WELCOME FROM THE PRINCIPAL

TO STUDENTS
You are now about to embark on Years 11 and 12, years that will enable you to make choices about your future career path.

This booklet will help you to make choices about your subject options. You will also need to talk to your teachers and your tutors about your strengths and weaknesses to select subjects that you will enjoy and in which you will succeed. You will also have the opportunity to study new subjects.

Resources are available in the careers room to help you decide about tertiary courses you could follow. It is important you make the right subject choice in order to pursue the tertiary course on which you have decided. Some of you will not be sure yet what you want to do after your time at CGGS and we can help you to look at a range of possibilities.

TO PARENTS
It is important that each student makes the right choices for Years 11 and 12. The key to this is to enable students to think about both their present interests and their future careers.

We have a wealth of information students can access and your daughter’s teachers have plenty of expertise that will be helpful to you.

You will have the opportunity to discuss your choices with various staff members at the Year 11 Information Evening. In particular, your Head of House, the International Baccalaureate Coordinator and the Director of Studies.

Anne Coutts
PRINCIPAL
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELCOME FROM THE PRINCIPAL</td>
<td>2</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>COURSE INDEX</td>
<td>5</td>
</tr>
<tr>
<td>KEY TERMINOLOGY</td>
<td>6</td>
</tr>
<tr>
<td>A GUIDE TO THE ACT COLLEGE SYSTEM</td>
<td>8</td>
</tr>
<tr>
<td>THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)</td>
<td>9</td>
</tr>
<tr>
<td>CERTIFICATES WHICH MAY BE OBTAINED</td>
<td>9</td>
</tr>
<tr>
<td>ACT SENIOR SECONDARY CERTIFICATE (ACT SSC)</td>
<td>9</td>
</tr>
<tr>
<td>TERTIARY ENTRANCE STATEMENT</td>
<td>9</td>
</tr>
<tr>
<td>SECONDARY COLLEGE RECORD</td>
<td>10</td>
</tr>
<tr>
<td>CHOOSING A PACKAGE OF COURSES</td>
<td>11</td>
</tr>
<tr>
<td>COURSES STUDIED OUTSIDE THE SCHOOL</td>
<td>11</td>
</tr>
<tr>
<td>COURSE AND SUBJECT CHANGES</td>
<td>11</td>
</tr>
<tr>
<td>SAMPLE PACKAGE – TERTIARY PATHWAY</td>
<td>12</td>
</tr>
<tr>
<td>SAMPLE PACKAGE – VOCATIONAL PATHWAY</td>
<td>13</td>
</tr>
<tr>
<td>IMPORTANT POINTS CONCERNING PACKAGES:</td>
<td>14</td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td>14</td>
</tr>
<tr>
<td>HOUSE SYSTEM</td>
<td>14</td>
</tr>
<tr>
<td>SCHOOL COUNSELLOR</td>
<td>14</td>
</tr>
<tr>
<td>STUDY SKILLS – PASTORAL CARE PROGRAM</td>
<td>14</td>
</tr>
<tr>
<td>SENIOR STUDIES SUPPORT</td>
<td>14</td>
</tr>
<tr>
<td>LIBRARY SERVICES</td>
<td>14</td>
</tr>
<tr>
<td>CAREERS COUNSELLING</td>
<td>15</td>
</tr>
<tr>
<td>CURRICULUM AND ASSESSMENT ADVICE</td>
<td>15</td>
</tr>
<tr>
<td>SUPPORT FOR STUDENTS WITH DISABILITIES AND SPECIFIC LEARNING DIFFICULTIES</td>
<td>15</td>
</tr>
<tr>
<td>MODIFIED PACKAGES</td>
<td>15</td>
</tr>
<tr>
<td>ANU EXTENSION PROGRAM</td>
<td>15</td>
</tr>
<tr>
<td>ASSESSMENT PROCEDURES</td>
<td>16</td>
</tr>
<tr>
<td>UNIT OUTLINES</td>
<td>16</td>
</tr>
<tr>
<td>MODERATION</td>
<td>16</td>
</tr>
<tr>
<td>RULES CONCERNING LATE OR MISSED ASSESSMENT ITEMS</td>
<td>16</td>
</tr>
<tr>
<td>RULES CONCERNING ATTENDANCE AND COMPLETION OF ASSESSMENT</td>
<td>17</td>
</tr>
<tr>
<td>UNIT SCORES</td>
<td>18</td>
</tr>
<tr>
<td>UNIT GRADES</td>
<td>18</td>
</tr>
</tbody>
</table>
Students or parents may wish to consult the following members of staff:

**Principal**  
Mrs Anne Coutts  
principal@cggs.act.edu.au

**Head of Senior School**  
Mr Peter Milligan  
peter.milligan@cggs.act.edu.au

**Director of Studies**  
Mrs Tara Dunstall  
tara.dunstall@cggs.act.edu.au

**Director of Curriculum Strategy**  
Mrs Jane O’Brien  
jane.o’brien@cggs.act.edu.au

**Acting Director of Teaching & Learning**  
Ms Sarah Trotter  
sarah.trotter@cggs.act.edu.au

**Director of Pastoral Care**  
Mrs Jeanette Widmer  
jeanette.widmer@cggs.act.edu.au

**Director of Projects & Planning**  
Mr David Blue  
david.blue@cggs.act.edu.au

**Director of ICT Integration and eLearning**  
Mr Eric Roussel  
eric.roussel@cggs.act.edu.au

**Acting IB Coordinator**  
Mr Patrick Marman  
patrick.marman@cggs.act.edu.au

**Careers Advisor**  
Dr Jessica Dietrich  
jessica.dietrich@cggs.act.edu.au
<table>
<thead>
<tr>
<th>COURSE INDEX</th>
<th>CODE</th>
<th>YEAR 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST PREPARATION (R)</td>
<td>84</td>
<td>48</td>
</tr>
<tr>
<td>BEGINNING SPANISH</td>
<td>60</td>
<td>81</td>
</tr>
<tr>
<td>BIOLOGY (T) AND (A)</td>
<td>76</td>
<td>82</td>
</tr>
<tr>
<td>BUSINESS (T) AND (A)</td>
<td>42</td>
<td>54</td>
</tr>
<tr>
<td>CHEMISTRY (T)</td>
<td>77</td>
<td>83</td>
</tr>
<tr>
<td>CONTINUING CHINESE (T)</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>CONTINUING FRENCH (T)</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>CONTINUING GERMAN (T)</td>
<td>58</td>
<td>64</td>
</tr>
<tr>
<td>CONTINUING JAPANESE (T)</td>
<td>59</td>
<td>39</td>
</tr>
<tr>
<td>CONTINUING LATIN (T)</td>
<td>61</td>
<td>70</td>
</tr>
<tr>
<td>DANCE (T) AND (A)</td>
<td>30</td>
<td>85</td>
</tr>
<tr>
<td>DRAMA (T) AND (A)</td>
<td>31</td>
<td>83</td>
</tr>
<tr>
<td>EARTH &amp; ENVIRONMENTAL SCIENCE (T) AND (A)</td>
<td>78</td>
<td>29</td>
</tr>
<tr>
<td>ECONOMICS (T) AND (A)</td>
<td>44</td>
<td>79</td>
</tr>
<tr>
<td>ESSENTIAL ENGLISH (A)</td>
<td>37</td>
<td>80</td>
</tr>
<tr>
<td>ENGLISH (T)</td>
<td>36</td>
<td>84</td>
</tr>
<tr>
<td>ENGLISH LITERATURE</td>
<td>36</td>
<td>51</td>
</tr>
<tr>
<td>ENGLISH AS A SECOND LANGUAGE (ESL) (T)</td>
<td>38</td>
<td>73</td>
</tr>
<tr>
<td>ESSENTIAL MATHEMATICS (A)</td>
<td>67</td>
<td>80</td>
</tr>
<tr>
<td>EXERCISE SCIENCE (T) AND (A)</td>
<td>72</td>
<td>65</td>
</tr>
<tr>
<td>FASHION DESIGN (T) AND (A)</td>
<td>33</td>
<td>81</td>
</tr>
<tr>
<td>FOOD FOR LIFE (A)</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>GEOGRAPHY (T) AND (A)</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>GLOBAL STUDIES (T) AND (A)</td>
<td>43</td>
<td>84</td>
</tr>
<tr>
<td>HISTORY (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERDISCIPLINARY INQUIRY (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEADERSHIP (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEGAL STUDIES (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL APPLICATIONS (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL METHODS (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIA (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSIC TUITION (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PASTORAL CARE (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHOTOGRAPHY (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICS (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYCHOLOGY (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBLIC SPEAKING (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELIGIOUS STUDIES (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SENIOR PHYSICAL EDUCATION (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIOLOGY (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIALIST MATHEMATICS (T)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPORT (R)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS – GRAPHICS (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS – FINE ART (T) AND (A)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORK PLACEMENT (R)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 | CGGS Year 11-12 Guide to Courses
## KEY TERMINOLOGY

<table>
<thead>
<tr>
<th><strong>A PACKAGE</strong></th>
<th>An A package is awarded to students who have completed a minimum of 17 units, which must include at least three T or A minors.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACT SCALING TEST (AST)</strong></td>
<td>The AST is undertaken by all students who require a Tertiary (T) package of study. To receive an Australian Tertiary Admission Rank (ATAR), students must complete a T package of study. The AST measures skills necessary for success at university.</td>
</tr>
<tr>
<td><strong>AGGREGATE SCORE</strong></td>
<td>A student’s aggregate score is the sum of her best three T major courses plus 0.6 of the next best scaled course score in a T course. It is calculated for all students who have completed the requirements of a T package. The aggregate score is reported on the Tertiary Entrance Statement. A student’s ATAR is calculated based on her aggregate score.</td>
</tr>
<tr>
<td><strong>AUSTRALIAN TERTIARY ADMISSION RANK</strong></td>
<td>The ATAR is the percentile ranking used by universities to assist in the selection of school leavers for entry to their undergraduate courses.</td>
</tr>
<tr>
<td><strong>COMPETENCY</strong></td>
<td>A competency records industry expected outcomes from undertaking vocational study. Completion of a competency forms the basis of receiving a Statement of Attainment or a Vocational Certificate.</td>
</tr>
<tr>
<td><strong>COURSE</strong></td>
<td>A course is an approved program of study in a particular subject area, consisting of a number of units of study with coherence of purpose:</td>
</tr>
<tr>
<td><strong>T Courses</strong></td>
<td>These are courses which are approved by the ACT Board of Senior Secondary Studies (BSSS) as being suitable preparation for university entrance. Scores from these courses are used in the calculation of a student’s ATAR.</td>
</tr>
<tr>
<td><strong>A Courses</strong></td>
<td>These are courses approved by the BSSS as suitable for study in Years 11 and 12. They emphasise the learning of general education skills and their application.</td>
</tr>
<tr>
<td><strong>H Courses</strong></td>
<td>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 recognised towards an undergraduate degree with that provider.</td>
</tr>
<tr>
<td><strong>E Courses</strong></td>
<td>E classification is given to all externally delivered courses which lead to a nationally recognised vocational qualification (VET Certificate or Statement of Attainment) that is delivered by an external Registered Training Organisation (RTO). E classification is also given to Australian School Based Apprenticeships (ASBAs).</td>
</tr>
<tr>
<td><strong>R Units or Courses</strong></td>
<td>A registered (R) unit or course is an organised learning experience designed to develop capabilities through engagement in college-based, work exploration, cultural, sporting and recreation or community service courses. R units are organised by the home college or conducted in partnership with external organisations. R units are registered in values of 0.2, 0.5 and 1.0. R units greater than 1.0 are registered in multiples of 1.0.</td>
</tr>
<tr>
<td><strong>COURSE LENGTH</strong></td>
<td>Course lengths are expressed as follows:</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Minor: a course consisting of at least 2 standard units</td>
</tr>
<tr>
<td></td>
<td>• Major: a course consisting of at least 3.5 standard units</td>
</tr>
<tr>
<td></td>
<td>• Major Minor: a course consisting of at least 5.5 standard units</td>
</tr>
<tr>
<td></td>
<td>• Double Major: a course consisting of at least 7 standard units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>COURSE SCORE</strong></th>
<th>A course score is a rank order of achievement describing a student’s performance relative to the performance of others in the scaling group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINGUISTICALLY DIVERSE BACKGROUND</strong></td>
<td>A student is deemed to be from a linguistically diverse background if the Principal judges that the ATAR will not provide an accurate assessment of the student’s scholastic aptitude because of English language difficulty due to her cultural background.</td>
</tr>
<tr>
<td><strong>MARKS</strong></td>
<td>Students are awarded marks as a result of an assessment task.</td>
</tr>
<tr>
<td><strong>REGISTERED TRAINING ORGANISATION (RTO)</strong></td>
<td>An RTO is an organisation that is registered with a State or Territory Training Authority to develop and deliver vocational education and training within defined industry areas.</td>
</tr>
<tr>
<td><strong>SECONDARY COLLEGE RECORD</strong></td>
<td>A Secondary College Record lists all units and courses that a student has studied during Years 11 and 12. Students can request a Secondary College Record at any time during their senior studies.</td>
</tr>
<tr>
<td><strong>STANDARDISED UNIT SCORE</strong></td>
<td>This is a unit score obtained by combining marks for various assessment tasks over a semester unit and scaling the raw score to a particular mean and standard deviation.</td>
</tr>
<tr>
<td><strong>T PACKAGE</strong></td>
<td>A T package is awarded to students who have completed a minimum of 20 standard units. The units must be arranged into courses to form either four major courses and one minor course, or three major courses and three minor courses. Of these, at least three major courses and one minor course (ie 14 units) must be classified as T. Students wishing to receive a T package must sit the AST.</td>
</tr>
<tr>
<td><strong>TERTIARY ENTRANCE STATEMENT</strong></td>
<td>A Tertiary Entrance Statement is awarded to students who complete a T package, sit for the AST and receive an ATAR. The statement reports information relevant to tertiary admission, including a student’s aggregate score and ATAR.</td>
</tr>
<tr>
<td><strong>TRAINING PACKAGE</strong></td>
<td>Training packages detail the competency standards, assessment guidelines and qualification levels required for the achievement of a Statement of Attainment or vocational certificate.</td>
</tr>
<tr>
<td><strong>UNIT</strong></td>
<td>Courses are made up of units. At CGGS a unit usually spans one semester and so is one semester’s study in a particular course. A semester unit has the value of 1 and is delivered over a minimum of 55 hours. Individual units are classified according to the course to which they belong: A, T, E, H and R.</td>
</tr>
<tr>
<td><strong>UNIT GRADE</strong></td>
<td>A criterion-based, global, summative award for a particular semester unit of study, A to E.</td>
</tr>
</tbody>
</table>
A GUIDE TO THE ACT COLLEGE SYSTEM

The ACT senior secondary college system of education caters for students in Years 11 and 12. It is a system of school-based curriculum and assessment under the auspices of the Board of Senior Secondary Studies (BSSS). Additional information about the system is available from the BSSS website, www.bsss.act.edu.au

The flowchart below illustrates the steps followed from the time a student enrols in Year 11 to receiving her final certificate(s) at the end of Year 12.

**Step 1:** Student enrols in Year 11

**Step 2:** Student plans a package of study using information gained from information nights, talking to school personnel and this Year 11 and 12 Guide to Courses booklet

**Step 3:** Student enrols in units of study that belong to desired course

**Step 4:** At the beginning of each assessment period, the student receives a unit outline for each unit

**Step 5:** Student works to achieve best result in every assessment item

**Step 6:** At the end of each semester, the student looks at published rank orders for T units

**Step 7:** Student evaluates effort and achievement during semester and makes decisions regarding improvement

**Step 8:** Repeat steps 3–7 every assessment period

**Step 9:** Students who want an ATAR sit for the AST in September, Year 12

**Step 10:** At the end of Year 12, students check study packages, including unit scores

**Step 11:** Units on ACT SSC are reported in courses. Any units that do not make up a course are moved to ‘ungrouped’

**Step 12:** Course scores are calculated for every T course, based on 80% of best unit scores

**Step 13:** College hands academic records to BSSS

**Step 14:** BSSS scales course scores based on other Course Score Scaling. The best 3.6 scaled course scores and AST result for each student are used to calculate the aggregate score which is converted into an ATAR

**Step 15:** BSSS certificates awarded to students

Students who meet requirements are awarded:
- an ACT SSC (units completed and grades awarded)
- an ATAR
- vocational qualifications
THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

How is the ATAR calculated?

The main steps in the process are:

1. Colleges calculate a course score for each student completing a T course.
2. The BSSS scales the course scores determined by the colleges. Students’ results in the AST contribute to this scaling process and their use ensures that all course scores can be meaningfully compared.
3. The scaled course scores are used to produce an aggregate score. This is done by adding together the scaled course scores in the best three T majors plus 0.6 of the next best T score, whether a major or minor.
4. The aggregate scores for all students who have met the appropriate requirements are listed in order from the highest to the lowest. Starting from the top of the list, students are given a Candidate Rank.
5. This rank is then converted to the ATAR.

CERTIFICATES WHICH MAY BE OBTAINED

The ACT secondary education system is based on the principle of continuous assessment throughout Years 11 and 12. All assessment tasks completed throughout the two years count towards the final Year 12 Senior Secondary Certificate and may count towards the ATAR.

ACT SENIOR SECONDARY CERTIFICATE (ACT SSC)

A student qualifies for the award of an ACT SSC on completion of an educational program approved by the college as having provided a coherent pattern of study and which includes the equivalent of at least 17 standard (semester) units. The 17 standard units must include at least three T and/or A minor courses.

The ACT SSC consists of:

- The certificate, detailing your years of attendance and the college you are graduating from and,
- The Record of Achievement, that details your studies throughout college.

It is especially useful to employers for selecting employees. It may also be of use to other education or training institutions at any stage after completing Year 12 studies. It can be used to accompany applications for awards or scholarships and applying for voluntary work with community organisations.

TERTIARY ENTRANCE STATEMENT

This statement is awarded to students who complete a T Package and who qualify for an ATAR. It contains information such as courses completed, scaled course scores and the student’s aggregate score which may be used in applying to tertiary institutions. It accompanies the ACT SSC.

Gaining an ATAR does not guarantee a student admission to university or to a university course of her choice. Universities have their own admission procedures and minimum ATARs for their courses.
To qualify for a Tertiary Entrance Statement a student must:

- Complete units which are the equivalent of 20 standard (semester) units which must include at least the equivalent of 18 standard T or A units;
- Have a course package consisting of at least four majors and one minor or three majors and three minors and of these major and minor courses, at least three majors and one minor must be T courses;
- Sit for the AST in Year 12. The AST is used in calculating scaled course scores. For more information about the AST refer to the: BSSS Website

The information recorded on a Tertiary Entrance Statement is shown below.

<table>
<thead>
<tr>
<th>T-Courses</th>
<th>Course Length</th>
<th>Scaled Course Scores</th>
<th>Weighting</th>
<th>Weighted Scales Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject 1</td>
<td>Major</td>
<td>164.88</td>
<td>1.0</td>
<td>164.88</td>
</tr>
<tr>
<td>Subject 2</td>
<td>Major</td>
<td>148.88</td>
<td>1.0</td>
<td>148.88</td>
</tr>
<tr>
<td>Subject 3</td>
<td>Double Major</td>
<td>146.61</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Subject 4</td>
<td>Minor</td>
<td>154.83</td>
<td>0.6</td>
<td>92.90</td>
</tr>
<tr>
<td>Subject 5</td>
<td>Major</td>
<td>170.56</td>
<td>1.0</td>
<td>170.56</td>
</tr>
</tbody>
</table>

**AGGREGATE SCORE**

577.22

**ATAR**

75.00 (TOP 25%)

For more information about the ATAR, refer to the: BSSS Website

**E COURSE**

E classification is given to all externally delivered courses which lead to a nationally recognised vocational qualification (VET Certificate or Statement of Attainment) that is delivered by an external RTO. E classification is also given to ASBAs for:

- Both structured training and on-the-job training for an external RTO
- On-the-job training only for an ASBA undertaking the structured training with the school as the RTO.

E courses have industry areas as course titles. These courses will be in course areas along with other relevant BSSS courses and the maximum contribution of any one course area to the minimum requirements of an ACT SSC is eight standard units as per BSSS policy.

In E courses, students will be awarded standard units in multiples of 0.5, undertaken as a structured educational program.

Note: Students cannot get credit towards an ACT SSC for an E Course which duplicates content in a home college course they are studying or have studied.

**SECONDARY COLLEGE RECORD**

This is issued to students who leave school before the completion of the two years of study. It reports the courses and units studied and grades achieved by the student.

For more information, refer to the: BSSS Website
CHOOSING A PACKAGE OF COURSES

Subjects are arranged on lines and are each taken for nine periods per two-week cycle. All students take English (and/or English as a Second Language) as a major course in Years 11 and 12 and Mathematics as at least a minor course in Year 11. Students then choose three other subjects to study in Year 11 and four other subjects in Year 12.

A typical package would be:

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English (compulsory in Year 11)</td>
<td>1. English (compulsory in Year 12)</td>
</tr>
<tr>
<td>2. Mathematics (compulsory in Year 11)</td>
<td>2. Elective 1</td>
</tr>
<tr>
<td>3. Elective 1</td>
<td>3. Elective 2</td>
</tr>
<tr>
<td>4. Elective 2</td>
<td>4. Elective 3</td>
</tr>
<tr>
<td>5. Elective 3</td>
<td>5. Elective 4</td>
</tr>
</tbody>
</table>

When subject choices are made after looking at the subject grid, students choose their five subjects on lines.

Initially, students are asked to choose only those subjects to be studied in Year 11. However, thought should be given to the subjects they might carry through into Year 12 as majors. All Year 11 students are encouraged to carry four out of their five subjects into Year 12.

In choosing which subjects to study, students should:

1. Consider:
   - interests
   - abilities (the types of subjects they do best in)
   - present ideas about a future career (including the subjects which may be pre-requisites or assumed knowledge for CIT, university or other study)
   - the need for a balanced program which gives as many future options as possible.

2. Carefully check through the course descriptions in this book.

3. Seek advice and answers to questions from teachers of senior students, the Careers Advisor, the Director of Studies and parents.

COURSES STUDIED OUTSIDE THE SCHOOL

Where a student intends studying a course outside CGGS as well as the School courses, the proposal should be discussed with the Director of Studies.

COURSE AND SUBJECT CHANGES

After the initial subject choices are made it is possible to change these in some circumstances. Changes can only be made if the integrity of the student’s package is maintained, if the desired class has vacancies and if the change fits the timetable with the student’s other subjects.

If Year 11 students find they have made an inappropriate subject choice they should request a subject change as soon as possible in first term, within the first week of class. Any proposed changes must be discussed with the Director of Studies before they occur.
## SAMPLE PACKAGE – TERTIARY PATHWAY

*T* packages are for students interested in entry to a university at the end of Year 12.

Students should note the requirements for obtaining a Tertiary Entrance Statement on pages 9 and 10 and consider pre-requisites and assumed knowledge for any university courses in which they may be interested. Students should refer to the Universities Admissions Centre (NSW & ACT) Guide or the University Entry Requirements 2017, Year 10 Booklet.

An example of subject combinations suitable for a student interested in a tertiary pathway:

<table>
<thead>
<tr>
<th>SUBJECT 1</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English (T)</td>
<td>English (T)</td>
</tr>
<tr>
<td>SUBJECT 2</td>
<td>Mathematical Methods (T)</td>
<td>Mathematical Methods (T)</td>
</tr>
<tr>
<td>SUBJECT 3</td>
<td>English (T)</td>
<td>Psychology (T)</td>
</tr>
<tr>
<td>SUBJECT 4</td>
<td>History (T) – Modern</td>
<td>History (T) – Modern</td>
</tr>
<tr>
<td>SUBJECT 5</td>
<td>Media (T)</td>
<td>Media (T)</td>
</tr>
</tbody>
</table>

This is a *T Package* with:

- English (T) Major – Minor
- Mathematical Methods (T) Major
- History (T) Major
- Media Studies (T) Major
- Psychology (T) Minor

It is possible to complete a major in one year in some cases and include A courses in a *T package*.

Students may like to use the blank table below to prepare a two year plan for themselves (use a pencil so you can change it to see how different combinations may work out).

<table>
<thead>
<tr>
<th>SUBJECT 1</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English or ESL (T)</td>
<td>English or ESL (T)</td>
</tr>
<tr>
<td>SUBJECT 2</td>
<td>Mathematical (T)</td>
<td>Mathematical Methods (T)</td>
</tr>
<tr>
<td>SUBJECT 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SAMPLE PACKAGE – VOCATIONAL PATHWAY**

Accredited packages are for students interested in direct entry to the workforce from school and/or study at a CIT/other provider. An A package must include at least 17 standard units and three T and/or A minors.

The following is suggested as a guide for students and parents when selecting subjects for Years 11 and 12. If study at a CIT (or another provider) is being considered as a post-school option, it would be wise to consult the institution regarding pre-requisites and useful knowledge.

<table>
<thead>
<tr>
<th>SUBJECT 1</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT 2</td>
<td>Essential Mathematics (A)</td>
<td>Biology (A)</td>
</tr>
<tr>
<td>SUBJECT 3</td>
<td>Fashion Design (T)</td>
<td>Food Studies (A)</td>
</tr>
<tr>
<td>SUBJECT 4</td>
<td>Psychology (T)</td>
<td>Applied Psychology (A)</td>
</tr>
<tr>
<td>SUBJECT 5</td>
<td>Information Technology (A)</td>
<td>Information Technology (A)</td>
</tr>
</tbody>
</table>

This is an **A Package** with:

- English (T) Major
- Fashion Design (T) Minor
- Biology (A) Minor
- Information Technology (A) Major
- Essential Mathematics (A) Minor
- Food Studies (A) Minor
- Psychology (A) Minor

An A package may include all A courses. However, some students may be suited to a package containing a combination of T and A courses. A package with some T or A courses is an accredited one if it does not meet the requirements for a T package.

Students may like to use the blank table below to prepare a two year plan for themselves (use a pencil so you can change it to see how different combinations may work out).

<table>
<thead>
<tr>
<th>SUBJECT 1</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT 2</td>
<td>English or ESL (T or A)</td>
<td>English or ESL (T or A)</td>
</tr>
<tr>
<td>SUBJECT 3</td>
<td>Mathematical Applications (T)</td>
<td>Essential Mathematics (A)</td>
</tr>
<tr>
<td>SUBJECT 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECT 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IMPORTANT POINTS CONCERNING PACKAGES:

It may not be possible to offer all courses described in this handbook every year. Courses may not be run due to reasons such as insufficient numbers of students. Also, combinations of subjects may not be possible as a result of issues such as timetable constraints.

The structure of course delivery at CGGS is not the same as at other ACT colleges. Any student transferring to CGGS from another ACT college must use the CGGS course structure to determine her course types. Prior to enrolment, the impact of this structure MUST be discussed with the Director of Studies.

STUDENT SERVICES

HOUSE SYSTEM

On entry to the Senior School, each student is assigned to a House (Burgmann, Deakin, Glebe, Kilburn, Robertson or Waverley) and a tutor group within the House. The Tutor and Head of House are available to assist students, parents or teaching staff who need any form of help or information. If they cannot assist directly, they will refer the matter to the appropriate person.

SCHOOL COUNSELLOR

The School has professional counsellors, who are available to talk with students and parents about any social/emotional issues troubling them. These may be related to academic progress, motivation, emotional reactions, personal relationships and decision-making. Discussions with the Counsellor are completely confidential, unless the student is at serious risk. The Counsellor can be contacted through Reception or Student Services.

STUDY SKILLS – PASTORAL CARE PROGRAM

Students sometimes need targeted assistance organising their time to meet their commitments or with developing a particular study skill. All students participate in a dedicated study skills session once a cycle as part of the pastoral care program.

SENIOR STUDIES SUPPORT

Some students may require additional support to meet the demands of their studies. In such cases, the student is brought to the attention of the Academic Engagement Faculty, her needs are determined and she may access additional assistance. Senior Studies Support is a registered unit and appears on their Year 12 Certificate. The aim of all studies is to increase confidence and improve skills so that students can become independent and able to more effectively manage their studies.

LIBRARY SERVICES

The CGGS Library provides support and advice for students completing assignments and studying for tests. Senior students may use the Library in their Study periods and have access to private study rooms, individual study carrels, the resource collection and computers. Teacher Librarians are available during Library opening hours to help students locate research material, use online databases, prepare their written work, avoid plagiarism, use the Turnitin service, and create bibliographies and reference lists appropriately. The Library website (http://cggs.libguides.com/home) is available to students on and off the CGGS campus and provides access to many useful guides and resources.
CAREERS COUNSELLING

CGGS offers careers counselling to all students in Years 11 and 12, either individually or in groups. The careers classroom and the Careers Advisor’s Office are well resourced with information from all ACT and NSW universities and most interstate and New Zealand universities. Databases and career research tools are also available. Students in Year 12 participate in a Career Development class which aims to inform the transition from school to life beyond school and encompasses all post school options.

CURRICULUM AND ASSESSMENT ADVICE

The Director of Studies provides advice regarding course selections and subject changes during Years 11 and 12. Information regarding Year 12 tertiary package requirements, assessment processes, the AST and the ATAR is also made available at suitable times throughout the year. The Director of Studies also supports students requiring special consideration for assessment, AST and university entry.

SUPPORT FOR STUDENTS WITH DISABILITIES AND SPECIFIC LEARNING DIFFICULTIES

The School aims to provide support for students with disabilities and specific learning difficulties. The need for additional support should be discussed at interview so that the ability of the School to offer the necessary help can be determined.

MODIFIED PACKAGES

Modified programs of study are uncommon in Years 11 and 12 due to the specific BSSS requirements for tertiary and accredited packages. However, students with commitments to elite programs outside of school may apply for exemption from Physical Education. Appropriate documentation is required to support this application.

ANU EXTENSION PROGRAM

The ANU Extension Program aims to provide an enhanced learning experience over two years for Year 11 and 12 students studying: Advanced Music (Classical), Advanced Music (Jazz), Astrophysics, Biodiversity, Chemistry, Discovering Engineering, Physics, Specialist Mathematics, Japanese, Korean and Chinese. It also aims to give high achieving students a taste of the university learning experience. Results for a course completed at the ANU College count towards the calculation of a student’s ATAR and students who successfully complete the program at an appropriate level are offered early entry to ANU. Based on an expression of interest and the results of a selection test, students are offered places in the program.
ASSESSMENT PROCEDURES

There are no external subject examinations in the ACT and assessment is continuous throughout Years 11 and 12. Students are assessed on a regular basis during each unit, and in the case of T courses, a course score is calculated at the end of Year 12 based on the work completed during Years 11 and 12, so consistent effort in all units is important.

Assessment varies from course to course. Assessment instruments include tests, assignments, practical work, field work, oral presentations, essays and in-class exercises.

UNIT OUTLINES

All students are given a unit and assessment outline within the first two weeks of the unit. This outlines the content, states the times when assessment items are due, and gives the weighting for each assessment task. The outline details may only be altered by the teacher in consultation with the classes concerned, the Head of Faculty and the Director of Studies. At the time of issue of each individual task, students receive the criteria to be used for assessment.

MODERATION

All faculties have established ways of ensuring that the results of students in one class compare fairly with those in another class doing the same or different courses. Consultation between teachers ensures that content, skills and assessment procedures are comparable for all major assessment items. There are frequent discussions and meetings to monitor the reliability, validity and comparability of assessment across classes, units and courses. Moderation strategies include common tests and cross marking of essays and assignments. Courses with designated small student groups and performances are moderated by an external panel or the BSSS. In addition, there are two system-wide Moderation Days each year to ensure comparability of grades on the ACT SSC. Details of the external and internal moderation procedures are described on the unit outline.

RULES CONCERNING LATE OR MISSED ASSESSMENT ITEMS

If an assessment item cannot be done on the set date or assignment work cannot be completed and submitted because of illness or circumstances beyond the student’s control, the difficulty should be discussed with the teacher and the Director of Studies. This should be done before the due date whenever possible. Only in exceptional circumstances is an extension of the due date given. Extensions are only granted by the Director of Studies.

In cases of illness where a test is missed or an assessment task is due, it is the student’s responsibility to email the teacher on the day to explain. A medical certificate must be obtained from a doctor to cover such an absence, and this certificate should state the functional disadvantage suffered by the student in relation to her school work. This certificate is to be given to the Director of Studies and then an alternative time may be organised for the assessment, an extension may be granted for written work or the student may be granted exemption from the task and an estimate given.

Students should not attempt tests when they are sick or emotionally distressed even if they attend some classes on the day. If a student becomes sick or quite distressed during the day when a test or other in-class assessment has been scheduled, she needs to see the Director of Studies.

In other cases, a penalty of 5% of the total possible mark for that assessment item is incurred for each day late to a maximum of 35% if work is not submitted on the due date. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday.

If a student misses in-class assessment for any reason, she must arrange with the Director of Studies to complete the task as soon as possible. Failure to do so may result in a late penalty. Students are required to complete missed assessment after school. If possible, students who have after-school commitments may need to re-schedule their activities. Students are responsible for making arrangements to get home after the catch-up session.
If assessment tasks/work requirements are not submitted by the due date, the relevant teacher informs parents. The teacher also informs the relevant Head of House, relevant Head of Faculty and the Director of Studies via an email, which is copied to the student. The late submission penalty of 5% per day late is applied. After 7 days have elapsed a Student Progress Advice notice is completed by the teacher and sent to parents or guardians indicating that their daughter will receive notional zero for the task and accordingly, her final unit score and grade will be affected. Notional zero is not absolute zero; notional zero ensures that other students in the group are not disadvantaged.

It may not be possible to grade or score work submitted after work in a unit has been returned to students. Students are advised by teachers about cut-off dates.

The use of computers to word process assignments is encouraged but computer breakdown (of either hardware or software) is not a valid reason for an extension of time. Students should keep a backup copy of their work and it is recommended that a printout is done at frequent intervals to avoid problems caused by computer failure. If a student chooses to submit her work after the due date it is penalised as is all late work. If what has been printed is submitted (perhaps with handwritten additions) on or by the due date, it is marked as the final piece of work. No further submissions are allowed.

RULES CONCERNING ATTENDANCE AND COMPLETION OF ASSESSMENT

Students are expected to attend and participate in all scheduled classes/contact time/structured learning activities for all subjects. Teachers mark the roll every lesson and the relevant Head of House is informed of all unexplained absences.

Any student who attends less than 90% of the scheduled classes/contact time/structured learning activities in any unit, without having due cause with adequate documentary evidence, is deemed to have voided the unit i.e. that unit will not appear on their Year 12 Certificate and it could mean that the student may not have enough units for the major or minor in the subject. However, the Principal has the right to exercise discretion in special circumstances if the absences are explained with satisfactory documentation.

The BS5S distinguishes between explained and unexplained absences. Parents may explain absences by contacting the school. However, after five absences in a semester have been explained by a parent, any further absences may need to be supported by medical or other acceptable documentation.

Students are required to substantially complete (make a genuine attempt at) and submit all assessment items that contribute to the assessment for a unit in which they are enrolled unless exceptional circumstances prevent this.

All work needs to be submitted directly to the relevant teacher and, for practical reasons, by the official end of the school day (3.30pm). Submission of work via email is unacceptable unless the student has made this arrangement with her teacher in advance.

Any student who fails to submit assessment tasks worth in total 70% or more of the assessment in a unit is deemed to have voided that unit. In exceptional circumstances (sickness or misadventure), the Director of Studies or Head of Senior School may award status. However, the number of status units a student may count towards any course is limited. Students should consult with the Director of Studies if this could be a problem.

There are times when parents need to take their daughter out of school during term time. In these cases, parents should write in advance to the Head of Senior School requesting leave. Students need to be mindful of the attendance and assessment requirements of the BS5S and negotiate the completion and submission of assessment tasks with the Director of Studies and her teachers prior to departure. It is the student’s responsibility to catch up on any work missed during her absence.
UNIT SCORES

For T courses, marks for each assessment item show the relative rank order within the student group in the unit. Marks are aggregated and standardised to make up the unit score. Scores are recorded separately for Year 11 and Year 12. The unit scores are based around an ACT system mean of 70 with a standard deviation (SD) of 12.

In Semester 1 in Year 11, standardisation of unit scores is based on historical data for different subjects to allow for differences in course groups.

After Semester 1 in Year 11, scores are usually back scaled against the mean and standard deviation of students who did the course in the previous semester. This ensures that students are not advantaged or disadvantaged by the departure of some students from the group. It also allows students to compare their results in different units from one semester to another.

At the end of each semester, unit scores and grades are reported for T units, while grades only are recorded for A units.

UNIT GRADES

For units in both A and T courses, students are awarded an A to E grade if they have completed the unit by satisfying the BSSS requirements for attendance and completion of work. The student’s achievement is graded using the assessment criteria and grade descriptors provided for each course. Grades represent the standard to which students have met the stipulated criteria. These grades are reported at the end of each semester and appear on the ACT SSC. A general description of each grade is set out below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Awarded to students who have demonstrated 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.</td>
</tr>
<tr>
<td>B</td>
<td>Awarded to students who have demonstrated 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.</td>
</tr>
<tr>
<td>C</td>
<td>Awarded to students who have demonstrated a sound level of knowledge and understanding of basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.</td>
</tr>
<tr>
<td>D</td>
<td>Awarded to students who have demonstrated a limited level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.</td>
</tr>
<tr>
<td>E</td>
<td>Awarded to students who have demonstrated a very limited level of 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.</td>
</tr>
<tr>
<td>S</td>
<td>Awarded to students who have been unable to complete sufficient work due to an extended period of illness or other approved reason and is called status. Status is also awarded when a subject has been studied at an equivalent standard at another institution. When status is awarded a student receives the points for completing the unit.</td>
</tr>
<tr>
<td>P</td>
<td>Awarded to students who have satisfied the requirements of an R unit.</td>
</tr>
<tr>
<td>V</td>
<td>Awarded to students who have not satisfied the assessment or attendance requirements of a unit. Students do not receive the points for completing the unit.</td>
</tr>
</tbody>
</table>
COURSE SCORE
At the end of Year 12, all of the standardised unit scores are ranked from highest to lowest over the two years. These are then weighted according to the 80% rule:

- the best 6.4 unit scores (out of 8) are averaged for a **double major**
- the best 4.8 (out of 6) unit scores are averaged for a **major minor**
- the best 3.2 (out of 4) unit scores are averaged for a **major** and
- the best 1.6 (out of 2) unit scores are averaged for a **minor**

The BSSS then rescales these scores to produce **Scaled Course Scores** on the basis of how well students have done in their other subjects and in the AST. The AST is the independent moderating test which gives a basis for comparison between schools/colleges.

OTHER RULES CONCERNING COURSE SCORES
A unit cannot be counted more than once. A completed course cannot be broken up so that units can be counted toward another course.

APEALS
Students who are considering an appeal about a mark, a unit score or a grade should first discuss a review of the matter with their teacher. The Appeal Procedures are outlined below and over the page.

RULES CONCERNING SPECIAL CONSIDERATION FOR ASSESSMENT DUE TO SPECIAL NEEDS
If a student has a long-term or short-term medical or psychological/emotional condition that causes impairment, an application for special consideration in assessment should be made.

In some cases, a student may qualify for **extra support** if she has a physical impairment or disability which has been clearly documented.

In either case, students need to discuss their situation with the Director of Studies.

APEAL PROCEDURES
The following procedures should be followed in the event of a query about the award of a mark, a unit grade, a unit score or a course score or the procedures by which they are derived:

The student firstly seeks a **review from the subject teacher** of the unit. The review should be requested and scheduled promptly to ensure that the time requirements of the appeal procedures are met. Discussions by all parties should be polite, positive and constructive. This review will probably result in any misunderstanding being dispelled or any error in calculation corrected.

If the student is dissatisfied with the result of the direct approach to the teacher, she seeks a **review from the Head of Faculty**. The Head of Faculty or the student may then seek to have a mediator (another teacher) appointed to allow one or two mediation meetings between the Faculty and the student. This must be organised through the Director of Studies.

If the student is still dissatisfied, she makes a **formal appeal**. The student appeals in writing to the Principal. The written appeal should outline the grounds for the appeal and the remedy sought. An appeal at this level must be lodged within 5 working days of receiving the result. In Term 4 of Year 12, however, appeals against assessment items (marks, grades, unit scores) must be lodged within two working days of the results being published and appeals against course scores must be lodged within one working day of the results being published.
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 concerned
- The specific remedy being sought for each matter being appealed
- A statement setting out and supporting the matters of appeal

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

The Principal then convenes a **College Appeal Committee**. The College Appeal Committee consists of:

- Principal (Chairperson) or nominee
- Director of Teaching and Learning
- A member of the teaching staff
- An experienced member of the teaching profession nominated by the Board from outside the School.

No member of the Committee should have had any direct dealings with the matter of the appeal at an earlier stage. The Appeal Committee may seek advice or evidence from any source it considers relevant.

The student making the appeal is allowed to present her case and any evidence to the Appeal Committee. The student may be accompanied by a friend (another student, a parent or some other person) or have her case presented by a friend.

The teacher awarding the mark, unit grade, unit score or course score is allowed to present his/her case and any evidence to the Appeal Committee. The teacher may elect to have an independent evaluation from teachers external to the School advising him/her during the appeal.

The College Appeal Committee makes a decision and communicates the outcome and reasons for it, in writing, to the student with a copy to the Principal. Appeals must be finalised within **14 school days** of the lodgement of the appeal (except in Term 4 of Year 12 when another timeline applies).

Students and others involved in appeals should understand that there may be three possible outcomes, a higher mark, grade or score, no change; or a lower mark, grade or score.

It should also be understood that the outcome of an appeal may cause changes to the results of other students. A change in the scores of other students arising from the appeal is only made if so determined by the College Appeal Committee Chair. If this is determined, the Principal informs the students. Further appeals related only to these changes are allowed but must be lodged within 24 hours of notification.

If the foregoing processes do not achieve the hoped for result, further appeal may be made to the BSSS. The matters for appeal to the BSSS are assessment procedures and appeal procedures. In exceptional circumstances, the matter may include assessment of a task.

For more information about procedures to be followed should a student wish to appeal, refer to the BSSS brochure, *Your Rights to Appeal*.

**BREACHES OF DISCIPLINE (INCLUDING PLAGIARISM)**

All students in Year 11 and 12 are required to observe the rules and instructions relating to school assessments in courses accredited by the BSSS. The BSSS views seriously any breach of School rules or instructions governing these assessments.

Any breaches of discipline relating to tests or in-class assessments are regarded as serious by the School. Students must not bring anything into the assessment room other than writing equipment and whatever else is specified by the teacher. Mobile phones and other electronic devices must be turned off and put on the
teacher’s desk for the duration of the assessment. These devices are not to be brought into the test centre during testing week.

Students are advised by teachers as to what information may be brought into the room for open book tests and in-class assessments. In other forms of tests and in-class assessments no information (such as written notes, notes on hands, notes in calculators or on pencil cases or books) may be brought into the room.

If it is ascertained that a student has within her possession “other” material in a test/assessment situation, the result for the whole piece of work is cancelled, that is, notional zero is given.

The Principal, or representative, may apply disciplinary measures as is deemed appropriate in cases of cheating, dishonesty, plagiarism or improper practice in relation to any course offered in the School.

Penalties that may apply for breaches of discipline include:

- cancellation of the result in a particular component of any course
- cancellation of the total unit or course concerned
- the making of alternative arrangements for the assessment
- cancellation of all the candidate’s results for Years 11 and 12.

**PLAGIARISM**

Plagiarism is copying, paraphrasing or summarising work, in any form, without acknowledgement of sources, and presenting this as your own work. Any incident of plagiarism is treated as a serious breach of discipline in assessment and penalties may be imposed.

Examples of plagiarism include, but are not limited to:

- submitting all or part of another person’s work with/without that person’s knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person’s work from a source text, supplying proper documentation, but leaving out quotation marks,
- submitting materials which paraphrase or summarise another person’s work or ideas without appropriate documentation.

Students are informed about what constitutes plagiarism and appropriate ways of acknowledging sources.

For each piece of work completed outside class time, students are required to complete a declaration to the effect that work presented is their own and all sources of assistance and references used have been acknowledged.

Procedures for dealing with students involving plagiarism:

- Any suspected case of plagiarism is investigated by the School.
- The principles of natural justice are applied at all stages in the process. Any student suspected of plagiarising work is given the opportunity to prove authorship and to receive a fair hearing.
- If there is evidence of plagiarism the student is interviewed by the teacher and the relevant Head of Faculty and given the opportunity to explain her case before a penalty is determined.
- If plagiarism is shown to have occurred, then the teacher, in conjunction with the Head of Faculty and Director of Studies, determine the penalty taking into account the principles and the penalty schedule listed below.
- The student is advised, in writing, of the penalty and informed that she has the right to appeal the penalty under the Breach of Discipline procedures of the BSSS. The Principal and Head of Senior School are provided with a copy of this advice.
Details of any case of plagiarism are documented and the record kept by the Director of Studies.

**Penalties for Plagiarism:**

Any work that is found to be plagiarised, incurs a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for Years 11 and 12. There are three identified categories of plagiarism. The penalties and procedures for each category of plagiarism are described in the table below.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>PENALTIES</th>
<th>PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST MINOR INCIDENT OF PLAGIARISM</td>
<td>• Reprimand and warning in writing</td>
<td>• Activated at teacher / faculty level</td>
</tr>
<tr>
<td></td>
<td>• Item to be marked without plagiarised material being considered.</td>
<td>• Documented and centrally recorded with the Director of Studies.</td>
</tr>
<tr>
<td></td>
<td>This could result in a reduction in marks appropriate to the extent of the plagiarism.</td>
<td>• Students who unintentionally plagiarise are given appropriate counselling and guidance to reduce the likelihood of a repeated offence.</td>
</tr>
<tr>
<td></td>
<td>• Item to be marked without plagiarised material being considered.</td>
<td>• Principal and Head of Senior School are notified.</td>
</tr>
<tr>
<td></td>
<td>• This could result in a reduction in marks appropriate to the extent of the plagiarism.</td>
<td>• Principal and Head of Senior School are notified.</td>
</tr>
<tr>
<td></td>
<td>• Activated at teacher / faculty level</td>
<td>• Documented and centrally recorded with Director of Studies.</td>
</tr>
<tr>
<td></td>
<td>• Students who unintentionally plagiarise are given appropriate counselling and guidance to reduce the likelihood of a repeated offence.</td>
<td>• Principal and Head of Senior School are notified.</td>
</tr>
<tr>
<td>FIRST MAJOR INCIDENT OF PLAGIARISM</td>
<td>One of the following penalties to be imposed:</td>
<td>• Activated at the Director of Studies level.</td>
</tr>
<tr>
<td></td>
<td>• Marks reduced by an amount appropriate to the extent of the plagiarism.</td>
<td>• Documented and centrally recorded with Director of Studies.</td>
</tr>
<tr>
<td></td>
<td>• Cancellation of any score, mark or grade for the assessment item concerned. The item is treated as if it was not submitted.</td>
<td>• Principal and Head of Senior School are notified.</td>
</tr>
<tr>
<td>REPEATED OFFENCE</td>
<td>One of the following penalties to be imposed:</td>
<td>• Activated at the Principal, Head of Senior School and Director of Studies level.</td>
</tr>
<tr>
<td>(NB Repeat of Cat 1 or Cat 2 automatically becomes a Cat 3 offence)</td>
<td>• Cancellation of any score, mark or grade for the assessment item concerned. The item is treated as if it was not submitted.</td>
<td>• Documented and centrally recorded with Principal, Head of Senior School and Director of Studies.</td>
</tr>
<tr>
<td></td>
<td>• Cancellation of all assessment for the unit concerned.</td>
<td>• Prior to the cancellation of a course or certificate, the college consults with the Executive Officer of the BSSS or delegate.</td>
</tr>
<tr>
<td></td>
<td>• Cancellation of all assessment result for Years 11 and 12.</td>
<td></td>
</tr>
</tbody>
</table>

**Right of Appeal**

Students have the right to appeal against the application and/or the outcomes of the above procedures. All appeals are dealt with in confidence.

For more information about the BSSS policy on plagiarism, refer to the brochure *What’s Plagiarism? Advice to Students*. There is additional information about plagiarism on the School network.
YEAR 11 ORIENTATION

All Year 11 students will attend a two day ‘retreat’ in Week 1 and one day in Week 2 of Term 1. During the retreat students will undertake Peer Support Training and participate in spiritual, personal, growth and development activities as well as general leadership training. The Peer Support Program involves Year 11 students working with Year 7 students as part of the Day 9 Pastoral Program.

The activities will be conducted mainly by the Year 11 Tutors, Heads of House, Director of Studies, the Chaplain and other staff members will also be present.

2017 Year 11 Retreat at Greenhills
Creative Arts Faculty

Head of Faculty: Elizabeth Chase

COURSES OFFERED:

- Visual Arts — Fine Art (T) and (A)
- Visual Arts — Graphics (T) and (A)
- Photography (T) and (A)
- Dance (T) and (A)
- Drama (T) and (A)
- Fashion Design (T) and (A)
- Food For Life (A)
Visual Arts Fine Art may be taken as a **minor** or a **major** and is designed to complement Visual Arts Graphics to encourage students who are interested in the area to complete a **major minor** or **double major** in Visual Art.

Visual Arts is integral to our lives and is fundamental to how we communicate, express and explore ideas. The study of visual arts enables learners to engage with innovative thinkers and practitioners and to experience visual art as artists and Audience members.

In broad terms, learning in Visual Arts involves making and responding. Students learn as artists, by making artworks that communicate to audiences. They learn as audiences, by responding critically and ethically to art works. These actions are taught together as each depends on the other.

In making art works, students learn about the design/artistic process, materials and techniques, technologies and equipment, to produce a finished work.

In responding to art works, students learn about concepts, visual literacy, roles of the artist and art criticism. Students will develop an informed critical appreciation of art works, considering formal qualities, styles, production, techniques and traditions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of art. The study of art equips students with life skills while also providing continuity with many tertiary and industry courses.

The semester units offered are selected from the units outlined below.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>All units are one semester in length. Each unit provides students with opportunities to develop appropriate communication skills to evaluate and critique their own work and the work of other artists.</td>
</tr>
</tbody>
</table>

**Exploring Visual Arts**
Students explore the elements and principles of art, materials and techniques within their own and others’ works. They examine evaluate and apply the Interpretive Frameworks.

**Art History Research and Application**
Students investigate and explore art styles from different periods in art, art movements and different cultures’ artworks, using the techniques and styles as a basis for creating a body of work, and analyse and critique artworks using the Interpretive Frameworks.

**Culture and Identity**
This unit is an introduction to thematic approaches to creating artworks, such as Australian identity - stories, myths and legends of the past and present; positive and negative stereotypes and how they are used in constructing cultural stories; multiculturalism in Australia and the role of tradition; personal stories and family history; empathy and alienation; historical timelines. Students plan and create a body of work and analyse and critique artworks using the Interpretive Frameworks.

**Drawing**
Introduction and exploration of techniques and materials of drawing to produce a body of work. Students analyse and critique artworks using the Interpretive Frameworks. Students will be introduced to and development of different drawing skills through the experimentation of a variety of drawing materials, using a variety of different drawing surfaces.

**Painting**
Introduction and exploration of painting techniques and styles, different paint media and surfaces. Students analyse and critique artworks using the Interpretive Frameworks. Students will be introduced to painting styles and movements, understanding the breaks with tradition, Avant Garde ideas and concepts and generate ideas for painting using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers.
Printmaking
Introduction and exploration of printmaking techniques, media and surfaces, to produce a body of work. Students analyse and critique artworks using the Interpretive Frameworks. Students will explore a variety of printmaking techniques such as relief, silkscreen, intaglio/etching, lithography, digital technologies

Protest Art
Students plan and create a body of work around the theme of protest based on issues such as, the relationship between art and politics, the making of Art that voices a personal viewpoint, gain an understanding of the degrees of Protest Art from subtle to the extreme, examine ethical issues e.g. Art Versus Propaganda, the relationship between the Arts and the Media, using found images, appropriation and copyright issues, working individually and collaboratively. Students generate ideas using visual material from cultures, history, technology, environment, personal experiences, self-identity, techniques and themes explored by other artists and designers. They analyse and critique artworks using the Interpretive Frameworks.

Negotiated Arts Study
In this unit students will be able to investigate areas not studied previously. There must be procedures and documentation that clearly outline decisions made as a result of the negotiation process. It is expected that decisions would be agreed within two weeks of the commencement of a unit of work and be published in the Unit Outline (Refer to section 4.3.6.1 Unit Outline). This then becomes the document from which students and teacher operate for that unit. Any further negotiation would be of a minor kind e.g. due dates of assessment tasks. In this unit, students may study content not studied previously.

Contemporary Art Practice
Students plan and create a body of work around the theme of contemporary art practice, including concepts such as Contemporary art making techniques, may include but are not limited to any kind of art that challenges by appropriation, re-contextualisation, and new technologies.

The unit covers the emergence of contemporary art and its relationship to previous art movements, techniques and styles Students study visual language contexts used to create contemporary forms and to express and communicate ideas, use contemporary art making techniques to manage projects, make decisions and solve problems working individually and/or collaboratively. They analyse and critique artworks using the Interpretive Frameworks.

Ceramic Sculpture and Mixed Media
Students apply technical skills to create a mixed media artwork within a ceramic context, analyse and critique artworks using the Interpretive Frameworks.

Sculpture
Introduction and exploration of materials, techniques and construction, to create artworks. Students analyse and critique artworks using the Interpretive Frameworks. Students will produce a range of works that may include installation carving, modelling, assemblage, construction, casting, performance art, and integrated 4D art, inclusive of technological tools and devices.
### VISUAL ARTS – GRAPHICS (T) AND (A)

Visual Arts Design may be taken as a minor or a major and is designed to complement Visual Arts Fine Art to encourage students who are interested in the area to complete a major minor or double major in Visual Art. This course can also be used to enhance and support other design based and creative courses.

In our society today visual communication is a bridge between an idea and its intended audience. In the areas of industrial and multimedia design, advertising and marketing, textiles and fashion design, architecture and engineering, visual communicators use images to communicate information.

This course is designed for students to understand and develop skills to communicate visually either in an imaginative and original illustration for a fashion design or follow conventions or accepted rules in technical drawing. In this stream of the Visual Arts students will be exposed to the application of the design process in which final presentations are developed in response to needs identified in an initial brief. The design process provides a defined, yet flexible approach to the development, evaluation and refinement of visual communication artwork.

Students will learn the appropriate language and vocabulary of visual communication based on understanding and applying drawing and associated conventions, the design elements and design principles. Gaining this knowledge will assist the student in the development and generation of quality design in a range of visual communications. It also provides the opportunity for students to develop an informed and critical approach to visual communications encountered in everyday life.

#### Prerequisites

None

#### Units

**Graphic Communication and Design**

This unit is an introduction and exploration of elements and principles, techniques, purpose and media used in graphic communication and design, including typography, collage and illustration. Students understand the emergence new forms of communication and its relationship to previous art movements, techniques and styles. Students respond to a design brief from an actual or fictional client, using a design process and appropriate software to produce a portfolio of visual works that meets the client’s’ needs. They analyse and critique artworks using the Interpretive Frameworks.

**Graphic Communication and Design in Print**

Exploration of techniques (especially in software applications), materials, and purposes of graphic communication and design in print. Students develop ideas to use the Graphic Design process to create a body of work including complex documents such as small books, post-cards, DL size invitations and other marketing publications. They understand the emergence of new forms of communication and the relationship to movements such as Dada and Surrealism, and styles such as Minimalism and Punk.

**Graphic Communication and Design for the Screen**

Graphic Communication for the Screen includes design for devices using software such as the Adobe Creative Cloud series. Development of documents for smart phones, iPads, eBooks and other electronic devices will be explored through wire framing and the elements of design to produce a body of work. Understanding the emergence of new forms of communication and the relationship to art movements, techniques and styles such as Post-Modernism. Visual language contexts used to create and define Graphic Communication for the Screen using appropriate software to express and communicate ideas such as Photoshop, In design, Illustrator and Dreamweaver. Students will critique artworks using the Interpretive Frameworks.

**Illustration**

Introduction and exploration of techniques and materials in the use of illustration. Students produce a portfolio of work and analyse and critique artworks using the Interpretive Frameworks. They will produce a variety of illustrations, such as story books, graphic design, artistic expression and visual communication.

**Drawing**

Introduction and exploration of techniques and materials of drawing to produce a body of work. Students analyse and critique artworks using the Interpretive Frameworks. Students will be the introduction to and development of different drawing skills through the experimentation of a variety of drawing materials, using a variety of different drawing surfaces.
## Printmaking
Introduction and exploration of printmaking techniques, media and surfaces, to produce a body of work. Students analyse and critique artworks using the Interpretive Frameworks. Students will explore a variety of printmaking techniques such as relief, silkscreen, intaglio/etching, lithography, digital technologies

## PHOTOGRAPHY (T) AND (A)
Images are the language of photography, and are used to represent, question and communicate concepts and ideas. The study of photography enables students to experience photography as producers and as audience members.

In broad terms, learning in Photography involves making and responding. Students learn as photographers, by making photographic works that communicate to audiences. They learn as audiences, by responding critically to photographic works. These actions are taught together as each depends on the other. In the making of photographic works, students learn about photographic technology, techniques and equipment as well as the process to engage audiences.

In responding to photographic works, students learn about visual literacy and about the role of photographers, audiences and critics. Students will develop an informed critical appreciation of photographic works, considering practices, elements, genres, styles, techniques, conventions and production in the construction of meaning. They explore how Photography influences our perception and understanding of the world. Students will interpret, analyse and evaluate the social, cultural and historical significance of Photography. The study of Photography equips students with life skills while also providing continuity with many tertiary and industry courses.

Photography may be taken as a minor or major course. A major consists of four semester units of study whereas a minor consists of two semester units. Written assessment tasks are different for Photography (T) students and Photography (A) students. Practical tasks for (T) and (A) students may be the same, as the task is open-ended, but the learning outcomes are different.

The semester units offered are selected from the units outlined below. The Photography Practice unit is always the introductory unit for the course.

### Prerequisites
See Unit information for prerequisites

### Units

#### Photography Practice
Topics covered in this unit are:
- orientation to correct use of camera and other photographic equipment
- care of photographic equipment
- focus control
- exposure control (manual, semiautomatic and automatic)
- shutter speed and aperture relationship in exposure control
- lens types and field of view
- iso film/camera light sensitivity/ grain-noise structure
- lighting direction, quantity (brightness) and quality (colour balance)
- resolution/film grain

#### Photography Communication
**Prerequisites:** Photography Practice is highly recommended for this unit.

In this unit students continue developing and building on their skills in using the camera, complex printing in the darkroom and composition and design.

Topics covered in this unit are:
- control depth of field
- shutter speed effect on recording movement
- exposure (relationship between aperture, shutter speed and ISO)
- light meter reading modes (matrix, spot, subject brightness range)
- selective focus as a creative technique
- introduction to lenses
- paper types/surfaces
<table>
<thead>
<tr>
<th>Units</th>
<th>Photography Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Prerequisites:</strong> Photography Practice is highly recommended for this unit.</td>
</tr>
<tr>
<td></td>
<td><strong>Topics covered in this unit are:</strong></td>
</tr>
<tr>
<td></td>
<td>• ambient and controlled light</td>
</tr>
<tr>
<td></td>
<td>• light quality and white balance</td>
</tr>
<tr>
<td></td>
<td>• lighting key/secondary</td>
</tr>
<tr>
<td></td>
<td>• structure of images / photographic visual language:</td>
</tr>
<tr>
<td></td>
<td>• spatial composition – our relationship to the image tonal (drama/mood)</td>
</tr>
<tr>
<td></td>
<td>• colour (emotive, colour harmonies, saturation,)</td>
</tr>
<tr>
<td></td>
<td>• evaluate a selection of photographers’ work with specific reference to different applications of photography in society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Photography</th>
<th><strong>Prerequisites:</strong> Photography Practice is highly recommended for this unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics covered in this unit are:</strong></td>
<td></td>
</tr>
<tr>
<td>• the development of photography as an art form, for example: Pictorialism, Naturalism, Surrealism, Modernism and Postmodernism Photography, Straight Photography, f.64, conceptual art and experimental photography</td>
<td></td>
</tr>
<tr>
<td>• the convergence of photography and other mediums (such as painting, sculpture, installation) in both a historical and contemporary context</td>
<td></td>
</tr>
<tr>
<td>• analysis and evaluation of fine art photographic works and demonstration of how the meaning has been constructed</td>
<td></td>
</tr>
<tr>
<td>• evaluation of the value and purpose of photography as an art form</td>
<td></td>
</tr>
<tr>
<td>• investigation of the roles and relationships among the concepts of photographic artist, work, world and audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DANCE (T) and (A)</th>
<th>Dance may be studied as a major or minor course. The major consists of all four semester units chosen from the units described below and a minor consists of two units.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance</strong></td>
<td>Dance is the language of movement and a unique art form that uses the body as an instrument to represent, question and communicate concepts and ideas. The study of dance enables learners to engage with innovative thinkers and leaders and to experience dance as artists and audience members.</td>
</tr>
<tr>
<td><strong>In broad terms, learning in Dance involves making and responding. Students learn as artists, by making dance performance that communicates to audiences. They learn as audiences, by responding critically to dance. These actions are taught together as each depends on the other.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In the making of dance performances, students learn about the elements of dance, rehearsal, physically preparing the body, application of choreography, compositional principles, and technical and performance skills to engage an audience.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>In responding to dance performance, students learn about the roles of the choreographer, dancer, audience and dance critic. Students will develop an informed critical appreciation of dance works, considering dance practices, elements, genres, styles, techniques and conventions in the construction of meaning. They will interpret, analyse and evaluate the social, cultural and historical significance of dance. The study of dance equips students with life skills while also providing continuity with many tertiary and industry courses.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Students require sufficient movement skills to meet the physical demands of the course.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>The course offers four units, each of which provides students with the opportunity to study a range of dance styles in a variety of contexts. Students develop dance technique and participate in performance. They study the elements and principles of dance composition and apply them to the techniques studied. Theory tasks include research for assignments and oral presentations and the critical evaluation of live and video performance.</td>
</tr>
</tbody>
</table>
### Units

<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance Foundations</strong></td>
<td>In this unit students develop skills in dance composition, performance and critical analysis. They study cultural, social and historical aspects of dance and the related arts; the relationship between dance, music, art, costume and drama; basic anatomy and physiology, general health and fitness and safe dance. Students explore the elements of dance, compositional processes and choreographic.</td>
</tr>
<tr>
<td><strong>Dance Production</strong></td>
<td>Students develop skills in dance technique for the purposes of creating a composition for Dance Festival. Students explore and evaluate on one or more elements of production to include costuming, make-up, sets, lighting or administration, within a dance context. Students are given the opportunity to create and choreograph a dance combining a production element in relation to the specific Dance Festival theme.</td>
</tr>
<tr>
<td><strong>Contemporary Dance</strong></td>
<td>In this unit students develop set dances and/or repertoire using dance technique (classical ballet and/or contemporary dance), exploring and responding to the development of dance throughout history. Students will study pioneers and exponents of Modern Dance, from Isadora Duncan to the new experimentalists and current contemporary choreographers, both from overseas and in Australia.</td>
</tr>
<tr>
<td><strong>Dance and Entertainment</strong></td>
<td>Students perform exercises and repertoire in jazz, tap or other musical theatre dance styles. These styles may include ballroom, ballet, character, swing, rock ‘n’ roll or Broadway. They will explore the history of musical theatre and the study of individual choreographers who have made a considerable contribution to dance in musicals.</td>
</tr>
</tbody>
</table>

### DRAMA (T) AND (A)

Drama may be studied as a major or minor course. The major consists of all four semester units chosen from the units described below and a minor consists of two units.

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

In broad terms, learning in Drama involves making and responding. Students learn as artists, by making Drama works that communicate to audiences. They learn as audiences, by responding critically to Drama. These actions are taught together as each depends on the other.

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

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

### Prerequisites

None
<table>
<thead>
<tr>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dramatic Explorations</strong></td>
<td>The focus of this unit is to provide students with an understanding of the fundamental elements of Drama as well as the historical influences and styles such as Stanislavski, Brecht, and Artaud on the development of theatre.</td>
</tr>
<tr>
<td><strong>Theatre for Young People</strong></td>
<td>The focus of this unit is to explore and appreciate the value of theatre designed and intended for young people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. The unit will explore the importance of establishing interaction and rapport between the young performers and their audience.</td>
</tr>
<tr>
<td><strong>Modern and Classical Tragedy</strong></td>
<td>The focus of this unit is to explore, examine and journey through the changing face of the tragedy form. This includes consideration of the essential questions of life, death and suffering.</td>
</tr>
<tr>
<td><strong>Australian Theatre</strong></td>
<td>The focus of this unit is to develop an understanding of the relationship between theatre practices and content and Australian cultures, both historical and developing. Students have an opportunity to explore the culture in which Australian texts are produced, enabling students to develop an appreciation and understanding of their culture and to use that knowledge to develop their own works.</td>
</tr>
<tr>
<td><strong>World Theatre</strong></td>
<td>The focus of this unit is to experience dramatic performance, storytelling styles and contextual impacts of performance in a variety of cultures other than our own.</td>
</tr>
<tr>
<td><strong>Experimental Theatre</strong></td>
<td>This unit provides an in-depth study of a range of theatre styles that have deviated radically from Realism in the 20th century such as Absurdism, Poor Theatre, Cruel Theatre, Epic Theatre and Forum Theatre. Students will have opportunities to explore the purpose and nature of theatre by experimenting with the actor/audience relationship, space, narrative conventions and acting styles and apply these in the creation of innovative theatrical works.</td>
</tr>
<tr>
<td><strong>Actor and the Director</strong></td>
<td>The focus of this unit is to explore the role, purpose and focus of the actor and the director and to understand their relationship in making theatre.</td>
</tr>
<tr>
<td><strong>Theatre Production and Performance</strong></td>
<td>The focus of this unit is to work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives: performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.</td>
</tr>
<tr>
<td><strong>Comedy</strong></td>
<td>The focus of this unit is to explore the many facets of comedy in performance. Students will develop a knowledge and understanding of theatrical styles such as Commedia dell’Arte and melodrama and experiment with techniques such as farce, satire, status and comic timing.</td>
</tr>
<tr>
<td><strong>Voice and Movement</strong></td>
<td>The focus of this unit is to provide students with an understanding of a range of voice and movement techniques and opportunities to utilise these in a variety of practical contexts.</td>
</tr>
<tr>
<td><strong>Performing Shakespeare</strong></td>
<td>The focus of this unit is to enable students to engage in a range of workshops, improvisations and performances to develop a deep understanding of the acting skills required to perform Shakespeare for a contemporary audience. The emphasis of this unit is on the development of practical skills that assist students to interpret text and perform characters in order to heighten their appreciation of Shakespeare’s plays and language. It may also be used as a production unit to develop a Shakespearean play to production standard.</td>
</tr>
</tbody>
</table>
### Units

<table>
<thead>
<tr>
<th>Units</th>
<th>Realism and Expressionism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The focus of this unit is to investigate the expressionist movement as a reaction to realism, and the performance styles appropriate to each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Acting for Film and Television</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The focus of this unit is to provide students with an understanding of acting techniques for screen and television. Whilst the coursework will require a degree of technical understanding, assessment should emphasise individual acting to chosen camera angles/shots, not the use of editing techniques or ability to use the camera.</td>
</tr>
</tbody>
</table>

### FASHION DESIGN (T) AND (A)

Fashion Design may be studied as a **major** or **minor** course. The **major** consists of all **four semester** units chosen from the units described below and a **minor** consists of **two units**. Fashion and Textiles is a broad and evolving area of study that reflects the varied roles textiles play in industry and broader society. Textiles products are used in a wide variety of sectors and is a multidisciplinary study that draws on concepts from design, technology, markets, culture, environmental sustainability and ethical issues. This course promotes students’ knowledge and understanding of textiles and fashion from the chemical or natural raw materials to the finished product.

The design process is integral to the course. This process involves researching the parameters of a topic, experimenting with ideas, analysing data, designing suitable solutions, making a product, and finally evaluating the product.

A design brief is used for all practical work and a portfolio is compiled during the course that may be presented at an interview for admission to a tertiary institution.

| Prerequisites | None |

### Units

<table>
<thead>
<tr>
<th>Units</th>
<th>Design Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Designers need a knowledge and understanding of the concepts of design. These form the basis for the development of aesthetically pleasing and functional product design. Students work through the design process to complete articles of clothing to suit their own personal requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Fashion Design and Production</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this unit art, history, culture and the environment provide the stimulus for designing embellished fashion and textile goods. Different media is explored including hand and machine embroidery, appliqué and beading. Students are also take a detailed look at the past and present trends in the Australian fashion industry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Working with Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this unit students explore and develop an understanding of Textile fibres, yarn structures, cloth construction techniques and sustainability. They explore and develop and understand the fabrics and textiles they are working with to enable them to enhance their design ideas and push the boundaries of possibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>Fashion Design and Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this unit students are exposed to art, history, culture and the environment that provides the stimulus for designing embellished fashion and textile goods. Media explored include hand and machine embroidery, appliqué and beading. Design projects provide the opportunity to select and explore embellishment and stimuli to create garments that are sculptural and graphic. Illustration techniques are developed and a portfolio of fashion drawings in various media is produced to communicate design ideas.</td>
</tr>
</tbody>
</table>
### Units

**Marketing a Designer Label**

In this unit the fundamentals of starting a small designer business are investigated. Establishing and registering a business name, structure of the business, methods of operation, management of resources and presentation of product are analysed. The success of any industry is largely dependent upon its marketing strategy. Marketing techniques, including types of advertising, are explored in both a theoretical and practical way. The identification of a target market group and its implications are discussed. Leading design houses and fashion retailers are investigated to illustrate this topic.

<table>
<thead>
<tr>
<th>Units</th>
<th>Food for Life (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food for Life may be studied as a major or minor course. Food is fundamental to</td>
</tr>
<tr>
<td></td>
<td>the survival of individuals, societies and the world as a whole and influences</td>
</tr>
<tr>
<td></td>
<td>every aspect of life. The food industry has global, economic, environmental and</td>
</tr>
<tr>
<td></td>
<td>cultural impacts. Underpinning this course is the theme of resource management</td>
</tr>
<tr>
<td></td>
<td>essential to the health and wellbeing of individuals and the wider community.</td>
</tr>
<tr>
<td></td>
<td>In the following units, students will develop an understanding of a diverse and</td>
</tr>
<tr>
<td></td>
<td>changing world in relation to food and resource management, and the safety and</td>
</tr>
<tr>
<td></td>
<td>sustainability of food supply. The units address social, economic and regulatory</td>
</tr>
<tr>
<td></td>
<td>influences that impact on decisions about food use, production and consumption.</td>
</tr>
</tbody>
</table>

| Prerequisites          | None                                                                           |

### Units

**Food First**

Students develop and apply the principles underlying food selection, preparation, storage and service to practical situations. The unit will develop an understanding and knowledge in safe, hygienic food handling practices. Students will learn to use a wide range of utensils, appliances and equipment and will be introduced to and use, basic culinary terminology, mensuration and conversion. Students will learn the structures of different foods and where these foods are sourced. The students will identify different commercial foods and their food quality. Students investigate and illustrate a variety of social and festive occasions and identify appropriate foods for these occasions. The students will develop efficient working habits in the kitchen. In practical lessons they will learn various skills and techniques in food preparation.

**Nutrition for Life**

Students will investigate and acquire a sound knowledge of food selection models, in particular the Australian Guide to Healthy Eating and be able to describe nutrients required for good health. The students will learn to identify and describe the attributes of a balanced diet and its role in maintaining health throughout the lifecycle recognise, research and describe nutritional issues in our society today. They will learn to explain the implications of lifestyles and attitudes towards exercise on food habits and critique nutritional information provided by a variety of media. In practical lessons students will design and prepare foods from appropriate selection models that meet the needs of individuals at various stages of the lifecycle, or those with specific dietary requirements.

**Food and culture in Australia**

Students investigate the factors which have influenced the development of an Australian cuisine – past and present. They learn about the emerging bush food industry and create and cook recipes using bush food ingredients. Students identify and explore an ‘Australian’ cuisine, taking into account different cultures and religions of Australian society. In addition, they explore multicultural Australia and how international influences have shaped modern cuisine.

**Independent Living**

The final unit of the course prepares students for life after school. Faced with the prospect of moving out of home, students investigate consumer rights and responsibilities, learn how to prepare and manage a budget, and assess rental accommodation options. Students also develop skills in the selection of appropriate ingredients to cook nutritious meals and the preparation of a range of dishes working within budgetary and time constraints. Evaluating convenience and fast foods versus cooking with fresh ingredients allows students to make informed decisions on the most economical and nutritious food choices.
English Faculty

Head of Faculty: Geoff Piggott

COURSES OFFERED:

- English (T)
- English Literature (T)
- Essential English (A)
- English as a Second Language (T) and (A)
- Media (T) and (A)
All students are expected to complete a major in English, either English (T), English Literature (T) English (A) or English as a Second Language (T).

**ENGLISH/ ENGLISH LITERATURE (T)**

In addition to the major which all students are required to complete, English may also be studied as a major minor or a double major. The units required for a major minor may be taken in Year 11 or Year 12. The extra units required for a double major are usually begun in Year 11. Under the Australian Curriculum, a major minor or double major requires the study of units from both English and Literature.

**Prerequisites**

The completion of Year 10 Certificate English or equivalent.

**Units**

**ENGLISH (T)**

*English* focuses on developing students’ analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

**Student Group**

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. English retains a balance of each strand whereas Literature has its primary focus on engagement with and analysis of literary texts.

**Content**

In **Unit 1**, students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity.

In **Unit 2**, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

In **Unit 3**, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Understanding is also demonstrated through the creation of imaginative, interpretive and analytical responses.

In **Unit 4**, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations though debate and argument. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.
ENGLISH LITERATURE (T)

_Literature_ focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. In this subject students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

**Student Group**

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. Literature has as its primary focus an engagement with and analysis of literary texts.

**Content**

**Unit 1** develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film.

**Unit 2** develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts.

**Unit 3** develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms.

**Unit 4** develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response.

---

**ENGLISH (A): ESSENTIAL ENGLISH**

English (A): Essential English is designed for students who are completing an Accredited package or do not wish to include English in their Tertiary package. It consists of units designed to provide students with a general education in English language and literature.

**Prerequisites**

The completion of Year 10 Certificate English or equivalent.

**Units**

_Essential English_ focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. _Essential English_ is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways. The subject develops students’ language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

**Student Group**

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. In Essential English, although literary texts remain an important component of the subject, the primary focus is on the development and demonstration of literacy and language skills in everyday, social and community contexts.
### Units

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> focuses on students comprehending and responding to the ideas and information presented 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. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure.</td>
</tr>
<tr>
<td><strong>Unit 2</strong> focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text’s meaning is influenced by the context in which it is created and received.</td>
</tr>
<tr>
<td><strong>Unit 3</strong> focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text’s meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences.</td>
</tr>
<tr>
<td><strong>Unit 4</strong> focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed.</td>
</tr>
</tbody>
</table>

### ENGLISH AS A SECOND LANGUAGE (ESL) (T) and (A)

This course is designed for students from linguistically diverse backgrounds. At CGGS, ESL students study English as a Second Language (T) course as a major in place of English (T) or English (A).

English as an Additional Language or Dialect (ESL) focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Students develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

### Prerequisites

ESL students must satisfy at least one of two criteria stipulated by the BSSS to be determined as culturally and linguistically diverse. The criteria are: the student has received fewer than two years of education conducted in the English language prior to commencing Year 11 studies, and/or one or both parents was/were born in a non-English speaking country and English is not the main language used in the student’s home. Students are also assessed as to their level of English language proficiency before being accepted into the ESL class; those with ample English language skills are encouraged to study English instead.

### Units

The units and activities outlined below are a guide to what will be available each year.

**Year 11**
- **Unit 1**: Language and Culture
- **Unit 2**: Perspectives in Texts

**Year 12**
- **Unit 3**: Communication
- **Unit 4**: Issues and Attitudes
## Units

<table>
<thead>
<tr>
<th>Topics and activities include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• listening and discussion activities</td>
</tr>
<tr>
<td>• writing skills – construction of a range of texts</td>
</tr>
<tr>
<td>• research – using the library and other sources</td>
</tr>
<tr>
<td>• research assignments</td>
</tr>
<tr>
<td>• comprehension of different texts</td>
</tr>
<tr>
<td>• creative responses to films, documentaries or other stimuli</td>
</tr>
<tr>
<td>• study of short stories and novels</td>
</tr>
<tr>
<td>• study of idiomatic language</td>
</tr>
<tr>
<td>• exercises on note-taking</td>
</tr>
<tr>
<td>• surveys and reports</td>
</tr>
<tr>
<td>• oral presentations</td>
</tr>
<tr>
<td>• essays</td>
</tr>
</tbody>
</table>

This course is sensitive to the particular needs of the students and affirms their abilities and backgrounds while introducing them to the literature and characteristics of Australian society. Skills covered in the ESL course support students’ learning in other subjects and help prepare them for future academic studies.

### Important Note:
Each semester assessment tasks are marked and unit scores calculated for students enrolled in ESL. These unit scores simply provide a relative ranking of students within the ESL group. During the semester, student work is moderated by an English teacher and the unit score at the end of the semester is meshed with the English scaling group.

---

### MEDIA (T) AND (A)

| The Media course aims to encourage students to create their own media products, both as a means of exploration and as evidence of understanding. Media studies address aspects of the media industry, workplace realities, teamwork, commercial considerations, industry requirements and restrictions along with work ethics. At Canberra Girls Grammar School, the primary focus of Media is upon the production and analysis of film and multi-modal texts. |
| Media may be studied as a minor or a major. |

### Prerequisites

While there is no prerequisite for the subject, students are required to have successfully completed at least one standard unit of media and demonstrated self-management skills before undertaking the Process to Production unit.

### Units

<table>
<thead>
<tr>
<th>COMMON UNITS OF STUDY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Foundation</td>
</tr>
<tr>
<td>Media Foundation allows students to understand the relationship between media and culture and recognise the ways in which media reflect, create and affect culture. They then apply learned techniques to produce examples of media with specific purposes.</td>
</tr>
</tbody>
</table>

| Process to Production |
| This unit provides opportunity for students to complete a production in a genre of their choice. Applying media theory, students will communicate meaning through the production process for a specific audience. |

<table>
<thead>
<tr>
<th>POSSIBLE UNITS OF STUDY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television Non-Fiction</td>
</tr>
<tr>
<td>This unit examines the nature of and concepts related to Non-Fictional forms of Television, through a study of television genres. Non-Fictional forms of television genres to study may include current affairs, news, documentary television, and, reality television.</td>
</tr>
<tr>
<td>Units</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Film Genres and Cultures    | Students analyse the concept of genre, narrative technique, codes and conventions, and consider films in their cultural context. Understanding how film elements communicate meaning, they will apply aspects of film theory and genre to the process of film production. |

Note: The units described above form a common pattern of study. However, there are other units in the Media course that can be studied to accommodate the diverse interests of students and the changing expertise of teachers.
Geography and Social Sciences Faculty

Head of Faculty: Dianne Gilbert

COURSES OFFERED:

- Business (T) and (A)
- Economics (T) and (A)
- Geography (T) and (A)
- Global Studies (T) and (A)
- Legal Studies (T) and (A)
### BUSINESS (T) AND (A)

This BSSS course may be taken as a major or a minor. This course looks at contemporary business theories, practices and issues and considers the broad ethical, social and environmental consequences of business decisions. The course is suitable for students who wish to further their understanding of business and examine the operation of business more closely.

**Prerequisites**

None

**Units**

The units outlined below are a guide to what will be offered each semester.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11 Business Semester 1</strong></td>
<td>Changing Business Environment</td>
<td>Relationship Management</td>
<td>Planning for Current Context</td>
<td>Business Challenges</td>
<td>Negotiated Study Unit</td>
</tr>
<tr>
<td><strong>11 Business Semester 2</strong></td>
<td></td>
<td>Media, communication and public relations</td>
<td>Financial planning, operations and models</td>
<td>Change Management - structures and leadership</td>
<td>Issues facing business - nationally and globally</td>
</tr>
</tbody>
</table>

### GEOGRAPHY (T) AND (A)

This BSSS course incorporates the Australian Curriculum. The course may be taken as a major or a minor. This course is suitable for students who wish to develop a wide range of understandings and a comprehensive set of skills for independent enquiry, critical thinking and informed decision-making, all essential for tertiary study and professional work.

**Prerequisites**

None

**Units**

Specific details of course content for all units can be found on the [ACARA Website](https://acara.edu.au). Each unit listed below is studied for a semester and is a guide to what will be offered each semester.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Natural and Ecological Hazards</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Sustainable Places</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Land cover Transformations</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Global Transformations</td>
</tr>
</tbody>
</table>
### Units

#### 11 Geography Semester 1

**Unit 1: Natural and ecological hazards**
- Risks and managing those risks to eliminate or minimise harm to people and the environment

#### 11 Geography Semester 2

**Unit 2: Sustainable places**
- Economic, social and environmental sustainability of places
- Challenges faced by cities in the developed and developing world

#### 12 Geography Semester 1

**Unit 3: Land cover transformations**
- Processes causing change in the earth’s land cover
- Aspects of physical and environmental Geography

#### 12 Geography Semester 2

**Unit 4: Global transformations**
- Issues in human geography integrating economic, cultural and political geography

### GLOBAL STUDIES (T) AND (A)

This interdisciplinary BSSS course complements the proliferation of courses in prominent universities in Australia and around the world. The course may be taken as a major or a minor. The underlying narrative of this course is to help students, as global citizens, to articulate concepts of personal responsibility, and to equip them to navigate, function in, and contribute effectively – in new and creative ways – to a dynamic and complex world.

#### Prerequisites

None

#### Units

Each unit listed below is studied for a semester.

The units studied will depend upon the particular interests of the class and can be selected from the list below:

- **Big Ideas and You**
  Students will examine a range of significant ideas throughout history, and inquire as to how they have impacted on the way individuals perceive the world.

- **Australia: Our Democracy Your Choice**
  Students will examine the formation of the democratic political system in Australia. They will reflect on their role and responsibilities in a democratic system.

- **Australia in the World**
  This unit aims to provide students with knowledge and understanding of what it means to be an Australian citizen, living in and participating in, an increasingly globalised world.

- **International Relations**
  This unit explores the institutions, organisations and agencies that exercise power and influence across the world.

- **Forces of Cultural Change**
  Comparative case studies in this unit may focus on particular countries or regions in the world that are currently undergoing change in response to social, economic and/or political forces.

- **The Americas and the Caribbean**
  Students will explore the impact of early colonial influences through to the modern day affecting the socio-geo-political background in these regions.
<table>
<thead>
<tr>
<th>Units</th>
<th>Cultural Identity in Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This unit aims to extend student interest in the Asia region and the focus of the unit should be on countries with a particular relevance to Australia, such as Japan, China, India, and Indonesia among other countries in Asia.</td>
</tr>
</tbody>
</table>

| Global Challenges | This unit ideally consolidates knowledge and skills acquired in the foundation units of the course. Students examine current global issues and hypothesise possible solutions. |
| Peace and Conflict | Students will analyse the variables that shape peace and conflict |

| Independent Study Unit | Students will independently research an International topic, question or issue in which they are interested. |

| ECONOMICS (T) AND (A) | This is a BSSS course that may be taken as a major or a minor. This course is suitable for students who wish to develop a greater understanding of economic concepts and theory and its application in the Australian and global economy, or students wishing to pursue further study in Economics. |

| Prerequisites | None |

<table>
<thead>
<tr>
<th>Units</th>
<th>Units are selected from those listed below and each unit is studied for a semester. There are a variety of topics available within each unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit 1:</strong> Economics - Economic Principles and Price Mechanism <strong>Unit 2:</strong> Economics - Macroeconomic Theories and Issues <strong>Unit 3:</strong> Economics - Globalisation and Trade Economics <strong>Unit 4:</strong> Economics - Economic Development and Population Theory <strong>Unit 5:</strong> Negotiated Study Unit</td>
</tr>
</tbody>
</table>

| 11 Economics Semester 1 | **Unit 1:** Economics |
|                        | • Concepts such as scarcity, choice, opportunity costs and the price mechanism |
|                        | • Different economic systems and how they answer basic economic questions |
|                        | • Circular flow model and demand and supply analysis |

| 11 Economics Semester 2 | **Unit 2:** Economics |
|                        | • Keynesian and monetarist modelling techniques and theories |
|                        | • Unemployment, inflation, economic growth and government policies |

| 12 Economics Semester 1 | **Unit 3:** Economics |
|                        | • Key features of globalisation and impact on world economies |
|                        | • Changes to Australia’s trade patterns |

| 12 Economics Semester 2 | **Unit 5:** Negotiated Study Unit |
|                        | • Market Failure |
|                        | • Economic development |
**LEGAL STUDIES (T) AND (A)**  
This BSSS course may be taken as a major or a minor. Legal Studies will enable students to develop an understanding and appreciation of a variety of systems of law and government. This will enhance their development as responsible global and local citizens.

**Prerequisites**  
None

**Units**  
Units are selected from those listed below and each unit is studied for a semester. There are a variety of topics available within each unit.

- **Unit 1**: Crime, Justice and the Legal System  
- **Unit 2**: Civil Law and Resolution of Disputes  
- **Unit 3**: Law, Government and Society  
- **Unit 4**: International Relations and the Law  
- **Unit 5**: Negotiated Study

### 11 Legal Studies Semester 1
- **Unit 3**: Law, Government and Society  
  - Define and classify laws  
  - Rights and Freedoms  
  - The Australian Constitution and the law-making powers of the Courts and Parliament

### 11 Legal Studies Semester 2
- **Unit 1**: Crime, Justice and the Legal System  
  - Concepts and elements of crime  
  - Defences to crime  
  - Criminal procedure

### 12 Legal Studies Semester 1
- **Unit 2**: Civil Law and Resolution of Disputes  
  - Civil wrongs and civil procedures  
  - Entertainment and the Law

### 12 Legal Studies Semester 2
- **Unit 4**: International Relations and the Law  
  - Relationship between domestic and international law  
  - International Crime, Conflicts and Terrorism OR Displaced Persons and the Law
History, Religion & Philosophy Faculty

Head of Faculty: Louise Dwyer

COURSES OFFERED:

History (T) and (A)          Religious Studies (T) and (A)
HISTORY (T AND A) (ANCIENT)

History may be taken as a double major, major or a minor and may follow either the Ancient, Pre-modern or Modern routes or a combination between Years 11 and 12. This course is suitable for students who wish to further their understanding or pursue an interest in the history of the ancient world.

Strongly Recommended Prerequisites

A satisfactory standard in Year 10 History is advisable, with a reasonable mastery of the core skills developed in the junior years.

No prerequisites are required as History is a compulsory subject in Years 7–10.

Units

This course is a two year course. However, classes in Ancient History are composite classes, comprised of both Year 11 and Year 12 students. Therefore, students might begin with Units 3 and 4 in Year 11, and end with Units 1 & 2 in Year 12.

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong>: Investigating the Ancient World</td>
<td><strong>Unit 3</strong>: People, Power and Authority</td>
</tr>
<tr>
<td><strong>Unit 2</strong>: Ancient Societies</td>
<td><strong>Unit 4</strong>: Reconstructing the Ancient World</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the ACARA website.

2017 Semester 1

People, Power and Authority

- Rome 63BC – 14AD.
  An investigation of the nature and exercise of power and authority in Rome, and the way in which this changed.
  Social structures, political structures, the economy, military organisation and religious practices.

2017 Semester 2

Reconstructing the Ancient World

- The Julio-Claudians and Imperial Rome, AD 14 – 68.
  An investigation of the Julio-Claudian period through an analysis of relevant archaeological and written sources.

2018 Semester 1

Investigating the Ancient World.

- Historical authentication and reliability.
- Preservation, conservation and/or reconstruction of ancient sites.
- Treatment and display of human remains.

In exploring the issues listed above, students will undertake specific studies which include: The Destruction of Troy (Homer’s *Iliad*); Oetzi; Pompeii & Herculaneum.

2018 Semester 2

Ancient Societies

- Egypt in the Ramesside Period, 19th and 20th Dynasties.
- Sparta c. 700 – 371BC.
- An investigation of how people lived in the ancient world.
## HISTORY (T AND A) (MODERN)

History may be taken as a **double major**, **major** or a **minor** and may follow either the Ancient, Pre-modern or Modern routes or a combination between Years 11 and 12. This course is suitable for students who wish to further their understanding or pursue an interest in the history of the modern world.

### Strongly Recommended

A satisfactory standard in Year 10 History is advisable, with a reasonable mastery of the core skills developed in the junior years.

### Prerequisites

No prerequisites are required as History is a compulsory subject in Years 7–10.

### Units

The course is a **two year course** and the units are offered each year.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong>: Modern Nations in the 20th Century</td>
<td><strong>Unit 3</strong>: The Modern World since 1945</td>
</tr>
<tr>
<td><strong>Unit 2</strong>: Understanding the Modern World</td>
<td><strong>Unit 4</strong>: Movements for change in the 20th century</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the [ACARA website](https://www.australian-curriculum.edu.au/)

### 11 Semester 1

Modern Nations in the 20th century.
- Adolf Hitler and Nazi Germany.
- Mao Zedong and Communist China.

### 11 Semester 2

Understanding the Modern world
- The American Revolution.
- The option to study another modern revolution or independence movement.
- The American Civil War and the Reconstruction Era.

### 12 Semester 1

The Modern World since 1945
- The Cold War.
- Significant developments in the world order following the Cold War.

### 12 Semester 2

Movements for change in the 20th century
- The American Civil Rights Movement.
- The option to study another modern civil rights or liberation movement.
- South Africa and the struggle against Apartheid.
HISTORY (T AND A)
(PRE-MODERN)

History may be taken as a double major, major or a minor and may follow either the Ancient, Pre-modern or Modern routes or a combination between Years 11 and 12. This course is suitable for students who wish to further their understanding or pursue an interest in the history of the pre-modern world which includes the Medieval and Renaissance world.

Strongly Recommended

A satisfactory standard in Year 10 History is advisable, with a reasonable mastery of the core skills developed in the junior years.

Prerequisites

No prerequisites are required as History is a compulsory subject in Years 7–10.

Units

This course is a two year course. However, classes in Pre-modern History are composite classes, comprised of both Year 11 and Year 12 students. Therefore, students might begin with Units 3 and 4 in Year 11, and end with Units 1 & 2 in Year 12.

Specific details of course content for all units can be found on the: BSSS Course.

<table>
<thead>
<tr>
<th>YEAR 11-12 2018</th>
<th>YEAR 11-12 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: Conflict</td>
<td>Unit 1: Transformation</td>
</tr>
<tr>
<td>Unit 4: Power</td>
<td>Unit 2: Golden Ages</td>
</tr>
</tbody>
</table>

11–12 Semester 1

Transformation:
Big Trouble in Western Europe, Invasion and Assimilation
• Fall of Rome, Anglo-Saxon Migrations 5th – 8th Centuries AD.
• The Development of Western Christendom AD300 – AD1056.
• Viking Expansions 8th – 11th centuries AD.

11–12 Semester 2

Golden Ages: High Middle Ages
• The Crusades.
• Medieval Society.
• Plantagenet Dynasty.

11–12 Semester 1

Conflict: Ottoman Expansion and European Resistance
• Determine the nature of Ottoman feudalism and vassal states in Eastern Europe: Serbia.
• Account for the nature and effects of the relationship between Cyprus and the Venetians.
• Analyse the successes and failures of Ottoman attacks on Europe.

11–12 Semester 2

Power: Reformation and Counter Reformation
• Examine the state of the Catholic church in Europe at the start of the 16th century, and reasons for criticism.
• Analyse the reasons for the successful spread of Lutheran ideas in Germany to 1547, including the attitudes of the German princes.
• Account for the role of spread and impact of Protestant ideas in any one of England.
Religious Studies (T) AND (A)  
Religious Studies may be taken as a major or a minor. This course is suitable for students who wish to further their understanding or pursue an interest in the Religious beliefs, concepts and traditions.

Strongly Recommended  
A satisfactory standard in Year 10 Religion and Philosophy is advisable, with a reasonable mastery of the core skills developed in the junior years.

Prerequisites  
No prerequisites are required as Religious Studies is a compulsory subject in Years 7–10.

Units  
This course is a two year course. However, classes in Religious Studies are composite classes, comprised of both Year 11 and Year 12 students. Therefore, students might begin with Units 3 and 4 in Year 11, and end with Units 1 & 2 in Year 12.

<table>
<thead>
<tr>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Introductory Philosophy</td>
<td>Unit 3: Search for Meaning</td>
</tr>
<tr>
<td>Unit 2: Encountering Ethical Issues</td>
<td>Unit 4: Social Justice</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the BSSS website: BSSS Course.

2017 Semester 1  
Search for Meaning  
- Questions of meaning and purpose in life.  
- Scientific, Religious responses to meaning.  
- Aboriginal spirituality and new age movements.

2017 Semester 2  
Social Justice  
- Understandings and definitions of social justice.  
- The Christian tradition and social justice.

2018 Semester 1  
Introductory Philosophy  
- Study of philosophical concepts and theories.  
- The Western and Christian philosophical traditions.

2018 Semester 2  
Encountering Ethical Issues  
- Ethical theories and principles.  
- Christian ethical theories and ethical responses.
Information Services Faculty

Head of Faculty: Judy Thompson

COURSES OFFERED:

Interdisciplinary Inquiry (T) and (A)
Offered for the first time in 2018, Interdisciplinary Inquiry may be studied as a major or minor course.

Advances in technology, coupled with political, economic, and social shifts both nationally and globally have transformed the nature of work and learning. 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.

The Interdisciplinary Inquiry Course promotes interdisciplinary, multidisciplinary and transdisciplinary approaches. Students will learn how to transfer capabilities such as the research process, information management, critical thinking, creativity, effective teambuilding, leadership, collaborative decision making and communicate with a diverse range of people.

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.

Prerequisites

None. The Independent Learning Program in Years 9 and 10 provides similar learning opportunities.

Course overview:

Course Goals

This course will enable students to:
- synthesise, analyse and evaluate ideas, methodologies, concepts, issues and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

Student Inquiries

Students follow a research framework to develop their own area of focus, and initiate, plan, develop and evaluate their own unit of inquiry.

Students negotiate with their teacher suitable forms for producing their research outcome, for example (but not limited to these):
- written results, conclusions, recommendations, or solutions to a problem or question (e.g. an essay, a report, a booklet, or an article)
- a product (e.g. an artefact, a manufactured article, or a work of art or literature) and a producer’s statement
- a display or exhibition with annotations • a multimedia presentation and podcast
- a performance (live or recorded) with a supporting statement
- a combination of any of the above.

Students identify the intended audience for their research outcome, and consider the value of their research to this audience. The form and language of the research outcome should be appropriate to the intended audience. Students submit their research outcome to the teacher and, if they choose, present it to a broader audience (e.g. other students or community members).
Languages Faculty

Head of Faculty: Janelle Horsington

COURSES OFFERED:

- Continuing Chinese (T) and (A)
- Continuing French (T)
- Continuing German (T)
- Continuing Japanese (T)
- Continuing Latin (T)
- Beginning Spanish (T) and (A)
The study of a language encourages analytical, creative and critical thinking through the continuous intellectual process of developing interactive and reflective capabilities in communication. The learning strategies and thinking processes developed through the study of a language additionally enhance student learning in other subject areas.

Students may not stop studying a language to commence a beginning language in Year 11 or 12 without consulting the Head of Faculty. It is possible to study a continuing language and a beginning language. In exceptional circumstances, advanced language courses may be offered upon consultation with the Head of Faculty.

Faculty features: study tours, external competitions, excursions, cultural activities and specialist resources.

**Modern Languages:**
- Chinese
- French
- German
- Japanese
- Spanish

The acquisition of foreign language capabilities is essential for effective global citizenship. People with foreign language capabilities in our society develop a greater understanding of diverse languages and cultures and the way they interact. Students widen their network of interpersonal relations, have direct access to information in the target language and use their linguistic and cultural knowledge for study, vocational and leisure pursuits. Students studying the arts, business, economics, hospitality, tourism and science will find it beneficial to continue their study of Chinese, French, German or Japanese into Years 11 and 12. Students wishing to begin foreign language study can augment their subject selection with Spanish. Certain popular tertiary courses such as Strategic Studies, International Studies and International Law require the study of another language.

Language courses at continuing level are designed for students who have studied the language to Year 10 level and/or have limited native speaking background and in-country experience.

**Classical Language:**
- Latin

Latin is the language of the ancient Romans. Over the centuries it has contributed significantly to the development of the major Romance languages of French, Italian and Spanish as well as the content vocabulary of English. There are no oral or aural elements, as the study of Latin is literature based and requires the close reading, translation and literary analysis of a selection of Latin texts drawn from the great Roman writers such as Virgil, Horace, Catullus, Ovid, Cicero, Tacitus.

Having a developed understanding of an inflected language promotes logical thinking; it allows students to translate ideas from one language to the next and provides a platform on which to build further language study. Studying Latin also provides Year 11 and 12 students with a firm foundation for future studies in the arts, law, medicine and the sciences.
**CONTINUING CHINESE (T)**

The course may be taken as a **major** or a **minor**.

**Strongly recommended**

If taken as a minor, we recommend that study be undertaken in Year 11, except in exceptional circumstances. This takes into consideration the cumulative nature of language learning.

**Prerequisites**

Satisfactory completion of Year 10 Chinese.

**Further Information**

The aim of this course is to further develop, extend and refine students’ interactive and reflective capabilities and use of linguistic elements so that they are able to communicate effectively with other speakers of Chinese. Students’ socio-cultural knowledge is further enriched through their study of authentic Chinese materials and treatment of issues relevant to the themes covered.

**Further Information**

During the course a wide variety of resources are used to study issues of interest and to explore aspects of Chinese culture relevant to the module being studied. Wherever possible, students have opportunities to interact with members of the Chinese speaking community; visitors, guest speakers and exchange students. At the end of the course, students should be able to initiate and sustain conversations in a range of contexts which reflect young people’s interests, read effectively for information and enjoyment, and express their views and ideas on a range of issues.

**Note:** Chinese is also offered as part of the ANU Extension Program.

The course is composed of four units.

<table>
<thead>
<tr>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> The Individual’s Experience</td>
<td><strong>Unit 3:</strong> The World Around Us</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Society and Community</td>
<td><strong>Unit 4:</strong> Lifestyle and Traditions</td>
</tr>
</tbody>
</table>

**Chinese Unit 1**

- The Individual and Family
- The Individual and Surroundings

**Chinese Unit 2**

- Community and Entertainment
- Community and Health

**Chinese Unit 3**

- Travel and Consumerism
- Education and Environment

**Chinese Unit 4**

- Festivals and Customs
- Tradition and Culture
CONTINUING FRENCH (T)

This course may be taken as a major or a minor.

Strongly Recommended

If taken as a minor, we recommend that study be undertaken in Year 11, except in exceptional circumstances. This takes into consideration the cumulative nature of language learning.

Prerequisites

Satisfactory completion of Year 10 French.

Further Information

The aim of this course is to further develop, extend and refine students’ interactive and reflective capabilities and use of linguistic elements so that they are able to communicate effectively with other speakers of French. Students’ socio-cultural knowledge is further enriched through their study of authentic French materials and treatment of issues relevant to the themes covered.

During the course a wide variety of resources are used to study issues of interest and to explore aspects of the French culture relevant to the module being studied. Wherever possible students have opportunities to interact with members of the French-speaking community; visitors, guest-speakers and exchange students. At the end of the course, students should be able to initiate and sustain conversations in a range of contexts which reflect young people’s interests, read effectively for information and enjoyment, and express their views and ideas on a range of issues.

Units

The course is composed of four units.

<table>
<thead>
<tr>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: The Individual’s Experience</td>
<td>Unit 3: The World Around Us</td>
</tr>
<tr>
<td>Unit 2: Society and Community</td>
<td>Unit 4: Lifestyle and Traditions</td>
</tr>
</tbody>
</table>

French Unit 1

• Personal World
• Education and Aspirations

French Unit 2

• Tourism and Urban Living
• Cultural Perspectives

French Unit 3

• Social Issues
• Work and Technology

French Unit 4

• Popular Culture
• The Arts

CONTINUING GERMAN (T)

This course may be taken as a major or a minor.

Strongly Recommended

If taken as a minor, we recommend that study be undertaken in Year 11, except in exceptional circumstances. This takes into consideration the cumulative nature of language learning.

Prerequisites

Usually at least a B grade in Year 10 German.

Further Information

The aim of this course is to further develop, extend and refine students’ interactive and reflective skills and use of linguistic elements so that they are able to communicate effectively with other speakers of German. Students’ socio-cultural knowledge is further enriched through their study of authentic German materials and treatment of issues relevant to the topics covered.
Further Information

During the course a wide variety of resources are used to study issues of interest and to explore aspects of the German culture relevant to the module being studied. Wherever possible, students have opportunities to interact with members of the German-speaking community, visitors, guest speakers and exchange students. At the end of the course, students should be able to initiate and sustain conversations in a range of contexts which reflect young people’s interests, read effectively for information and enjoyment, and express their views and ideas on a range of issues.

Units

The course is composed of four units.

<table>
<thead>
<tr>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> The Individual’s Experience</td>
<td><strong>Unit 3:</strong> The World Around Us</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Society and Community</td>
<td><strong>Unit 4:</strong> Lifestyle and Traditions</td>
</tr>
</tbody>
</table>

German Unit 1

- Personal Identity
- Travel and Tourism

German Unit 2

- Education and Working Life
- German-speaking Communities

German Unit 3

- Health and Leisure
- Global Issues

German Unit 4

- German Arts and Entertainment
- Cultural Identity and Diversity

CONTINUING JAPANESE (T)

The course may be taken as a **major** or a **minor**.

Strongly recommended

If taken as a minor, we recommend that study be undertaken in Year 11, except in exceptional circumstances. This takes into consideration the cumulative nature of language learning.

Prerequisites

Satisfactory completion of Year 10 Japanese.

Further Information

The aim of this course is to further develop, extend and refine students’ interactive and reflective capabilities and use of linguistic elements so that they are able to communicate effectively with other speakers of Japanese. Students’ socio-cultural knowledge is further enriched through their study of authentic Japanese materials and treatment of issues relevant to the themes covered.

During the course a wide variety of resources are used to study issues of interest and to explore aspects of Japanese culture relevant to the module being studied. Wherever possible, students have opportunities to interact with members of the Japanese speaking community; visitors, guest speakers and exchange students. At the end of the course, students should be able to initiate and sustain conversations in a range of contexts which reflect young people’s interests, read effectively for information and enjoyment, and express their views and ideas on a range of issues.

**Note:** Japanese is also offered as part of the ANU Extension Program.
<table>
<thead>
<tr>
<th>Units</th>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit 1:</strong> Society and Community</td>
<td><strong>Unit 3:</strong> The Individual’s Experience</td>
</tr>
<tr>
<td></td>
<td><strong>Unit 2:</strong> The World Around Us</td>
<td><strong>Unit 4:</strong> Lifestyle and Traditions</td>
</tr>
<tr>
<td><strong>Japanese Unit 1</strong></td>
<td>• Youth Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Japanese Unit 2</strong></td>
<td>• Social Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My Future</td>
<td></td>
</tr>
<tr>
<td><strong>Japanese Unit 3</strong></td>
<td>• Personal Identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Health and Fitness</td>
<td></td>
</tr>
<tr>
<td><strong>Japanese Unit 4</strong></td>
<td>• A Trip Overseas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Living in Japan</td>
<td></td>
</tr>
</tbody>
</table>

**BEGINNING SPANISH (T) and (A)**

This course may be taken as a **major** or a **minor**.

<table>
<thead>
<tr>
<th>Strongly Recommended</th>
<th>If taken as a minor, we recommend that study be undertaken in Year 11 barring exceptional circumstances. This takes into consideration the cumulative nature of language learning.</th>
</tr>
</thead>
</table>

| Prerequisites        | There are no prerequisites for the Beginning Spanish Course. It is intended for students with little or no previous experience in the language.                                                                                     |

| Further Information  | The aim of this course is to develop students’ interactive and reflective skills and use of linguistic elements so that they are able to communicate effectively with other speakers of Spanish. Students’ socio-cultural knowledge is further enriched through their study of authentic Spanish materials and treatment of issues relevant to the topics covered. During the course a wide variety of resources are used to study issues of interest and to explore aspects of the Spanish culture relevant to the module being studied. Wherever possible students have opportunities to interact with members of the Spanish-speaking community, visitors, guest- speakers and exchange students. At the end of the course, students should be able to initiate and sustain basic conversations in a range of contexts, read and comprehend for information or enjoyment, and begin to express their views and ideas about a range of issues. |
### Units

The course is composed of four units:

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> The Individual’s Experience</td>
<td><strong>Unit 3:</strong> The World Around Us</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Society and Community</td>
<td><strong>Unit 4:</strong> Lifestyle and Traditions</td>
</tr>
</tbody>
</table>

#### Unit 1: The Individual’s Experience
- My Family and I
- Out and About

#### Unit 2: Society and Community
- Daily Routine and Holidays
- Past Experiences

#### Unit 3: The World Around Us
- Family and Fiestas
- Around the World

#### Unit 4: Lifestyles and Traditions
- Lifestyles
- From Past to Future

### CONTINUING LATIN

The Latin units are sequential. Latin may be taken as a **major** or a **minor**. Introduction to Literature and Further Literature form a minor. Introduction to Literature, Further Literature, Study of Latin texts and Further Study of Latin Texts form a major.

The central focus of the work is on the reading and literary analysis of selected readings from major Roman authors. Grammatical analysis of the texts is continued in order to develop and consolidate the students’ understanding of the language.

At the end of the course, depending on their progress in the different strands, students should have developed the capacity to:

- respond critically not only to Latin literature read, but by application of these same skills to other works of literature;
- to read Latin with some independence and more easily master another language should it be necessary of desired;
- respond sensitively to the meaning of English words in context and use them appropriately in written and oral communication.

### Prerequisite

Satisfactory completion of Year 10 Latin or equivalent.

### Strongly Recommended

If taken as a minor, we recommend that study be undertaken in Year 11, except in exceptional circumstances. This takes into consideration the cumulative nature of language learning.
The course is composed of four units:

<table>
<thead>
<tr>
<th>Units</th>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Introduction to Literature</td>
<td><strong>Unit 3:</strong> Study of Latin Texts</td>
<td><strong>Unit 4:</strong> Further Study of Latin Texts</td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Further Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Introduction to Literature**

This unit will involve the:
- reading and translation of adapted Latin prose and an introduction to original Latin texts
- grammatical and literary analysis of the selections

**Further Literature**

This Unit will involve the:
- reading and translation of selections from Roman authors (both verse and prose)
- literary analysis of these selections

**Study of Latin Texts**

This Unit will involve the:
- detailed study of excerpts from a Roman author
- detailed study of excerpts from a Roman prose author

**Further Study of Latin texts**

This Unit will involve the:
- continued study of excerpts from Roman poetry
- continued study of excerpts from a Roman prose author
Mathematics Faculty

Head of Faculty: Joanna Leaman

COURSES OFFERED:

- Specialist Mathematics (T)
- Mathematical Methods (T)
- Mathematical Applications (T)
- Essential Mathematics (A)
### MATHEMATICAL APPLICATIONS (T)

This BSSS course incorporates the Australian Curriculum. The course may be taken as a **major** or a **minor**.

This course 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.

Specific details of course content for all units can be found on the: [ACARA Website](https://www.australiancurriculum.edu.au/).

**Strongly Recommended**

A satisfactory standard in Year 10 Level 1 Mathematics (Advanced or Intermediate) is required. Students who have studied Level 2 Year 10 Mathematics cannot study Mathematical Applications.

**Prerequisites**

11 Mathematical Applications is a prerequisite for 12 Mathematical Applications.

**Units**

#### 11 Mathematical Applications Semester 1

- **Unit 1**
  - Consumer arithmetic
  - Algebra and matrices
  - Shape and measurement

#### 11 Mathematical Applications Semester 2

- **Unit 2**
  - Univariate data analysis and the statistical investigation process
  - Applications of trigonometry
  - Linear equations and their graphs

#### 12 Mathematical Applications Semester 1

- **Unit 3**
  - Bivariate data analysis
  - Growth and decay in sequences
  - Graphs and networks

#### 12 Mathematical Applications Semester 2

- **Unit 4**
  - Time series analysis
  - Loans, investments and annuities
  - Networks and decision mathematics

### MATHEMATICAL METHODS (T)

This BSSS course incorporates the Australian Curriculum. The course may be taken as a **major** or a **minor**.

This course 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.

Specific details of course content for all units can be found on the: [ACARA Website](https://www.australiancurriculum.edu.au/).

**Strongly Recommended**

A good standard in Year 10 Level 1 Mathematics (Advanced) is required, with a minimum of a high C grade (a course score of 70 or better). Students who have not studied at the advanced level in Year 10 Mathematics cannot study Mathematical Methods.
<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>11 Mathematical Methods is a prerequisite for 12 Mathematical Methods.</th>
</tr>
</thead>
</table>
| Units | **11 Mathematical Methods Semester 1**  
Unit 1  
- Functions and graphs  
- Trigonometric functions  
- Counting and probability |  
**11 Mathematical Methods Semester 2**  
Unit 2  
- Exponential functions  
- Arithmetic and geometric sequences and series  
- Introduction to differential calculus |  
**12 Mathematical Methods Semester 1**  
Unit 3  
- Further differential equations  
- Integrals  
- Discrete random variables |  
**12 Mathematical Methods Semester 2**  
Unit 4  
- The logarithmic function  
- Continuous random variables and the Normal Distribution  
- Interval estimates for proportions |  

### SPECIALIST MATHEMATICS (T)  
(Single line or Double line)  
This BSSS course incorporates the Australian Curriculum. The course may be taken as a **double major**, a **major-minor**, a **major** or a **minor**.

**Specialist Mathematics** 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, calculus, and statistics and introduces the topics of vectors, complex numbers and matrices.

Specific details of course content for the units can be found on the: [ACARA Website](https://www.acARA.gov.au).

The order of the topics in Year 12 is flexible.

### Strongly Recommended  
Specialist Mathematics is designed for students who have demonstrated an excellent level of achievement in Year 10 Extension or Advanced Mathematics.

### Prerequisites  
Units 1 and 2 are prerequisites for units 3 and 4.

### Units  
**11 Specialist Mathematics Semester 1**  
Unit 1  
- Functions and graphs  
- Trigonometric functions |  
**11 Specialist Mathematics Semester 2**  
Unit 2  
- Arithmetic and geometric sequences and series  
- Exponential functions  
- Differential calculus
<table>
<thead>
<tr>
<th>Units</th>
<th>12 Specialist Mathematics Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 3</td>
</tr>
<tr>
<td></td>
<td>• The Logarithm function</td>
</tr>
<tr>
<td></td>
<td>• Integrals</td>
</tr>
<tr>
<td></td>
<td>• Differential Equations</td>
</tr>
<tr>
<td></td>
<td>Trigonometric functions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>12 Specialist Mathematics Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>• Counting and probability</td>
</tr>
<tr>
<td></td>
<td>• Basic Statistics</td>
</tr>
<tr>
<td></td>
<td>• Matrices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>11 Specialist Mathematics (second line) Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Choice of 2 from:</td>
</tr>
<tr>
<td></td>
<td>• Logic and Proof</td>
</tr>
<tr>
<td></td>
<td>• Abstract Algebra</td>
</tr>
<tr>
<td></td>
<td>• Discrete Maths</td>
</tr>
<tr>
<td></td>
<td>• Further Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>11 Specialist Mathematics (second line) Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 5</td>
</tr>
<tr>
<td></td>
<td>• Vectors</td>
</tr>
<tr>
<td></td>
<td>• Complex numbers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>12 Specialist Mathematics (second line) Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 8</td>
</tr>
<tr>
<td></td>
<td>Choice of 2 from:</td>
</tr>
<tr>
<td></td>
<td>• Logic and Proof</td>
</tr>
<tr>
<td></td>
<td>• Abstract Algebra</td>
</tr>
<tr>
<td></td>
<td>• Discrete Maths</td>
</tr>
<tr>
<td></td>
<td>• Further Calculus</td>
</tr>
<tr>
<td></td>
<td>• Conics and Independent Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>12 Specialist Mathematics (second line) Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 7</td>
</tr>
<tr>
<td></td>
<td>• Statistics</td>
</tr>
<tr>
<td></td>
<td>• Statistics Extension</td>
</tr>
</tbody>
</table>
**ESSENTIAL MATHEMATICS (A)**

This BSSS course incorporates the Australian Curriculum. The course may be taken as a **major** or a **minor**. The major consists of all four units, the minor consists of the first two units described below.

This course 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.

Specific details of course content for all units can be found on the: [ACARA Website](#)

<table>
<thead>
<tr>
<th>Strongly Recommended</th>
<th>Any Year 10 Mathematics course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>11 Essential Mathematics Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td></td>
<td>• Calculations, percentages and rates</td>
</tr>
<tr>
<td></td>
<td>• Measurement</td>
</tr>
<tr>
<td></td>
<td>• Algebra</td>
</tr>
<tr>
<td></td>
<td>• Graphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>11 Essential Mathematics Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 2</td>
</tr>
<tr>
<td></td>
<td>• Representing and comparing data</td>
</tr>
<tr>
<td></td>
<td>• Percentages</td>
</tr>
<tr>
<td></td>
<td>• Rates and ratios</td>
</tr>
<tr>
<td></td>
<td>• Time and motion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>12 Essential Mathematics Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 3</td>
</tr>
<tr>
<td></td>
<td>• Measurement</td>
</tr>
<tr>
<td></td>
<td>• Scales, plans and models</td>
</tr>
<tr>
<td></td>
<td>• Graphs</td>
</tr>
<tr>
<td></td>
<td>• Data collection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units</th>
<th>12 Essential Mathematics Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td></td>
<td>• Earth geometry and time zones</td>
</tr>
<tr>
<td></td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

**FURTHER MATHEMATICS**

The Integrated course in Further Mathematics makes provision to combine units from Mathematical Applications with any units from BSSS Specialist Methods, Specialist Mathematics or Mathematical Methods. The actual content of this course is by design with the Head of Maths.
Music Faculty

Dean of Music: Joel Copeland

COURSES OFFERED:

Music (T) and (A)
### MUSIC (T) AND (A)

These courses are suitable for students who wish to continue further study in Music. They involve composition, musicology and associated theoretical studies, aural perception and performance. The courses may be taken as a **major** or a **minor**. The major consists of all four units, the minor consists of two of the units described below.

### Strongly Recommended

A performance standard of at least Grade 5 AMEB is recommended for Music (T). Students who wish to study Music (A) may be less experienced, or even beginning their instrumental studies as they enter the course.

Students undertaking Music (A) and (T) are strongly recommended to be studying an instrument or voice with a private teacher concurrently.

Music (T) students need to have studied Music in Years 9 and 10 or equivalent. Music (A) students do not need to have studied music formally prior to entering the course.

### Units

**The courses are composed of four units, covering a variety of topics.** In every unit there are components of composition, critical listening, analysis and individual and chamber performances.

Most recently, the following units have been studied; however, the unit selection may be altered if deemed appropriate.

- Music for Ensembles
- World Music
- Music for Film
- Music of the 20th and 21st Centuries

A full list of potential topics can be found in the BSSS Music Course Document.

### Unit Descriptions

#### Music for Ensembles

Students study a variety of ensemble forms including the orchestra, concert band, swing band, choir, string quartet, brass ensemble, jazz group, rock band, vocal quartet etc. This topic can include music from earlier periods such as Baroque through to modern day contemporary ensembles.

**Music for Film**

Film scores from a variety of musical styles are examined to learn about compositional devices that are used to create action, atmosphere and emotion. Students are given a short clip from a movie and compose their own music to suit the action.

**World Music**

This topic examines individual musical cultures from around the world, both Western and non-Western and how these have been joined in musical fusion to create a cross-cultural style. Special emphasis is on Australian examples of cross-cultural music.

**Music of the 20th and 21st Centuries**

This is a topic that broadly encompasses music from the early years of the 20th century through to music of today. It covers both Art music and Contemporary music. Students can choose their own style or genre to specialise in within this topic, for example, solo instrumental, jazz vocal, modern singing, guitar etc.
Personal Development, Health & Physical Education Faculty

Head of Faculty: Melanie Denmead (Acting)

COURSES OFFERED:

Exercise Science (T) and (A)
Sports Science (T and A)
Senior Physical Education (R)
EXERCISE SCIENCE (T) AND (A)  

Exercise Science (T/A) provides an in-depth study of human athletic performance. Students develop their knowledge of factors which influence sports performance. This is achieved through a balance of theoretical and practical application in the sporting arena. Additionally, the study of exercise science and sports science helps students to understand, appreciate and analyse the intellectual, physical, cultural and emotional factors that affect participation in physical activity. Exercise Science provides students with effective skills in research, analysis and communication through their study of physical, recreational and sporting activities.

The course is designed to cater for students who intend to proceed to post-secondary studies in the fields of medicine, para-medical areas, nursing, teaching, exercise physiology, biomechanics, physiotherapy, occupational therapy, dietetics and sports nutrition, sports performance, training and coaching, sports studies, and other allied areas in applied anatomy and physiology.

The course is also designed for those who may not have vocational aspirations in this field but who have a serious interest in the theory and practice of human movement.

This course may be taken as a major or a minor.

Prerequisites  
None (but an interest in Biology, Chemistry and/or Physics would be advantageous).

Units  
Exercise Science (T/A) contains a variety of units and can be studied at a (T) or (A) level. Unit offerings (below) will be subject to student choice and class size.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1: Basic Anatomy and Physiology</td>
<td>Term 1: Exercise Physiology</td>
</tr>
<tr>
<td>Term 2: Functional Anatomy and Physiology</td>
<td>Term 2: Sports Medicine</td>
</tr>
<tr>
<td>Term 3: Sports Performance</td>
<td>Term 3: Biomechanics</td>
</tr>
<tr>
<td>Term 4: Sports Nutrition</td>
<td>Term 4: Sports Psychology</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the ACT: BSSS Website

Exercise Science (T/A) units:

- Basic and Functional Anatomy and Physiology
- Sports Performance and Sports Nutrition
- Exercise Physiology and Sports Medicine
- Biomechanics and Sports Psychology
- Beginning Coaching and Continuing Coaching
- Issues in Sport
- Skill Acquisition
- Sports, Recreation and Leisure
- Health in the Australian Community
- Sports Administration
- Sports Business and Marketing
**SENIOR PHYSICAL EDUCATION (R)**

Students are to take Physical Education (R) as part of their timetabled Year 11 and 12 program. Year 11 students are to attend 2 lessons each fortnight for the year while Year 12 students are to attend 2 lessons each fortnight for either Semester 1 or 2.

This program is currently being morphed to reflect a well-being program. The aim is to provide students with a range of physical activities that improve their mental and physical wellbeing and provide the opportunity to develop new physical skills. It is valuable for all students to be exposed to a range of different and interesting activities that they may continue after they leave school. Students will elect what 2 periods they attend over the 2 week cycle based on their interests and academic demands and can attend more if they desire and their schedule allows.

**Units**

The course is offered over two years during which time students are involved in a range of activities each semester. Some of these activities are listed below:

**Sport Education**
- Badminton/Tennis/Table Tennis
- Indoor/Outdoor Hockey
- Touch/Oz Tag/Flag Footy/AFL
- Soccer/Futsal Soccer
- Netball/Lacrosse/Softcrosse
- Ultimate Frisbee/Vortex frisbee
- Volleyball/Newcombe Ball
- Basketball
- Cricket/Pairs cricket/4 wicket cricket

**Units**

Recreational Activities
- Archery
- Frisbee sports
- Lawn Bowls
- Box Fit
- Fencing
- Power walking
- Group Fitness
- Tai Chi
- Meditation
- Yoga
- Pilates
- Aquaerobics
- Trampoline
- Cycling
- Golf
- Bocce/Croquet
- Table Tennis
- Dance
- Self Defence
- Cross Country/Fun runs
- Use of the CGGS Fitness room
- Swimming for fitness/Aquatic Programs
- Picnic games

A pass (P) or fail (V) is recorded for each unit. Students are expected to demonstrate both an appropriate attitude and an acceptable level of effort in order to achieve a pass in Senior Physical Education.
Science & Information Technology Faculty

Head of Faculty: Melissa Musgrove

COURSES OFFERED:

- Biology (T) and (A)
- Chemistry (T)
- Earth & Environmental Science (T) and (A)
- Psychology (T) and (A)
- Sociology (T) and (A)
- Physics (T)
- Information Technology (T) and (A)
This BSSS course incorporates the Australian Curriculum, and allows students to develop their understanding of biological systems, components within these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Biology (T) incorporates learning outcomes that are of a higher level than Biology (A). Students in the Biology (A) course have different assessment tasks to students in the Biology (T) course, but are taught in the same class as those students studying Biology (T).

**Note:** Biodiversity is also offered as part of the ANU Extension Program. For more information about the program refer to page 15 of this booklet.

**Prerequisites**
Satisfactory completion of Science to Year 10 is desirable.
Year 11 Biology is a prerequisite for Year 12 Biology.

**Units**
The course is composed of four units with three interrelated strands: *Science Inquiry Skills*, *Science as a Human Endeavour* and *Science Understanding*. This course will be offered as a minor (Units 1 and 2), a major (Units 1, 2, 3 and 4).

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Biodiversity and Connectedness</strong></td>
<td><strong>Unit 3: Heredity and the Continuity of Life</strong></td>
</tr>
<tr>
<td><strong>Unit 2: Cells and Multicellular Organisms</strong></td>
<td><strong>Unit 4: Maintaining the Internal Environment</strong></td>
</tr>
</tbody>
</table>

**Unit 1:**
- Classification
- Ecosystems
- Energy and Matter
- Population Dynamics
- Changes in Ecosystems
- Evidence of change
- Natural selection

**Unit 3:**
- DNA
- The genetic code
- Genetic variation
- Mendelian genetics
- Biotechnology

**Unit 2:**
- Cells
- Cell structure and function
- Tissues, organs, systems
- Animal systems for Life
- Plant systems for Life
- Public health

**Unit 4:**
- Homeostasis
- Detecting and responding
- Pathogens
- Innate responses
- Adaptive responses

Specific details of course content for all units can be found on the [ACARA Website](https://acara.edu.au).
CHEMISTRY (T)  This BSSS course incorporates the Australian Curriculum. The course may be taken as a major or a minor. This course is suitable for students who wish to continue further study in a pure or applied Science course. It is also suitable for those who wish to further their understanding or pursue an interest in Chemistry. Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemistry develops students understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy.

Note: Chemistry is also offered as part of the ANU Extension Program. For more information about the program refer to page 15 of this booklet.

Strongly Recommended  A satisfactory standard (A or B grade) in Year 10 Level 1 Science is highly recommended. Students who have not studied Year 10 Science at the Advanced level may have difficulty with this course.

Students ideally should be studying Mathematical Methods or Specialist Mathematics in Year 11 to support the manipulation of equations and data as a part of this course.

Prerequisites  Year 11 Chemistry is a prerequisite for Year 12 Chemistry.

Units  The course is composed of four units with three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Chemical Fundamentals</td>
<td>Unit 3: Equilibrium and Redox Reactions</td>
</tr>
<tr>
<td>Unit 2: Molecules</td>
<td>Unit 4: Structure, Synthesis and Design</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the: ACARA Website

11 Chemistry Semester 1  • Chemical Fundamentals  • Properties and structure of atoms  • Properties and structure of materials  • Chemical reactions: reactants, products and energy change

11 Chemistry Semester 2  • Molecules  • Intermolecular forces and gases  • Aqueous solutions and acidity  • Rates of chemical reactions

12 Chemistry Semester 1  • Equilibrium and Redox Reactions  • Chemical equilibrium systems  • Oxidation and reduction

12 Chemistry Semester 2  • Structure, Synthesis and Design  • Properties and structure of organic materials  • Chemical synthesis and design
This BSSS course incorporates the Australian Curriculum. The course may be taken as a major or a minor. This course is suitable for students who wish to continue further study in a pure or applied Science course. It is also suitable for those who wish to further their understanding or pursue an interest in Earth Sciences. Earth and Environmental Science is a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components.

Recommended
A satisfactory standard in Year 10 Level 1 Science is required.

Prerequisites
Nil

Units
The course is composed of four units with three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

Suggested teaching outline for the course:

<table>
<thead>
<tr>
<th></th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to Earth Systems</td>
<td>Unit 3: Living on Earth</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Earth Processes</td>
<td>Unit 4: The Changing Earth</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the: ACARA Website

Introduction to Earth Systems
Earth Systems
- Geosphere; including Time scales; Earth structure; Types of Rocks
- Atmosphere and Hydrosphere; including formation and water properties
- Biosphere; including past environments and organisms.

Earth Processes
Energy
- Energy processes
- Solar, thermal and oceanic energy
- Biogeochemical processes; including photosynthesis; energy in the ecosystem; cycles in nature.

Living on Earth
Resources
- Renewable Energy; including fossil fuel, gold etc.; mining and remote sensing
- Non-renewable energy; including harvestable resources; ecosystems; human activities.

The Changing Earth
Earth hazards and the changing climate
- Plate tectonics and monitoring and analysis of data
- Major weather systems
- Natural climate changing activities
- Human activities that change climate
- Geological, prehistoric and historic data for changing climate
- Modelling of data
PHYSICS (T)

This BSSS course incorporates the Australian Curriculum. It is intended for students who enjoy Physics, are competent in Mathematics and may expect to continue to higher education, particularly in Science. Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large.

Note: Physics is also offered as part of the ANU Extension Program. For more information, refer to Page 15 of this booklet.

Strongly Recommended

A satisfactory standard (A or B grade) in Year 10 Level 1 Science is highly recommended. Students who have not studied Year 10 Science at the Advanced level may have difficulty with this course.

Students ideally should be studying Mathematical Methods or Specialist Mathematics in Year 11 to support the manipulation of equations and data as a part of this course.

Prerequisites

Year 11 Physics is a prerequisite for Year 12 Physics.

Units

The course is composed of four units with three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Linear motion and waves</td>
<td>Unit 3: Gravity and electromagnetism</td>
</tr>
<tr>
<td>Unit 2: Thermal, nuclear and electrical physics</td>
<td>Unit 4: Revolutions in modern physics</td>
</tr>
</tbody>
</table>

Specific details of course content for all units can be found on the: ACARA Website

11 Physics Semester 1

- Linear motion and waves
- Error analysis
- Kinematics
- Newton’s laws of motion
- Wave models
- Light and sound waves

11 Physics Semester 2

Thermal, nuclear and electrical physics
- Heat transfer and change of state
- Ionizing radiation and nuclear reactions
- Electrical circuits

12 Physics Semester 1

- Gravity and electromagnetism
- Newton’s law of universal gravitation
- Kepler’s laws of planetary motion
- Projectile motion
- Electric and magnetic fields
- Electromagnetic induction

12 Physics Semester 2

- Revolutions in modern physics
- Special relativity
- Quantum theory
- The Standard Model
<table>
<thead>
<tr>
<th><strong>PSYCHOLOGY (T) and (A)</strong></th>
<th><strong>PREREQUISITES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal throughout the study of Psychology is to better describe, explain, predict and control behaviour while understanding oneself and others; particularly how our biology, cognition and interactions with others affect our behaviour.</td>
<td>Year 11 Psychology or Sociology is a prerequisite for Year 12 Psychology. To complete Unit 4, students must have completed 3 units of Psychology</td>
</tr>
<tr>
<td>Psychology is offered as a <strong>major</strong> or a <strong>minor</strong> and is designed to complement the Sociology course to encourage students who are interested in the area to complete a <strong>major</strong> or <strong>double major</strong> in Behavioural Sciences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PREREQUISITES</strong></th>
<th><strong>YEAR 11 UNITS (T) AND (A)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Individual differences</strong></td>
<td>This unit explores how the individual develops physically, socially and cognitively. The electives in this unit are designed to introduce students to psychology and analyse how we function as human beings.</td>
</tr>
<tr>
<td><strong>Unit 2: Psychology and Society</strong></td>
<td>This unit explores how psychology is present in everyday society. The electives are designed to analyse how humans interact at a group level. We will look at how norms are formed and why deviance to cultural and societal norms can occur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>YEAR 12 UNITS (T) AND (A)</strong></th>
<th><strong>UNIT 3: PSYCHOLOGY OF WELLBEING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit explores the psychological and physical health of individuals and groups. The electives are designed to promote awareness around health, how it can go wrong and how positive health can be obtained.</td>
<td><strong>Unit 4: Negotiated Study</strong></td>
</tr>
<tr>
<td>This unit allows the student to research an area of interest that has not been previously studied. The student will engage with psychological research methods to conduct an experiment and report on their findings. Students engaging in the unit will address the content descriptions and assessment criteria.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SOCIOLOGY (T) AND (A)</strong></th>
<th><strong>PREREQUISITES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal throughout the study of sociology is to acquire knowledge about society and explore the nature of human experiences through a variety of unique situations.</td>
<td>Year 11 Psychology or Sociology is a prerequisite for Year 12 Sociology. To complete Unit 4, students must have completed 3 units of Sociology.</td>
</tr>
<tr>
<td>Sociology is offered as a <strong>major</strong> or a <strong>minor</strong> and is designed to complement the Psychology course to encourage students who are interested in the area to complete a major or double major in Behavioural Sciences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PREREQUISITES</strong></th>
<th><strong>YEAR 11 UNITS (T) AND (A)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Identity</strong></td>
<td>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 of ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.</td>
</tr>
<tr>
<td><strong>Unit 2: Cultural Icons</strong></td>
<td>This unit explores all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreational activities.</td>
</tr>
</tbody>
</table>
### Year 12 Units (T) and (A)

#### Unit 3: Power and Institutions

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

#### Unit 4: A Negotiated Study

This unit is a negotiated sociological investigation of a contemporary issue. This study may be an extension of previously studied topics; a research unit, cover electives not previously studied or may be from the broader field of Sociology. Students engaging in the unit will address the content descriptions and assessment criteria.

---

### INFORMATION TECHNOLOGY (T)

The Information Technology course develops students’ digital problem solving strategies. Students will explore a range of practical applications and develop a knowledge base and set of skills for handling technical computational processes.

The variety of units in this course aims to expose students to a range of specialist areas in the IT industry. The course is available as:
- a **minor** which consist of two semester units,
- a **major** which consists of four semester units or
- a **major minor** that consists of six semester units. The major minor is only available to Year 12 students if it fits into timetable constraints.

#### Prerequisites

None. The course does not assume that students have studied ICT in Years 8 to 10.

#### Core-requisites

It is recommended that students also study Tertiary level Mathematics.

#### Streams

As enrolments grow in Senior IT, we are exploring the possibility of running two streams of IT for senior students to reflect their individual interests and skills:
- Digital Media and Design
- Programming and Digital Engineering

#### Units

The units that may be offered include:

**DIGITAL MEDIA AND DESIGN**

**Digital Media Foundations, Audio and Video**

In this unit students learn to produce high quality audio and video projects for a variety of applications.

**Digital Media Graphics and Animation**

In this unit students learn to produce movies which include text, graphics, sound, animation and video for a variety of audiences and purposes.

**3D Modelling, Animation and Texturing**

Students will study 3D modelling and animation including coordinate geometry and the physics of natural motion will be studied as part of the theory component to the course.

**Introduction to Website Design**

In this unit students will examine and identify components of effective website design and acquire practical skills related to website construction.
### PROGRAMMING AND DIGITAL ENGINEERING

**Robotics and Intelligent Systems**

In this unit students will study robotics fundamentals and apply this to the construction and programming of robots designed to carry out complex functions.

**Programming Fundamentals / Intermediate Programming**

Students will acquire practical skills related to programming and then apply them to designing and developing solutions to software problems.

**Microcontrollers**

Students will apply advanced programming techniques in the development of computer controlled hardware.

### OPTION FOR ALL IT STUDENTS

**IT Project**

In this unit students submit a written proposal for the project which is deemed by teachers to be both suitable and at an appropriate level of difficulty. Students carry out the formal development, implementation and evaluation of a computing project, using appropriate system development methodology and project management techniques.

### INFORMATION TECHNOLOGY (A)

This course may be taken as a minor or a major. It develops practical skills in information technology and is suitable for beginners and those students who have had some experience in Year 8 – 10 elective ICT or at home.

#### Prerequisites

None.

### Units

**Digital Media Foundations, Audio and Video**

In this unit students learn to produce audio and video projects for a variety of applications. There is a strong practical component to this course that will include students gaining experience in using a variety of industry standard editing software. Practical assignments include the design and production of a podcast and a promotional video.

**Digital Media Graphics and Animation**

In this unit students learn to produce movies which include text, graphics, sound, animation and video for a variety of audiences and purposes. Practical assignments include designing and creating an animation sequence and shooting, editing and producing videos.

**3D Modelling, Animation and Texturing**

This unit is designed to build on work studied in the Digital Media Graphics and Animation unit. Students will build competence in using complex features of video editing software and hardware. 3D coordinate geometry and the physics of natural motion will be studied as part of the theory component to the course.

**Introduction to Website Design**

In this unit students will study the design and development of webpages and websites. Students will examine and identify components of effective website design and acquire practical skills related to website construction.

**Robotics and Intelligent Systems**

In this unit students will study robotics fundamentals and apply this to the construction and programming of robots designed to carry out complex functions.

**Computer Game Design**

In this unit students will study the history of gaming technologies and explore, design and create their own computer game.
**REGISTERED UNIT**

| R (REGISTERED UNIT) | An R Unit or Course is an organised learning experience designed to develop capability. Students develop capability through engagement in College based, work exploration, cultural, sporting, or Community Service courses. R Units enable students to receive credit for the time they are engaged in an organised learning experience. An R unit is a discreet area of learning and will be recorded on the academic record. R Units are registered in values of 0.2, 0.5, and 1.0. R units greater than 1.0 are registered in multiples of 1.0. The BSSS recognises that Year 11 and 12 students participate in learning that takes place outside of the formal, structured, learning program that exists in school eg work experience, volunteer work, traineeships, national representative sport, coaching, community bands, orchestras and choirs and drama performance. The maximum contribution that R units can make to a standard ACT SSC is the equivalent of five units and to a tertiary ACT SSC is the equivalent of two units. The following Courses and Units are currently provided to Year 11 and Year 12 students at CGGS: |

| COLLEGE BASED (R) | A minor or major could include units from Pastoral Care, ANU Extension Program, Personal Development, Leadership, Public Speaking, AST and Senior Studies Support. |

<table>
<thead>
<tr>
<th>Units</th>
<th>PASTORAL CARE (R)</th>
<th>Co-ordinator: <strong>Mrs Jeanette Widmer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 11 students participate in a peer support program which promotes personal responsibility, develops competencies which enhance the quality of student relationships, help make informed decisions and develop skills for positive, socially responsible participation in the school community. Year 11 leaders work with groups of students from Year 7.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>PERSONAL DEVELOPMENT (R)</th>
<th>Coordinator: <strong>Mr Peter Milligan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 11 students participate in Ways of Thinking classes or lectures for one period each fortnight. This is a compulsory component of their Year 11 program. The course is responsive to current contemporary issues and seeks to broaden students’ awareness of forms of religious experience and expression. Various ethical, philosophical and theological perspectives are discussed, using visiting speakers where available. This course also begins to introduce students to tertiary forms of learning with lectures and seminar discussions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>LEADERSHIP (R)</th>
<th>Coordinator: <strong>Mr Peter Milligan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 11 and 12 students elected to the Senior Council meet weekly to plan and review its activities. Members of the Senior Council also represent the views of the students in regular meetings with the Principal and Head of the Senior School. The Senior Council is responsible for a variety of student focused activities, including community service projects, non-uniform days, anti-bullying initiatives and fundraising efforts.</td>
<td></td>
</tr>
</tbody>
</table>
**Units** | **AST PREPARATION (R)**  
---|---  
Coordinator: **Ms Sarah Trotter**  
Problem Solving is the Year 11 and 12 AST preparation program. Two periods per cycle is devoted to familiarising students with the AST and further developing the skills required. The program also includes a series of trial AST tests. Registered units in the Personal Development course recognise student participation in this program and appear on the ACT SSC.

**Public Speaking**  
Co-ordinator: **Mr David Blue**  
A wide range of co-curricular activities such as debating and mock trial are also registered units and appear on the ACT SSC.

**Senior Studies Support**  
Co-ordinator: **Mrs Kerry-Anne Kwong**  
Some students may require additional support to meet the demands of their studies. In such cases, the student is brought to the attention of the Academic Engagement Faculty, her needs are determined and she may access additional assistance. Senior Studies Support is a registered unit and appears on their Year 12 Certificate. The aim of all studies is to increase confidence and improve skills so that students can become independent and able to more effectively manage their studies.

**Work Exploration (R)**  
A minor or major could include units from work placement, or training program.

| Units | **Work Placement (R)**  
---|---  
Coordinator: **Dr Jessica Dietrich**  
The Career Development Program is taken by all Year 12 students for one period each fortnight. Career Development aims to increase students’ awareness of, and develop skills in, coping with the demands placed on them in Year 12 and in the transition from school into the wider world. Topics covered may include preparation for employment, university application procedures, career opportunities, and health, social, personal, financial and legal issues relevant to post-school life.

**Sport and Recreation (R)**  
A minor or major could include electives such as dragon boating, basketball, swimming etc.

| Units | **Sport (R)**  
---|---  
Coordinator: **Ms Melanie Denmead**  
Students usually take Physical Education (R) as part of their timetabled Year 11 and 12 program. Year 11 students have 2 lessons each fortnight for the year while Year 12 students have 2 lessons each fortnight for either Semester 1 or 2.

The aim is to provide students with a range of physical activities that improve their overall general fitness and develop new physical skills. It is valuable for all students to be exposed to a range of different and interesting activities that they may continue after they leave school.
CULTURAL (R)

A minor or major could include units from The Arts and Music Tuition.

<table>
<thead>
<tr>
<th>Units</th>
<th>MUSIC TUITION (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator: Mr Joel Copeland</td>
<td>Year 11 and 12 students have the opportunity to audition for groups or join a group appropriate to their musical abilities, or join with other co-curricular activities.</td>
</tr>
<tr>
<td></td>
<td>The following groups are operational throughout the year:</td>
</tr>
<tr>
<td></td>
<td>• Chorale</td>
</tr>
<tr>
<td></td>
<td>• Senior Chapel Choir*</td>
</tr>
<tr>
<td></td>
<td>• Motet Choir*</td>
</tr>
<tr>
<td></td>
<td>• Gabriel Singers*</td>
</tr>
<tr>
<td></td>
<td>• Clarinet Ensemble*</td>
</tr>
<tr>
<td></td>
<td>• Flute Ensemble*</td>
</tr>
<tr>
<td></td>
<td>• Guitar Orchestra*</td>
</tr>
<tr>
<td></td>
<td>• Senior Percussion Ensemble*</td>
</tr>
<tr>
<td></td>
<td>• Saxophone Ensemble*</td>
</tr>
<tr>
<td></td>
<td>• Burrows Jazz Band*</td>
</tr>
<tr>
<td></td>
<td>• Grainger Concert Band*</td>
</tr>
<tr>
<td></td>
<td>• Symphonic Wind Band*</td>
</tr>
<tr>
<td></td>
<td>• Chamber Orchestra*</td>
</tr>
<tr>
<td></td>
<td>• Symphony Orchestra*</td>
</tr>
<tr>
<td></td>
<td>(*by audition only)</td>
</tr>
</tbody>
</table>

Membership of these groups is recorded on the ACT SSC if attendance and participation have been satisfactory.