical dance skills, creative, production, communication, technology, problem solving and collaboration skills to create and perform multifaceted works for an audience.

Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Specialised Dance Units
In Specialised Dance, students learn as artists, innovators, leaders, and entrepreneurs, by making and interpreting dance performances that communicate ideas and interdisciplinary concepts to audiences. They learn as audiences, by responding critically to dance. Students develop skills in appreciating, choreographing, teaching, leading, performing and producing dance. These units are as follows:

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

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

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

Interdisciplinary Inquiry in Dance
Students learn about how dance works can be used to interact with and embody concepts with other disciplines. They explore dance styles and techniques to interpret and represent perspectives and insights. Students apply inquiry skills and dance practices to create interdisciplinary dance works.

MUSIC (A/T)

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

Creativity in Music
Students learn about creativity in music by exploring a range of techniques and strategies musicians use in the creative process. They make informed personal interpretations in performances, compositions, and criticism to evoke responses from target audiences. Students make music to express their understanding of the world through interpretation, performance, production, and composition in authentic contexts.

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

Music in Context
Students explore the works of musicians from different times and places to understand the way social, historical, political and/or cultural contexts have shaped music and impacted audiences. Students create music drawing on forms, styles, and techniques from a variety of contexts. They develop insights into intercultural understanding and ethical approaches to music reproduction.

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

Independent Study
An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own individual learning. An Independent study unit must be proposed by an individual student, be for their own independent study and negotiated with their teacher. An Independent study unit requires the principal's written approval. The program of learning for an Independent study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least three standard 1.0 units from this course.

Specialised Music Units
In Specialised Music, students learn as artists and develop specialised skills for creative and professional contexts by making, interpreting, and responding to music. They apply the creative process, elements of music, meta-language, symbols, theory, and aural skills to communicate their ideas and understanding to develop their overall musicianship. These units are as follows:

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

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

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

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

ENGLISH

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 Essential English 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, cultures 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.

ESSENTIAL ENGLISH(A)

Unit 1: Comprehending And Responding
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.

Unit 2: Making Connections
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.

Unit 3: Understanding Perspectives
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.

Unit 4: Local and Global
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.

FOOD TECHNOLOGY

Hospitality is offered as an A/T/V course. In this program, students learn about the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students explore concepts such as customer service, workplace legislation, environmental sustainability, trends in hospitality, social media, marketing and consumer protection.

Students develop practical technical skills in food preparation, presentation and food service. They develop safe work practices in the preparation, storage and handling of food, while complying with current health and safety legislation. Students are provided with opportunities to develop food and beverage skills, customer service and leadership skills through College restaurants.

Hospitality provides students with opportunities to develop a range of employability skills relevant to the industry, this helps to prepare them for a variety of career opportunities across a range of industries or provide a pathway to further tertiary studies.

Students may choose to study Hospitality as a vocational course, with successful completion leading to the nationally recognised Certificate II in Hospitality. This certificate may be achieved by completing three to four units of study, along with a structured workplace learning placement.

HOSPITALITY (T/A/V)

Unit Title	Accr.	Prerequisites
Hospitality Essentials	T/A/V	None
Hospitality Operations	T/A/V	Core Competencies- Hospitality Essentials See Subject Coordinator
Hospitality Industry	T/A/V	Core Competencies- Hospitality Essentials -See Subject Coordinator
Hospitality Management	T/A/V	Core Competencies – Hospitality Essentials – See Subject Coordinator
Hospitality Management	T/A/V	Core Competencies – Hospitality Essentials – See Subject Coordinator
Independent Study	T/A/V	Students must have studied a minimum of three units from this course to be eligible to complete an Independent Study.

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

Hospitality Essentials
In this introductory unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

Hospitality Operations
Students apply knowledge and problem-solving skills to practical activities in food preparation and hospitality. They investigate technologies, systems and procedures to assess the efficiency and sustainability of operational work practices. Students analyse communication techniques and interpersonal and intercultural understandings and apply and evaluate these when working with others. They plan, organise, prepare, and serve a range of hospitality products that reflect current market trends and practices.

Hospitality Industry
Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, with a focus on developing communication, collaboration and interpersonal skills with customers. Students plan, organise, prepare and serve food and beverage products, and demonstrate hospitality skills in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry.

Hospitality Management
In this unit, students develop an understanding of successful management practices. Students build skills in leadership working in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing workplace relationships.

Structured Workplace Learning (Vocational Certificates)
To obtain the Certificate II in Hospitality, students must complete a minimum of 12 front-of-house service periods. This requirement may be met through structured workplace learning.

LANGUAGES

Daramalan College offers three Languages in Years 11 and 12: **French, German and Japanese**.
The Senior Languages courses recognise that Language learning is a dynamic process through which students broaden their understanding, not only of language but also identity, culture and diverse perspectives. The aim is to enable students to understand and communicate proficiently in the target language on a variety of topics and to expand their sociocultural awareness. The increasingly complex grammatical structures and language conventions are developed progressively throughout the course.

The Modern Language course enables students to:

- **enhance their capacity to communicate and interact effectively within and across languages and cultures and show control over linguistic elements with an awareness of audience and purpose**
- **acquire language learning processes and strategies**
- **understand the interrelationship of language and culture, and the importance of intracultural and intercultural capabilities**
- **acquire skills to be a global citizen**
- **understand the diversity and variability of language use – how language changes with the context of situation and culture (participants and their relationship, circumstances of communication). (BSSS Modern Languages, 2020)**

The Continuing Modern Languages 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, international relations, business, travel, hospitality or tourism, or who have a personal interest in learning French, German or Japanese, should consider continuing their language studies.

Students can also take advantage of the language 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 (BSSS Modern Languages Course, 2020). Each unit has a value of 1.

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

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

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

Diverse Perspectives
Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences. While students study the same units and complete the same assessment tasks, each language course will focus on language-specific issues and questions to provide a unique cultural experience and an in-depth study of language features.

In the **Japanese** course, students are required to read and write with confidence in Hiragana, Katakana and Kanji.

MATHEMATICS

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

SPECIALIST METHODS (T) focuses on similar content to the Mathematical Methods course as listed above. The Specialist Methods course extends and develops the Mathematical Methods course with both additional content and greater depth and breadth of treatment. This is provided by more emphasis on structure and proof, by incorporating more challenging and abstract problems and the inclusion of more opportunities to develop their mathematical insight through research and exploration.

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

MATHEMATICS 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

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

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

MATHEMATICS 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.

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

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

Unit Title	Accr	Prerequisites
Mathematical Methods 1	T	Minimum of a **C Grade** in the Year 10A Mathematics Report and Teacher recommendation.
Mathematical Methods 2	T	Satisfactory Completion of MM1
Mathematical Methods 3	T	Satisfactory Completion of MM2
Mathematical Methods 4	T	Satisfactory Completion of MM3

SPECIALIST METHODS (T)

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

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

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.

Unit Title	Accr	Prerequisites
Specialist Methods 1	T	Minimum of a **B Grade** in the Year 10A Mathematics Report and Teacher recommendation.
Specialist Methods 2	T	Satisfactory completion of Mathematical Methods 1 and Specialist Methods 1
Specialist Methods 3	T	Satisfactory completion of Mathematical Methods 1 and Specialist Methods 2
Specialist Methods 4	T	Satisfactory completion of Mathematical Methods 1 and 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.

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

Unit Title	Accr	Prerequisites
Specialist Mathematics 1	T	Minimum of a **A Grade** in the Year 10A Mathematics Report and Teacher recommendation
Specialist Mathematics 2	T	Satisfactory Completion of Specialist Methods 1 and SM1 Enrolled in Specialist Methods 2
Specialist Mathematics 3	T	Satisfactory Completion of Specialist Methods 2 and SM2 Enrolled in Specialist Methods 3
Specialist Mathematics 4	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.

PHYSICAL EDUCATION

EXERCISE SCIENCE (T/A)

Exercise Science is offered at both the Tertiary and Accredited levels.

Exercise Science provides students with the opportunity to develop a comprehensive understanding of how to enhance physical performance by investigating the science of movement. By examining the interrelationships between biological, physiological, biomechanical, and psychological aspects of exercise, students gain insights into the science underpinning sports performance and movement.

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

Each unit in this course has a value of 1.

Unit Title Year 11	Accr	Prerequisites
Anatomy and Physiology for Exercise	T/A	None
The Body in Motion	T/A	None
Unit title Year 12	**Accr**	**Prerequisites**
Nutrition and Training for Performance	T/A	None
Science of Performance	T/A	None

Anatomy and Physiology for Exercise
Students will examine the structure and function of the musculoskeletal, cardiorespiratory, and nervous systems. They critically analyse concepts, principles of how these systems contribute to exercise, and adjust to increasing demands. Students investigate the capacity of these systems, models and methodologies for their assessment, and theories and research about their implications. They take an integrated approach to anatomy and physiology and to highly applied exercise concepts.

The Body in Motion
Students will explore the biomechanical and physiological theories and models involved in analysing and interpreting the body in motion. They apply a variety of scientific concepts and laws to analyse movement patterns and the physiological demands of sports performance and fatigue. Students will investigate the mechanics of the body and the interrelationship between biomechanical principles that influence movement and sports performance.

Nutrition and Training for Performance
Students will gain an understanding of the functional principles of athletic nutrition and training for performance. They examine nutritional and training concepts and principles to critically analyse the theories of human performance during sport and exercise. Students will develop skills in methodologies appropriate to investigating nutrition and training.

Science of Performance
Students will examine theories, concepts, and models related to the psychological and behavioural factors that influence athletic performance and mindset. They will also investigate the causes and nature of injuries and the recovery and rehabilitation processes. Students explore the relationship between mental and physical performance.

PHYSICAL EDUCATION STUDIES (A)

Physical Education Studies offers students a comprehensive opportunity to improve their physical activity and sports performance, while also supporting the participation of others. This course aims to equip students with the knowledge and principles necessary to promote health, wellbeing, and sport within the community.

A key objective of this course is to encourage students to remain motivated for lifelong engagement with physical activity and sport. Additionally, it aims to enable students to live a healthy lifestyle by providing them with a solid foundation of health and physical knowledge and skills.

Each unit in this course has a value of 1.

Unit Title Year 11	Accr	Prerequisites
Improving Individual Performance	A	None
Improving Team Performance	A	None
Unit title Year 12	**Accr**	**Prerequisites**
Sport, Culture and Society	A	None
Promoting Active Lifestyles	A	None

Improving Individual Performance
Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of individual skills in a range of physical activities and sports. They explore a variety of skills within activities through research and practical instruction. Students analyse performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness..

Improving Team Performance
Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of team performances within a range of physical activities and sports. They explore a variety of strategies, tactics, and communication methods within activities through research and practical instruction. Students examine team dynamics and healthy and positive team cultures, including approaches for their improvement. They analyse team performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness.

Sport, Culture and Society
Students develop knowledge, understanding and skills to investigate cultural and ethical issues in physical activities and sport. They explore a range of activities, skills and cultures from around the world. Students analyse how the experience of physical activity contributes to societal and cultural identity. They reflect on the variation in individual and societal experiences in sport around the world.

Promoting Active Lifetsyles
Students develop their knowledge, understanding and skills in physical activity emphasising the importance of maintaining lifelong engagement with physical activity. They analyse the opportunities and barriers to lifelong engagement in physical activity and sport. By investigating and experiencing recreational activities and community sport throughout life, students develop knowledge and understanding of a range of physical activities that promote inclusion and wellbeing.

SPORTS COACHING AND FITNESS (E Course)

SIS30321 Certificate III in Fitness + SIS20321 Certificate II in Sport Coaching

Acknowledgement
The Sports Fitness Coaching subject is delivered through a collaborative partnership between Daramalan College and Binnacle Training (RTO 31319). The two organisations work together to jointly deliver the following nationally recognised qualifications:
- SIS30321 – Certificate III in Fitness
- SIS20321 – Certificate II in Sport Coaching

The Course
The Certificate III in Fitness and Certificate II in Sport Coaching programs are structured to equip students with the knowledge, skills, and practical experience necessary to pursue a rewarding career in the sports, recreation, and fitness industries. Students will explore topics such as anatomy and physiology, nutrition, risk management, and client communication. Students also facilitate programs within their school community including community fitness programs, strength and conditioning for athletes and teams, and 1-on-1 and group fitness sessions.

These programs offer a solid foundation for students aspiring to work as a fitness instructor, sports coach, or for those who wish to pursue further studies in this field.

There is a cost associated with this course as it delivered in partnership with an external provider. The cost of this course at the time of publication of this handbook is $495 per person, plus $75 for First Aid training. If a student has a valid First Aid Certificate, they will not need to pay for the First Aid training.

If a student does not complete the full qualification over the two years, they will receive a statement of attainment for the units of competency satisfactorily completed. No refunds will be issued for students who do not complete the course or withdraw early.

Language, Literacy Numeracy and Digital Literacy
To confirm that students are able to engage successfully with the course content, a Language, Literacy, Numeracy and Digital Literacy (LLND) screening is conducted at the point of enrolment, or beforehand where possible. An overview of the reading, writing and numeracy levels needed to meet competency requirements is available in Binnacle Training's Student Information document.

Product Disclosure Statement
This Subject Outline should be read alongside Binnacle Training's Program Disclosure Statement (PDS). The PDS describes the training products and services provided by Binnacle Training, together with the responsibilities held by the partner school — in this case Daramalan College — which delivers the training and assessment.

Binnacle's PDS can be accessed at https://www.binnacletraining.com.au/wp-content/uploads/2025/08/2026-PRODUCT-DISCLOSURE-STATEMENT-v1.0.pdf

Third Party Statement
The school has entered a Third-Party Agreement and will be recruiting prospective VET students, providing student support services, and conducting training and assessment on behalf of Binnacle Training.

Rationale
This qualification reflects the work of instructors who carry out a variety of roles and activities across the fitness industry. According to the area of specialisation selected, it offers a pathway into employment as an instructor delivering exercise instruction for either group sessions or gym-based programs.

These instructors operate with a degree of independence and autonomy within managed environments such as fitness, leisure, aquatic and community centres, where risk is controlled through established risk assessment and hazard management procedures.

Those specialising in Group Exercise Instruction lead exercise sessions aimed at a group of clients spanning a range of ages and fitness levels. These sessions may be freestyle, pre-choreographed or circuit-based, and the instructor demonstrates and leads full exercise sessions for the group with limited one-on-one interaction.
Those specialising in Gym Instruction conduct individually tailored client assessments, correct technique where required, and design and demonstrate programs. They also supervise the facility or service, ensure equipment is kept clean, orderly and well maintained, and respond to a variety of customer enquiries.

Prerequisites
None.

Goals
Courses built on this Framework should equip students to:
- examine the practices, processes and procedures used within the sport and recreation industry
- interpret technical information and specifications
- develop an understanding of relevant materials and equipment
- apply literacy and numeracy skills specific to the industry
- solve problems and use terminology appropriate to the industry
- organise resources and materials to produce quality sport and recreation services
- communicate across a variety of modes and mediums
- work both independently and as part of a team in line with WHS principles

Course Pattern
Sports Coaching & Fitness is offered as an E Course.

The E classification applies to all externally delivered courses that lead to a nationally recognised vocational qualification — a VET Certificate or Statement of Attainment — provided by an external Registered Training Organisation (RTO).

E courses are titled by industry area and sit within course areas alongside other relevant BSSS courses. Under BSSS policy, any single course area may contribute a maximum of 8 standard units toward the minimum requirements of an ACT Senior Secondary Certificate. Within E courses, students earn standard units in multiples of 0.5 as part of a structured educational program.

How will students be assessed?
Assessment of competence must centre on the competency standards and their associated elements as set out in the Training Package. Assessors are required to design assessment strategies that gather sufficient evidence to judge a student competent, with this evidence collected across a number of assessment items. Demonstrating competence to industry standard means a student can show the relevant skills and knowledge across a range of industry contexts on more than one occasion. Assessment must be structured to gather evidence against the four dimensions of competency:
- Task skills – carrying out specific workplace task(s).
- Task management skills – coordinating several different tasks to complete a whole work activity.
- Contingency management skills – responding to problems and irregularities that arise during a work activity, such as breakdowns, changes to routine, unexpected or unusual results, and difficult or dissatisfied clients.
- Job/role environment skills – managing the responsibilities and irregularities of a work activity, including working with others, dealing with clients and suppliers, following standard operating procedures and adhering to enterprise policies and procedures.

RELIGION

STUDIES OF RELIGION (T/A)

Each unit in this course has a value of 1. This course is delivered using units from the Religious Studies (T/A) and World Religions (T/A) courses.

Year 11

Religious Studies is undertaken as a compulsory part of Year 11 studies. It may be taken at either Tertiary, Accredited or Modified 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:

Semester 1
Exploring Meaning
Students examine how humanity has sought to understand and express the fundamental questions of existence over time, across cultures and in diverse places. Students will explore the origin, meaning and purpose of religious, mystical, spiritual or transformative experiences, and the impact of these on human experience.

Semester 2
A Good Life
Students examine moral and ethical principles of various religious and spiritual traditions that express what it means to live a 'good life'. Students explore and critique personal, communal, and institutional ethical practices and moral responsibilities prompted by, or engagement with, religious and spiritual traditions that aim to foster fulfilment and a 'good life'. A minimum of two different religious or spiritual traditions to be studied 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.
The two units offered in Year 12 are:

Influence, Community, Culture & Power
Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two different religious or spiritual traditions to be studied in depth.

Religion and Popular Culture
Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and affect popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two different religious or spiritual traditions to be studied in depth.

SCIENCE

Tertiary Requirements
The courses in Science are those which provide suitable choices for students pursuing careers in science or science-based areas as well as 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.
It is recommended that the units be completed in order from 1 - 4, but this can be flexible. Please consult the Science Coordinator and Assistant Principal - Curriculum for further information.
Each unit in this course has a value of 1.

BIOLOGY (T/A)

Unit 1: Biodiversity and Interconnectedness
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
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
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. Students will study biotechnology to understand how it can be applied to areas such as healthcare, agriculture, and environmental sustainability, ultimately improving the quality of life and addressing global challenges.

Unit 4: The Internal Environment
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.

CHEMISTRY (T)

Unit 1: Chemical Fundamentals
In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials, and to predict the products and explain the energy changes associated with chemical reactions. 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
In this unit, students develop their understanding of the physical and chemical properties of materials including gases, water and aqueous solutions and 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, Acids and Redox Reactions
In this unit, 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
In this unit, students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles. They use Science inquiry skills to investigate the principles and application of chemical structure, synthesis and design. They select and use data from instrumental analysis to determine the identity and structure of a range of organic materials. Students make predictions based on knowledge of types of chemical reactions and investigate chemical reactions qualitatively and quantitatively.

EARTH AND ENVIRONMENTAL SCIENCE (T/A)

Unit 1: Introduction to Earth Systems
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. Students use Science inquiry skills that mirror the types of inquiry conducted to establish our contemporary understanding of earth systems: they engage in a range of investigations that help them develop the field and research skills used by geoscientists, soil scientists, atmospheric scientists, hydrologists, ecologists and environmental chemists to interpret geological, historical and real-time scientific information.

Unit 2: Earth Processes
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
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
In this unit, students examine the causes and effects of naturally occurring earth hazards including volcanic eruptions, earthquakes, tsunami, 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.

PHYSICS (T)

Unit 1: Linear Motion and Waves
In this unit, students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves, and compare the behaviour of these waves with the behaviour of light. This leads to an explanation of light phenomena, including polarisation, interference and diffraction, in terms of a wave model.

Unit 2: Thermal, Nuclear and Electrical
An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Unit 3: Gravity and Electromagnetism
Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current (DC) and alternating current (AC) motors and generators, transformers, and AC electricity distribution systems. Students also investigate the production of electromagnetic waves.

Unit 4: Revolutions in Modern Physics
The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

PSYCHOLOGY (T/A)

Unit 1: Self and Identity
In this unit students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Unit 2: Cognition and Emotions
This unit examines traditional and contemporary understandings on the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Unit 3: Normality and Abnormality
This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Unit 4: Groups and Society
This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

HISTORY AND SOCIAL SCIENCE

HISTORY

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

Each unit in this course has a value of 1.

ANCIENT HISTORY (T/A)

Unit 1: Investigating the Ancient World
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
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
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
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.

MODERN HISTORY (T/A)

Unit 1: Understanding the Modern World
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
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
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
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.

SOCIOLOGY (T/A)

Unit 1: Constructing Identity
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: Understanding Difference
This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories. Students explore how difference can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

Unit 3: Structure & Agency
This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

Unit 4: Applying Sociology
This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

DESIGN & EMERGING TECHNOLOGIES (T/A)

Design and Emerging Technologies offers students a range of career pathways in design in fields such as engineering, automotive, fashion, furniture, jewellery and ceramics, at both professional and vocational levels. Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future. Students studying technologies will learn about the design process and its application.

Design Processes
A design process is the central framework that designers use to create innovative ideas and solutions.

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

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

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

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

Independent Study - Prerequisites
Students must have studied a minimum of three units from this course to be eligible to complete an Independent Study.

Unit description; An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. The program of learning for An Independent Study unit must meet all the content descriptions as appears in the unit. Students can elect to study additional units and be eligible for a Major/Minor or Double Major in Design and Technology. Students can only study a maximum of eight (8) units in Design and Technology (D&T subjects include Design and Textiles and Design and Graphics). To be eligible for this, students must consult with the Assistant Principal of Curriculum (Years 11-12) and the Subject Coordinator for Technology and Design prior to being accepted for additional study lines. **Students must wear appropriate solid leather enclosed shoes when in a workshop.**

DESIGN AND TEXTILES (T/A)

The Design & Textiles course focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium. This will empower students to utilise design thinking in different contexts.

Students learn about the design and related industries by exploring; fundamentals of design, emerging technologies, textile futures, history and culture, sustainability and ethics. Students apply innovation, creativity, problem solving, collaboration and project management skills in making appropriate design solutions.

Design and Textiles is an interdisciplinary course of study and forms the basis for further education and employment in the design fields such as interior design or decoration, personal styling, fashion design, industrial design, costume design, production manufacture, architecture, landscape architecture and textile technologies. Students will complete a major project that will be expected to be on display at the annual deGAFF, Technology & Design exhibition during Term 4.

Students must wear appropriate solid leather enclosed shoes.

Unit Title
Design Aesthetics
Design for Purpose
Design for Futures
Design for Communication

Independent Study - Prerequisites
Students must have studied a minimum of three units from this course to be eligible to complete an Independent Study.
Unit description; An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. The program of learning for An Independent Study unit must meet all the content descriptions as appears in the unit.

Students can elect to study additional units and be eligible for a Major/Minor or Double Major in Design and Technology. Students can only study a maximum of eight (8) units in Design and Technology (D&T subjects include Design and Textiles and Design and Graphics). To be eligible for this, students must consult with the Assistant Principal of Curriculum (Years 11-12) and the Subject Coordinator for Technology and Design prior to being accepted for additional study lines.

DESIGN AND GRAPHICS (T/A)

The study of Design and Graphics focusses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create CAD and Graphic related solutions.
Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects.
Design and Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

Unit Title	Prerequisites
Design Application	None
Design for a Client Brief	None
Visual Communication	Either Design Application or Design for a Brief
Independent Study	At least two Units from this course' with 'Students must have studied a minimum of three units from this course to be eligible to complete an Independent Study

Independent Study; Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Students can elect to study additional units and be eligible for a Major/Minor or Double Major in Design and Technology. Students can only study a maximum of eight (8) units in Design and Technology (D&T subjects include Design and Textiles and Design and Graphics). To be eligible for this, students must consult with the Assistant Principal of Curriculum (Years 11-12) and the Subject Coordinator for Technology and Design prior to being accepted for additional study lines.

FURNITURE MAKING PATHWAYS (A/V)

Students are able to qualify for a Certificate II in Furniture Making Pathways - MSF20522

Furniture making will provide students with the knowledge, skills and understanding of industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health and safety (WHS).
Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.

Students must supply and wear steel capped boots, appropriate for a Timber workshop.

Unit Title	Prerequisites
Tools and Components	None
Furniture Making	Tools and Components
Furniture Production	Tools and Components
Materials and Design	At least two Units from this course. Tools and Components plus one other Unit

METAL PRODUCTS (A/V)

Students are able to qualify for a Certificate I in Engineering – MEM10119

The study of Metal Products provides opportunities for students to engage with emerging technologies, make connections with industry, apply standards and practices through the manufacturing of their metal projects.
This course is intended to meet the needs of students who have a general interest in industrial technology trades as well as those intending to choose a career pathway into traditional metal trades and related service industries.
Students develop relevant technical, vocational and interpersonal skills suitable for employment and further training.
They can also develop skills, knowledge and experiences - such as teamwork, communication and Work, Health and Safety- that are transferable to other industries.

Students must supply and wear safety steel capped boots, appropriate for a Metal workshop.

Unit Title	Prerequisites
Working with Metal	None
Techniques in Metal Manufacture	Working with Metal
Welding and Cutting	Working with Metal
Metal Project	Working with Metal

INTERDISCIPLINARY INQUIRY T

Each unit in this course has a value of 1.

Advances in technology, coupled with political, economic, and social shifts both nationally and globally have transformed the nature of work and learning. In this course students are required to demonstrate a range of capabilities. They are required to apply concepts, methods, and language of more than one discipline to explore topics, design research questions, develop skills and solve problems.

This course promotes interdisciplinary, multidisciplinary and transdisciplinary approaches. Students can learn how to transfer capabilities such as the research process, information management, critical thinking, creativity, effective team building, leadership, and collaborative decision making.

Students complete an inquiry that has a purpose, product or outcome. They develop the ability to engage with a process, question sources of information, make effective decisions, consider ethical implications, evaluate their own progress, be innovative and solve problems.

This course is suited for students with diverse abilities and learning styles, including students preparing to enter the workforce, as well as those planning to study at university.

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

Unit Title	Accr	Prerequisites
Communication Inquiry	T	None
Creativity and Innovation Inquiry	T	None

A Major in Interdisciplinary Inquiry 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:

Unit Title	Accr	Prerequisites
Critical Thinking Inquiry	T	None
Collaboration Process Inquiry	T	None

Communication Inquiry
In this unit, students study modes of inquiry, formulate a question and select the medium for an interdisciplinary inquiry. They develop methods of communication to improve their own work while conducting and reporting on an inquiry. They learn about the theory and practice of communication including ways of communicating findings, such as presentation of data. While the emphasis is on communication, the inquiry incorporates elements of critical thinking, collaboration and creativity/innovation. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

Creativity and Innovation Inquiry
In this unit students study the elements of creativity and innovation and apply this learning within their own inquiry. Students learn how creativity and innovation provide methodologies to improve one's own work.

Students explore different modes of inquiry, how to formulate an inquiry question, select and apply appropriate methodology in conducting the inquiry, and how to evaluate and communicate their process and findings. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning. While the emphasis is on creativity/innovation, inquiries incorporate elements of critical thinking, collaboration and communication.

Critical Thinking Inquiry
In this unit students study theories and processes of critical thinking such as the laws of logic, different modes of reasoning, identifying, constructing and evaluating arguments, detecting inconsistencies, biases and other barriers to critical thinking. They learn modes and methodologies of inquiry. This knowledge is applied in constructing and conducting an inquiry, solving problems systematically, where evidence is tested. Critical thinking provides methodologies to improve students' own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning
While the emphasis is on critical thinking, inquiries incorporate elements of, communication collaboration and creativity/innovation.

Collaboration Process Inquiry
In this unit students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback, recognising talents, leadership, organisation, conflict resolution strategies, stakeholder perspectives and cultural awareness. Students explore different modes and methodologies in inquiry. These processes are applied in communicating with others in planning and conducting an inquiry which may be a group or individual project. Collaboration provides methodologies to improve one's own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning

While the emphasis is on collaboration, inquiries incorporate elements of critical thinking, communication and creativity/innovation.

VOCATIONAL EDUCATION AND TRAINING

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 five Vocational Education Courses offered at Daramalan:
Business Services
Furniture Making Pathways
Hospitality
Metal Engineering
Sports Coaching and Fitness

Daramalan College is a Registered Training Organisation (7117). 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.

The Sports Coaching and Fitness course is delivered by an external RTO (please see the Physical Education section for more information).

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 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 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:

1. School/College assessment, in which you will receive a score and grade.
2. 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)
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 by a RTO as prescribed by the Training Provider, e.g. one day a week, on the job or block learning.

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 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 the VET Coordinator at the College who can assist with any enquiries.
Alternatively go to www.australianapprenticeships.gov.au

Sample Certificates

The ACT Senior Secondary Certificate

Australian Capital Territory

SENIOR SECONDARY CERTIFICATE

BSSS
BOARD OF SENIOR SECONDARY STUDIES
Australian Capital Territory

This is to certify that

Sarahann Julia Elizabeth Courtenay

ALLRIGHT

who attended

Sunny Vale School

has met the requirements for the award of an

Australian Capital Territory Senior Secondary Certificate

3 February 2014 to 20 December 2015

This is a Senior Secondary Certificate of Education within the Australian Qualifications Framework
Issued 20 December 2015 without alteration, erasure or addition

ACT Government

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

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

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

ACT Government

ACT Statement of Achievement

Australian Capital Territory

STATEMENT OF ACHIEVEMENT

BSSS
BOARD OF SENIOR SECONDARY STUDIES
Australian Capital Territory

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

ACT Tertiary Entrance Statement

Australian Capital Territory

TERTIARY ENTRANCE STATEMENT

BSSS
BOARD OF SENIOR SECONDARY STUDIES

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

ACT GOVERNMENT

ACT Vocational Qualification


Australian Capital Territory
VOCATIONAL QUALIFICATION
BSSS
BOARD OF SENIOR SECONDARY STUDIES
Australian Capital Territory
NATIONALLY RECOGNISED TRAINING
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

DARAMALAN COLLEGE

www.daramalan.act.edu.au
Cowper St Dickson ACT 2602