



Narrabundah College



Student Curriculum Handbook 2023





VISION

Discover, Develop, Excel.

MISSION STATEMENT

Narrabundah College offers a challenging curriculum in a supportive environment to meet the needs of all students in our diverse community.

CORE VALUES

- *CHALLENGING CURRICULUM*
- *STUDENT WELLBEING PROMOTED AND SUPPORTED IN A POSITIVE LEARNING ENVIRONMENT*
- *STUDENTS DEVELOP AGENCY OF THEIR OWN LEARNING JOURNEY*

We strive to:

- Lead students to become independent, compassionate and resilient adults prepared for life in a rapidly changing world;
- Encourage students to fulfil their potential and to become increasingly responsible for their own learning;
- Deliver a strong broad academic curriculum
- Provide a supportive, stimulating and challenging learning environment;
- Cater for individual differences in a socially and culturally diverse student community.

We foster:

- Academic excellence;
- Creativity, collaboration and innovation in our students;
- Student engagement in making a difference to our world.

The Education and Training Directorate in conjunction with all government colleges has produced the Colleges ACT Guide 2023.

The publication contains additional information to the Narrabundah College Student Curriculum Handbook.

The online Colleges ACT Guide 2023 offers a perspective on all colleges and the Senior Secondary System for both students and parents.

Narrabundah College encourages the use of both the ACT Guide and the Student Curriculum Handbook as they complement each other.

Details are correct at time of printing but Narrabundah College reserves the right to change any details as necessary.

Narrabundah College - 2023 Student Curriculum Handbook

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College Governance

Narrabundah College Board

The Board is the general policy-making body of the college. Its functions include broad oversight of college activities, consideration of new course offerings, major changes to the curriculum and approval of the budget. Representatives from each group in the college community work together on the Board to determine policy and guide the development of Narrabundah College. Membership consists of three parent representatives, two teacher representatives, two students, the Principal and a community representative nominated by the Education Directorate. The Principal is the Executive Officer of the Board.

Board members are elected for two-year terms, with one or two members of each group replaced each year. Elections are usually held in February. A Board Chair is chosen annually by the members. The Board meets five times a year. Board minutes are available to any member of the college community.

A parent or student interested in becoming a member of the College Board should contact the Principal or talk to any current Board member.

Parents & Citizens Association

Narrabundah College also has an active Parents and Citizens Association. The P&C keeps parents up-to-date with what is happening at the college, enables parents to fulfil a social role, control the operation of the canteen, and to make a positive contribution to the college community. Five meetings are held throughout the year usually on the second Wednesday in a month at 6.00 pm. The office bearers of the P&C consist of a president, vice-president, a secretary and a treasurer. The administrative committee of the P&C, including the office bearers, is elected at the annual general meeting usually in February each year. All parents or guardians are members of the P&C and are welcome to attend meetings. Students, staff and members of the community are welcome to join the P&C.

Dates of Board and P&C meetings are advertised in the college calendar sent out to students at the beginning of each year, in college newsletters and are available on the college website.

Student Governance Group

Students who want to be involved in a representative and leadership capacity can nominate for the Student Governance Group. The Student Governance Group members represent the student body on committees and act as college representatives on Canberra wide organisations. The Student Governance Group meets regularly and reports to college decision making bodies.

Communication with Parents

Parents/Carers are invited to ring the college if they have any queries about a student's progress or any other aspect of the college. Student interviews may be arranged with Student Advisers on request.

College Calendar

A calendar showing such things as session dates, test weeks, parent teacher meetings and other major events for the whole year is downloadable from the college website.

General Information

Parent Teacher Meetings

Parent/Teacher Meetings are twice a year and Year 11 Progress Interviews are in December. The exact dates are indicated on the college calendar.

College Newsletter

The College Newsletter is produced twice most terms and emailed or posted to home addresses of parents. The dates for issue of the Newsletter are indicated on the college calendar.

The Counselling and Advisory Staff

The counselling and careers advisory staff at Narrabundah College are all vitally concerned with the welfare of the students.

Student Advisers and Transition and Careers Officer

Student Advisers and the College Transition and Careers Officer provide course, career and general advice to students. They are available to provide information on enrolment procedures, selection of courses, vocational information, student pathways plans and tertiary entrance requirements and applications.

Other functions include:

- monitoring individual study programs and progress in courses;
- providing advice and help to students and parents where necessary;
- monitoring attendance – SMS, emails and phone calls to students and parents to communicate concerns and queries;
- organising career talks and visits;
- referring students to other appropriate people/agencies;
- coordinating references to accompany job or scholarship applications.

Student Pathways Plan

Students will have the opportunity to create or further develop their Student Pathways Plan over the two years at college.

School Psychologists

The School Psychologists are registered with the Australian Health Practitioners Regulation Agency (AHPRA). They help students get the most out of school by encouraging participation and providing tools to help support learning and mental health. School Psychologists work closely with the school's wellbeing team and teachers. They may suggest other services and support outside of the school.

Students with Disabilities

Narrabundah College is committed to providing for students with disabilities equitable and non-discriminatory access to the college program. Advice and assistance can be obtained from the College Psychologist or Learning Support Teacher.

N Group Teacher

All students are allocated to "N" Groups that they remain in for their two years in college. These groups meet weekly and provide important information, pastoral care and support programs to support the work done through normal classes. They are another point of contact for students who are seeking advice or support during their years at college.

Priority Enrolment Area

The Priority Enrolment Area for the college includes the suburbs of Barton, Beard, Deakin, Forrest, Fyshwick, Griffith, Harman, Kingston, Narrabundah, Oaks Estate, Parkes, Red Hill, Symonston and Yarralumla.

GSFE (G Suite for Education)

We use Google Apps as our learning platform. This includes Google Classroom.

Students must access this technology for:

- unit outlines
- assessment tasks
- unit resources
- college information

and to undertake and complete work set by a teacher if he/she absent.

Choosing Your Courses

We recommend that you follow a broad program of study and that 1 or your 6 subjects in year 11 is either/and a Language or from the Arts. Try to allow time for sporting and other recreational activities or take up activities involving service to the college or wider community to enrich your general education and your time at Narrabundah College.

All students must complete a course in English.

For Mathematics requirements please see the Mathematics Curriculum section in this guide.

Other units and courses should relate to what you want to do after college. Take subjects that will prepare you for your future career or study plans. As well, focus on what you are good at and where your interests lie. You will do best in subjects you enjoy and/or are good at.

You also need to keep in mind tertiary entrance requirements, International Baccalaureate requirements if you intend to follow the IB Programme, French Baccalauréat requirements, Canberra Institute of Technology requirements, apprenticeship/traineeship procedures and the expectations of employers. You should discuss your choice of program with your parents, your high school teachers and the Narrabundah College Student Advisers.

Advisers from the college will visit local high schools during October and November to plan study programs with students who have been offered a place at Narrabundah College. If the Advisers do not visit your high school you will have an interview with one when you enrol in your subjects at the college. You should begin by enrolling in 5 or 6 subjects in Year 11 to start with. Your initial selections can be changed until the end of the first week of the session.

- If you wish to seek entry to a tertiary institution you should familiarise yourself with any prerequisites or assumed levels of prior knowledge for your intended course of study, as well as with the general requirements for tertiary entrance.
- If you intend to follow the International Baccalaureate Programme you must make an appointment with the International Baccalaureate Coordinator to select courses in accordance with the requirements of the IB Programme.
- If you are seeking enrolment in the French Baccalauréat Diploma Program you must make an appointment with the Proviseur at Telopea Park School to select courses in accordance with the requirements of the program.

General Information

- If you are thinking of moving directly from Narrabundah College into the workplace you may select (A) accredited, (T) tertiary, (V) nationally recognised vocational courses and/or some (R) registered courses. (V) courses are oriented towards the development of skills and knowledge, which may equip you for direct employment in particular areas.
 - You should study major courses in English and Mathematics because almost all tertiary institutions and employers require these subjects. If you are hoping to gain entrance to university, these subjects will assist in the development of skills necessary for the ACT Scaling Test (AST).
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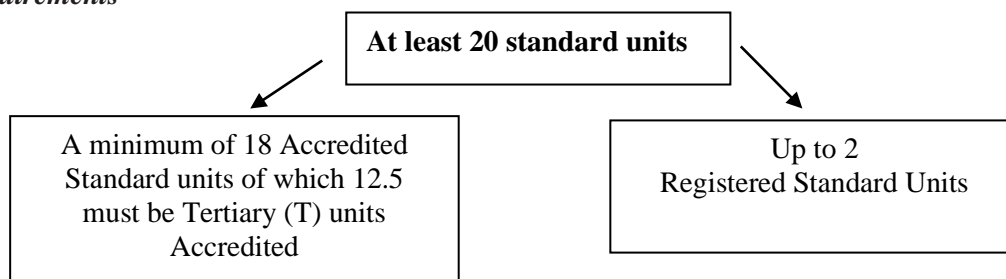
ACT Senior Secondary Certificate Requirements

A student will qualify for the award of an ACT Senior Secondary Certificate on completion of an educational program approved by the college as having a coherent pattern of study and which includes the equivalent of **17 standard units, including at least 4 minors from three different course areas, one being English.**

Tertiary Entry Requirements

If you intend to proceed to tertiary study that is to go on to university, you must complete a tertiary package. To form a tertiary package you must complete courses in accordance with the following requirements. **One course must be English.**

Unit Requirements



Course Requirements

Your units must be organised to form:
at least
3 Majors and 3 Minors
or
4 Majors and 1 Minor
or
5 Majors

Of these courses at least 3 Majors and 1 Minor must be T classified

You must sit the ACT Scaling Test (AST) in the second part of Year 12. Various publications providing more detailed information about tertiary entry and requirements are available from the Student Advisers at the college or the BSSS website - <http://www.BSSS.act.edu.au>.

Glossary of Terms

Sessions

To give students maximum choice, the Narrabundah College year is divided into three sessions:

- Session One (Q1) runs from February to April with a half standard (0.5) unit being offered;
- Session Two (M2) runs from April until September with a standard (1.0) unit being offered;
- Session Three (Q4) runs from September to December with a half standard (0.5) unit being offered.

What are A, T, M courses?

- An **A** course is one which is accredited by the ACT BSSS as educationally sound and appropriate for students studying in years 11 and 12.
- A **T** course is accredited by the ACT BSSS as providing appropriate preparation for higher education.
- An **M** course is accredited by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria.

What are V courses ?

A **V** course is vocational education and training program combined with an **A**, **T** or **M** course. A **V** course leads to a vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF). The content of the learning program is based on the competencies defined in a Training Package and follows the requirements of the Australian Quality Training Framework (AQTF).

What are E courses?

An **E** course is the study of a nationally recognised vocational qualification delivered by an external RTO or through an Australian School Based Apprenticeship (ASBA).

What are H courses?

An **H** course is designed and accredited by an Australian higher education provider and successful completion of the course will be recognised towards an undergraduate degree with that provider and the ACT SSC. **H** courses may contribute to the student's ATAR calculation and if the **H** units do not form a course they can be included with the associated college **T** course.

Minor Course

Consists of at least 2 standard units taken in accordance with the course pattern set out for the subject.

Major Course

Consists of at least 3.5 standard units taken in accordance with the course pattern set out for the subject.

Major Minor Course

Consists of at least 5.5 standard units taken in accordance with the course pattern set out for the subject.

General Information

Double Major Course

Consists of at least 7 standard units taken in accordance with the course pattern set out for the subject. Students cannot count for their ACT Senior Secondary Record of Achievement or Tertiary Entrance Statement more than 8 standard units in a **course area**.

Units

All (A), (A/V) and (T) courses are taught as standard (1·0) units and half standard (0·5) units. A standard unit represents a minimum of 55 hours structured learning activities and a half standard unit represents 27·5 hours. They are indicated throughout the Student Curriculum Handbook and are totalled to meet course requirements.

Australian Tertiary Admission Rank (ATAR)

Acceptance for tertiary study is based on this rank, which shows the percentage of students with lower aggregate scores than a particular student. The aggregate score is calculated by the office of the ACT Board of Senior Secondary Studies from (T) course scores provided by the college. A student's three best Major scores and 0·6 of the next best Major or Minor course score are used to calculate the aggregate score.

An ATAR of 75·00 means that the student has an aggregate score better than 75% of aggregate scores (ie. the student is in the top 25% of students in Year 12 who qualified for tertiary entrance).

ACT Scaling Test (AST)

This is a test designed to obtain information about students' aptitudes for studies at tertiary level. It measures verbal and quantitative reasoning processes in the general scholastic areas of humanities, social sciences, sciences and mathematics. The AST comprises a Multiple Choice Test, Short Response Test and a Writing Task. The AST provides a system-wide basis for the calculation of an ATAR. All students seeking an ATAR must sit these tests.

Attendance

Students are expected to attend all classes for which they are timetabled. Students who are absent from class run the risk of not fulfilling the requirements of the course(s) in which they are enrolled and may be deemed unassessable. Where an absence is unavoidable, e.g. through illness, every effort will be made to ensure that students are not disadvantaged provided that an acceptable written explanation is given, substantiated by a certificate from a doctor or other health practitioner. It is ACT BSSS Policy that any student whose attendance falls below 90% of the scheduled classes/contact time/structured learning activities in a unit will be deemed to have voided the unit. The Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Students whose attendance is unsatisfactory will not normally be awarded a score or grade or may find that the score or grade awarded is lower than they might have anticipated.

General Information

Assessment

Assessment is continuous throughout each *Unit* and is based on assignments, essays, tests, “lab-pracs”, workshop projects, and creative works, etc - whatever is appropriate to a course area. At the end of each session, assessment for the *Unit* is totalled and finalised. You will receive a written report for all *Units* you complete.

Unit Outline

At the start of each unit students can access *Unit Outline* on google classroom detailing the content and the precise details of the assessment program, including dates when major items of work are due, and the moderation procedures used in each subject to ensure comparability of scores across classes.

Assessment Planner

Students are advised to construct a plan of their total obligations on a *Assessment Planner* provided by the Advisers through N Groups. This will allow them to monitor their obligations and discuss clashes and pressure points with their teachers and Advisers.

Assessments

Students must do all assessments at the scheduled times. Failure to do so will result in loss of the marks allocated for the assessment, and possibly withdrawal of credit for that unit. *This rule may be waived in cases of significant illness substantiated by a medical certificate.*

Students should not plan to be absent for any reason during the assessment times. Permission will only be granted in exceptional circumstances.

Non-completion of Assessments

If students fail to fulfil minimum requirements for attendance and completion of work in a unit they may not be assessed in the unit and hence the unit will not count towards the completion of a course or award of any certificate.

It is ACT BSSS Policy that unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit. The Principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Work

All work must be submitted by 4:30pm on the due date otherwise penalties apply. Extensions can be applied for provided there is due cause and documentary evidence is adequate. It should be noted that computer failure, corrupted disk, fail e-mail etc are NOT acceptable excuses for lost or late work.

Academic Dishonesty

Plagiarism, cheating or copying is a serious issue. The College in conjunction with the ACT Board of Senior Secondary Studies has approved penalties for academic dishonesty. Students are permitted to take only approved materials/devices into tests and are required to submit their own work for assessment. Penalties will be imposed for unfair practices in tests, presentations and assignments. These penalties range from a reprimand or requirement to complete alternative assessment to cancellation of the assessment result, unit, course or certificate. Students and parents will be notified in cases where penalties are imposed and may appeal.

General Information

Reports

Mid Session Reports

A mid session report is emailed home for all students and parents/guardians every session. This is not a formal report but provides a check on attendance, completion of work and behaviour during the semester-length session.

Session Reports

On the completion of each session of study students are issued with a report showing their scores, grades and a teacher comment. These are issued to students and parent/guardians each session.

How well you have done in each Unit will be reported in the following ways:

(R) Units Points allocated for completion.

(A) Units You will be given a letter grade (A-E)

(T) Units You will receive a letter grade (A-E) and, in addition, a score, which indicates your rank, or position against other students in the same course. The mean and standard deviation for the moderation group is shown on the report.

Grades A/T units

You will receive a letter grade –A, B, C, D or E depending on how well you met the criteria of the course.

Z Grade

This indicates a pending grade/score. The student has missed an assessment task (with documentation) and will be given a pro rata mark based on a similar assessment task when the College can estimate this at a later date.

S Grade

This indicates a status unit. The student has not been able to be assessed for the whole unit (with documentation). Points will be allocated but grades and scores are not awarded.

V Grade

This indicates a voided unit. The student has not met either or both the 90% attendance requirement or the 70% assessment requirement. No grade, scores or points are awarded.

Appeals Policy

The policy of the college is that the appeals process should be as open and non-threatening as possible. If we make a mistake we want to correct it. Students are encouraged to appeal if they believe that a unit score is wrong, or if they feel that they have been disadvantaged in some way by circumstances beyond their control. They may also appeal against instances where penalties have been imposed on them for improper practices in tests or in submitting assignments. **Students should appeal as soon as possible. The appeal may be made at any time during a unit or up to 5 working days after the publication of results for each session. For session 3 in Year 12 the appeal date is set by the BSSS and shown on the college student calendar.**

Students who wish to appeal do not have to prove their case. They have the right to question and give reasons for their appeal, but the panel will assess all information provided and decide the outcome.

General Information

Appeals Procedures

Students considering a formal appeal against the assessment given for a unit must follow these procedures:

- Discuss the matter with the class teacher and if necessary a Student Adviser.
- If the matter is not resolved then the student must approach the Executive Teacher of the faculty, who will consider the evidence from the student and teacher concerned and then make a decision. If the Executive Teacher is the class teacher, another teacher from the faculty may do this duty.

Formal Appeal

- If the student is not satisfied with the decision of the Executive Teacher, then a formal appeal should be lodged with the Principal. Details of the contents of this appeal are available from the Executive Teacher in charge of appeals.

Appeal Panel

- An appeal panel will be convened consisting of the Principal or delegate, a teacher not involved in the student's assessment and an external person nominated by the Office of the Board of Senior Secondary Studies (OBSSS).
 - A student may be accompanied or represented by a friend during the appeal. The friend may be a student, parent or any other person.
 - The panel's decision will be conveyed in writing to the student.
 - After receiving the decision, the student has the right to appeal to the OBSSS against the procedures used. Appeals to the OBSSS must be received within seven days of the date of the written decision of the College Appeals Committee. A copy of the OBSSS Policies and Procedures is available from the College.
 - In Term 4 for a Year 12 student, less time is available for appeals. The relevant dates are published in the college calendar.
-

Repeating Students

Students wishing to repeat Year 11 or Year 12 may be permitted to do so under exceptional circumstances. Students and/or parents should consult a Student Adviser if they are considering repeating. Approval to repeat must be given by the Principal.

Transferring Students

Students transferring to Narrabundah College from other schools may be given credit for studies at Year 11 or 12 (or equivalent). Documentary evidence of previous studies must be produced.

Students transferring from schools in the ACT will retain all subject data (apart from scores) from the previous school, except in exceptional circumstances determined by the Principal.

Students transferring to Narrabundah College from a school elsewhere in Australia or overseas must discuss the matter with The Principal.

Students will not be accepted into Year 12 later than the beginning of Session 1.

Interruptions to Studies

Some students may wish to spend from a few months to a year participating in exchange and overseas study programs sponsored by an accredited organization. Students involved in such programs may have modifications made to their study programs to ensure that they are not disadvantaged.

Students intending to break their studies temporarily for any reason should seek permission in advance, in writing, from the Principal in consultation with the Deputy (Students)

International Private Students (IPS)

Students, who are not permanent residents of Australia or part of an approved program, are charged fees which cover the full cost of the educational program. These are set by the ACT Education Directorate (ED). Any student interested in attending the college as an International Private Student must apply through the International Education Unit, Education Directorate.

The International Baccalaureate Programme

The International Baccalaureate (IB) Programme is designed for students who are seeking academic challenge in a program, which has an international orientation. Students who may wish to continue their upper secondary and/or tertiary studies overseas should also take advantage of this international educational passport. Narrabundah College is one of about 4,786 schools in more than 140 countries currently participating in the International Baccalaureate program and was the first school in Australasia to offer the diploma program.

This program offers a rigorous, comprehensive approach to learning in the last two years of secondary school with a system of courses and examinations that incorporate global perspectives. The program is based on the concept that general education at the upper secondary level should encompass the development of all the powers of the mind through which human beings interpret, modify and enjoy their environment.

Each student is required to study a second language and mathematics; to become familiar with one subject that exemplifies the study of human behaviour and with another that exemplifies the process of scientific enquiry and to develop an acquaintance with aesthetic values.

By undertaking the IB Programme at Narrabundah College, students will also complete the requirements for the ACT Senior Secondary Record of Achievement.

It is highly recommended that students interested in participating in the International Baccalaureate Programme come along to the IB Information Sessions held at the college on Information Night.

General Information

IB Assessment and Examinations

A range of assessment instruments are used including written examinations, oral exams, aural exams, major assignments and teacher assessment of class work. The bulk of assessment is examination based and marked by external examiners. With few exceptions, Narrabundah IB students take November examinations.

IB Subjects

Note that these are listed in the six (6) groups from which subjects must be chosen. All subjects listed may be examined at Higher level or Standard level except where indicated. Full details of all subjects are given in the body of the IB Curriculum Handbook (see Index).

GROUP 1 FIRST MODERN LANGUAGE

Language A1- at Narrabundah this is English, studied through the course English T.

GROUP 2 SECOND MODERN LANGUAGE

Language B - for students with several years' prior study of the language. Languages taught at Narrabundah are Chinese, French, German, Italian, Japanese, Korean and Spanish;

OR

'Ab initio' Language - for students with no experience in the language chosen. These lead to standard level examinations only.

GROUP 3 INDIVIDUALS AND SOCIETIES

Subjects taught are Modern History, Economics, Psychology, Environmental Systems and Societies (standard level only).

GROUP 4 EXPERIMENTAL SCIENCES

Biology, Chemistry, Physics, Environmental Systems and Societies (Standard level only).

GROUP 5 MATHEMATICS

Higher Level Maths consists of two classes – Core and Options (IB equivalent Maths Analysis and Approaches HL). Standard level Maths consists of one line of specialist core or maths methods.(IB equivalent Analysis and Approaches SL). Maths Studies (IB equivalent Maths Interpretations and Applications SL) can be studied in Yr.12.

GROUP 6 ONE OF THE FOLLOWING

Art (with the option of Ceramics and Photography), Music, Theatre Arts.
OR a second subject from Groups 2, 3 or 4.

Core IB

Students intending to pursue a full Diploma program must complete the Core IB. This consists of the Extended Essay; Creative, Activity, Service (CAS) and Theory of Knowledge (TOK).

The Extended Essay

The Extended Essay is a research essay of 4,000 words maximum whose purpose is to provide candidates with an opportunity to engage in independent research.

General Information

Creativity, Activity, Service (CAS)

The aim of the CAS program is to foster active participation by students in a wide range of extension activities.

All International Baccalaureate Diploma students must participate in the CAS program. It involves approximately of 150 hours of creative, athletic and service-oriented activities (approximately 50 hours of each activity). Students maintain an online logbook to record their involvement, which may be in a group activity organised through the college, or could be the maintenance of sporting, cultural and social activities developed as extra-cultural pursuits.

Theory of Knowledge (R)

Theory of Knowledge is an “interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom” (IBO).

Theory of Knowledge is compulsory for International Baccalaureate Diploma students. Units are normally offered sequentially, commencing in May of Year 11 and completed in October Year 12.

Theory of Knowledge 1

Introduces

- the problems of knowledge through a brief and selective history of Philosophy
- the ways of knowing: reason, perception, language and emotion.

Theory of Knowledge 2

Examines the problems of knowledge and ways of knowing in different areas of knowledge, such as the natural and the social sciences, literature, art, philosophy, focusing on such questions as: what are distinctive concepts/language used, what are tests for truth, what are dominant paradigms and influential contributors?

Theory of Knowledge 3

Explores the bases on which we make moral and political judgements and serves as an overview of the three units by examining some important truth theories.

IB Fees

As the International Baccalaureate is an external program it attracts extra administrative fees:

Entrance Fee:

Payable by the student at the time of accepting a place at the college:

- **IB Diploma** students are required to pay a **NON-REFUNDABLE** entrance fee of \$1200 in addition to the normal parent contribution.
- All students accepted into the International Baccalaureate program must complete session one in year 11.

Examination Fees:

Students are required to pay for their own fees for International Baccalaureate examinations. A full **Diploma** of six subjects, Theory of Knowledge, Extended Essay and CAS costs \$1200 AUD. Students will also pay for their IB exams (approximately \$1200 AUD, depending on the exchange rate).

It is not possible to accept trust fund donations in lieu of International Baccalaureate charges.

French Stream BACCALAURÉAT

Première et Terminale at Narrabundah College

The French Baccalauréat (Bac) is the diploma that marks the completion of a French program and follows the curriculum guidelines established by the French Ministry of Education. It is a demanding pre-university program taught entirely in French.

In Canberra, there is one French entity called the Lycée Franco-Australien that delivers the French curriculum from Kindergarten (Grande Section de Maternelle) to Year 12 (Terminale). The students start at Telopea Park School and finish at Narrabundah College.

- Requirements: Students must have followed the entire French program from Kindergarten to Year 10 without interruption.
- Students coming from another French school in the world are accepted in Year 11 or Year 12, provided they produce their reports.
- The preparation for the French Baccalauréat is a challenging program, which requires personal work, interest, motivation and commitment throughout Years 11 and 12.
- Students who study the French Baccalauréat at Narrabundah College will be awarded the ACT Senior Secondary Certificate and can apply to universities in Australia. The universities will convert their French Baccalauréat result to an ATAR equivalent.
- We recommend students to sit for the Cambridge Test to complete university requirements for English Language.
- Students have the opportunity to choose any subject from the ACT Year 12 at Narrabundah College after finishing the Bac in June.
- A report with the French subjects is given to the families at the end of each of the 3 school year periods. A meeting between parents and French teachers is organised twice a year, often in May and November.

French Bac organisation

From 2021, a reform of the French Baccalauréat will give meaning and strength to the exam to enable students to better prepare for success in higher education.

The 3 main objectives of the reform are:

- simplify the exam
- better value the work of students. The examination will take into account the work of the student during her/his year of Première and Terminale. At present, students are assessed for the Baccalauréat in a single week.
- better support high school students in their post Bac studies and project with more hours dedicated to guidance and more freedom in the choice of subjects that appeal to them.

The classes will consist of :

- A broad core of common culture, humanistic and scientific studies, to prepare them to the challenges of the future.
- Specialty courses chosen by the student and accentuated between Première and Terminale (three specialty courses in Première then two in Terminale among the three undertaken in Première). These subjects have significant schedules to offer ambitious programs and to give students time for learning.
- For le Lycée Français de Canberra, students will be able to choose three of these specialities.

General Information

Maths	Humanities, literature and Philosophy
Biology and Geology	Languages, Literatures and Foreign Cultures
Physics and Chemistry	History, Geography, Geopolitics and Political Science

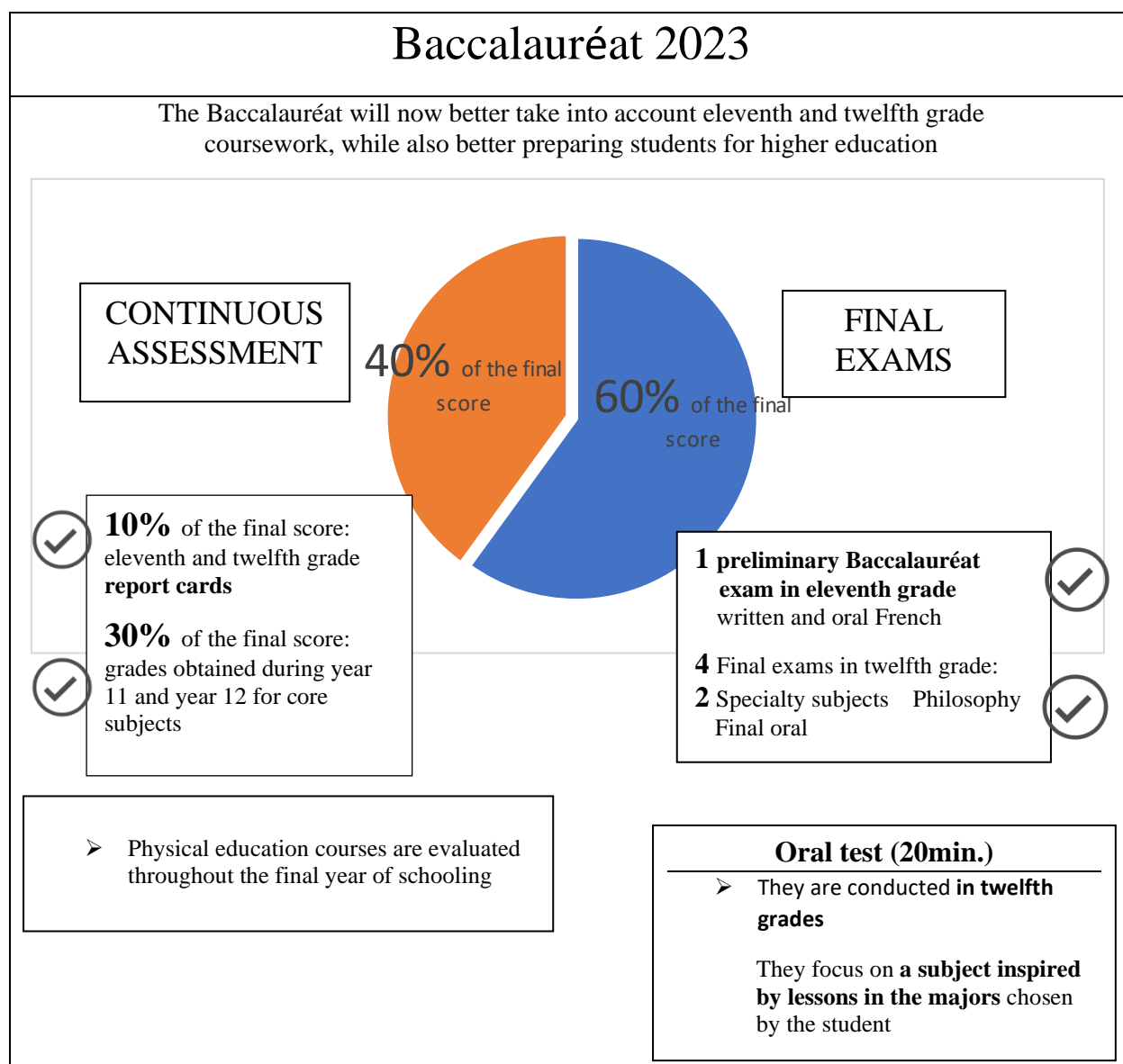
Languages other than English are taught through Distance Education - CNED Institute.

Baccalauréat Examinations

For the new version of the Bac (2020 and 2021), the final mark will take into account :

- Ongoing assessments
- Final examinations
- An oral exam

The new Bac takes into account the work of the student during the two years.



General Information

Life at Narrabundah College

Accompagnement personnalisé :

We organise once a week a special class. We organise different sessions on :

- Self-confidence
- Meditation
- Stress management
- Further studies information
- Meeting with ex-students
- Group cohesion: dance, ceramic
- Work around society: citizens' rights, men/women cliché

Excursions :

- ANU/CSIRO: laboratories visits, meeting with scientists
- Geology excursion for Y11
- Forum des métiers in Sydney for Y12
- Visit to the National Australian Museum with a workshop around Aboriginal rights, High Court, Parliament House, National Electoral Education Centre

We also often receive visits at school from scientists or authors who come to share their knowledge and experience with the students.

Course Load/Hours – Extra-curriculum activities:

Lycée students often carry a course load of around 30 hours per week, with a corresponding amount of homework. School hours vary, but normally run from 8:00 a.m. until 4:00/5.00 pm. We do encourage students to be active citizens, participate in sports events or cultural activities outside of school hours.

Studies in French Universities:

The French Proviseur and the French Bac Coordinator will help the students who passed the Baccalauréat, and their families, to apply for French Universities or a *Classe préparatoire aux Grandes Ecoles*, starting in September of Year 12 or a year later via Parcoursup. A scholarship may be awarded to the students willing to study in France according to his/her results both in class and at the Baccalauréat. It is given to a student who does not have French Nationality.

Students who went through the whole French stream at Telopea Park School and Narrabundah College will be encouraged to go to France, as part of a national French policy to facilitate the enrolment of foreign students in French Universities (fees around \$5000 AUD a year).

French Baccalauréat Fees:

As the French Baccalauréat is an external program it attracts extra administrative fees: \$700 for both years.

Entrance Fee:

Payable by the student at the time of accepting a place at the college:

- **French Stream** students are required to pay a **NON-REFUNDABLE** enrolment fee of \$1050 in addition to the normal parent contribution. Plus a non-refundable fee for the Bac examinations:-payable to Telopea Park School.

Any questions please contact:

Aurelie LE NEVEZ (French Bac Coordinator):

Aurelie.LeNevez@ed.act.edu.au

David BINAN (Proviseur): david.binan@ed.act.edu.au

Vocational Education and Training



Narrabundah College falls under the auspices of the South Weston Registered Training Organisation (Canberra College t/a South Weston Registered Training Organisation RTO 8008)

<http://www.canberrac.act.edu.au/rto>

Vocational courses allow students to gain experience and skills that are recognised and endorsed by industry. They incorporate competencies relevant to specific industry standards and students are required to demonstrate competence through a wide range of tasks measured against specified performance criteria.

At the completion of Year 12 successful students will be awarded either a Vocational Certificate or a Statement of Attainment.

Narrabundah College currently offers a vocational course in:

Furniture – Certificate I in Furnishing

Recognition of Prior Learning RPL

For Students who have had previous training, education or have developed skills in one or more course related areas, it may be possible to apply for Recognition of Prior Learning (RPL). This process recognises skills, knowledge and attitudes that you already have and are required for specific competencies.

You may contact the College Vocational Education and Training (VET) Coordinator, who will provide further information about the steps involved in achieving RPL status.

Courses Offered at Other Institutions

In some instances it may be possible for students to include in their Year 12 package courses offered by other institutions such as the Australian National University, University of Canberra, Canberra Institute of Technology, other colleges, and some language schools. Such courses must have been accredited by the ACT Board of Senior Secondary Studies (BSSS) and students must have approval from both Narrabundah College and the other institution concerned before the course is included.

Work Experience

Work experience is a broad educational activity with many benefits in the areas of career awareness, social education and personal development. Students gain valuable skills from their participation in Work Experience and sometimes it may also lead directly to casual employment. Tertiary institutions are placing increasing importance on students having shown the initiative and commitment required to undertake work experience placements.

All students are encouraged to participate in work experience which is offered during the last week of each session. The dates shown on the College Calendar are widely advertised throughout the college, in N Group notices and in the College newsletter. Students who are considering work experience should discuss possible options with the Transition and Careers Officer who will then facilitate the required documentation for the work experience placement.

General Information

Registered Courses and Units

A range of units and courses is offered by the college for recreation and extension purposes. Most of these registered units are listed under the separate subject sections throughout this document.

Parent Contributions

As part of the budget process the College Board sets a figure for a parent contribution to cover the cost of purchasing textbooks and other resources required to support the high quality educational program we offer. The cooperation of parents in making this financial contribution to the school has allowed the college to extend the number and variety of texts available to students, to expand the resources in the college library and to provide the general equipment and resources needed to support quality student learning. The quality of education received by students is very much improved as a result of these contributions.

General Contribution

The general contribution is \$200 per year.

Resources Contribution

On enrolment, students are asked to pay a resources contribution of \$100 which covers the following:

- ID card with digital photograph;
- Year 12 Yearbook;
- Textbook hire;
- Printing allowance.

Any difficulties caused by this requirement should be discussed with the Principal.

Internet Access

All students will be given an individual logon for the internet.

Printing Allowance

Year 11 students are allocated with \$10 printing credit from the Resources Contribution at the beginning of the year. Additional credit can be purchased at the College Reception between 8:30am and 2pm.

Tax Deductible Donations

Tax deductible donations can be made to either:

- Narrabundah College Library Trust; or
- Narrabundah College Building Trust.

These trust funds are operated by the college, and parents often increase their financial contribution by donating \$200 to each of these funds. The Australian Taxation Office requires that these donations be unencumbered, which means that no refunds are allowed.

General Information

Subject Consumables

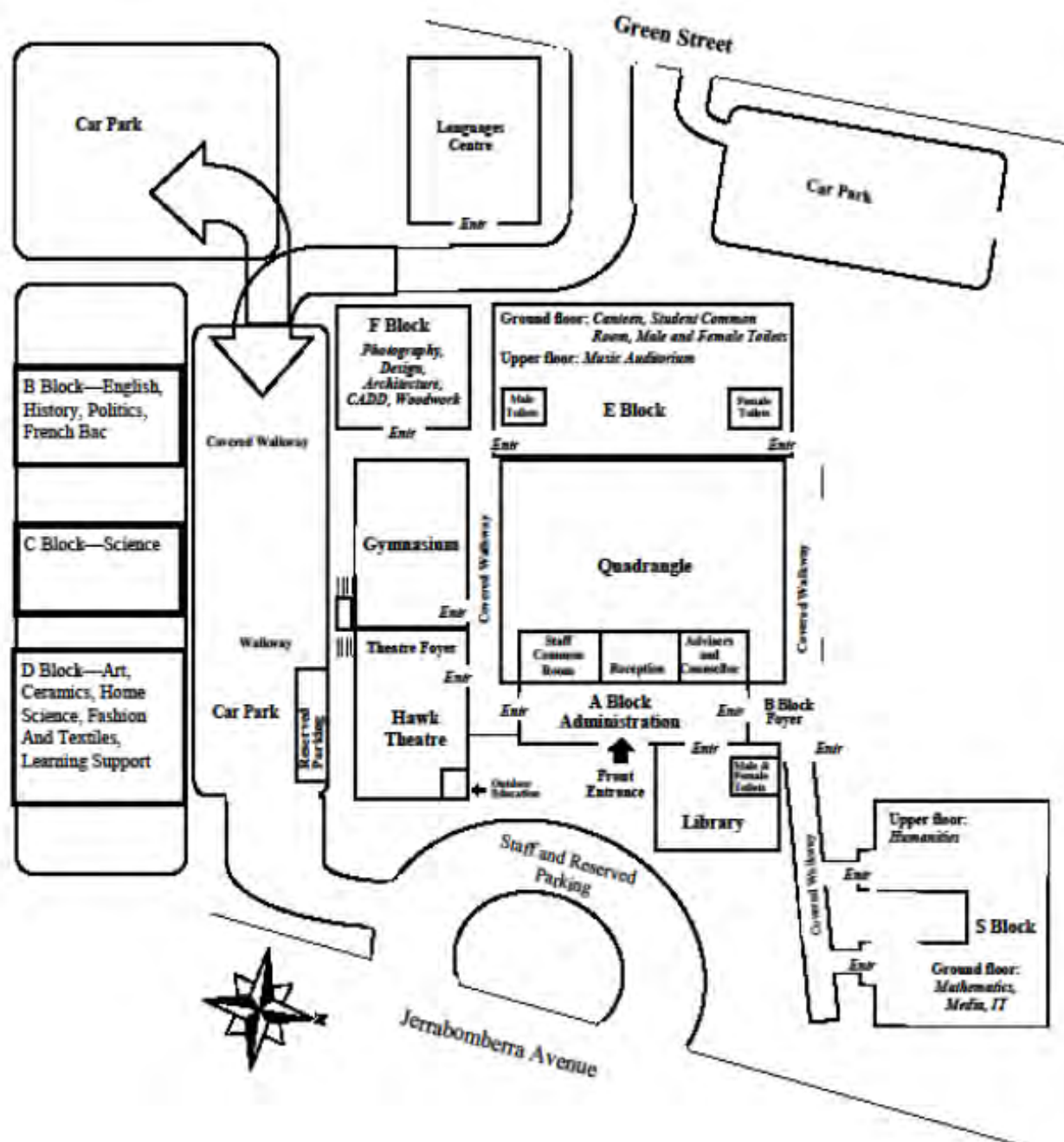
Other payments requested by the college are for subject consumables. These apply to subjects/programs involving a high cost factor in consumable materials and are listed below:

	Session 1 and 3	Session 2
Art	\$50	\$100
Ceramics	\$50	\$100
Food and People	\$50	\$100
Textiles and Fashion	\$40	\$ 80
Photography	\$55	\$110
Design & Graphics/Architectural Studies / Engineering	\$30	\$ 60
Digital Photography	\$40	\$ 80
Film Making (Super 8)	\$50	\$100
Media	\$20	\$ 40
Woodwork	\$50	\$100
Music	\$30	\$ 60
Information Technology	\$20	\$ 40

(These prices are correct at time of publishing – March 2022)

Excursions run by the college are expected to cover their own costs.
The subject consumables are voluntary contributions.

Narrabundah College Map



English/History

- **Literature (T)**
- **English (T)**
- **Essential English (A)**
- **Philosophy (T/A)**
- **History (T/A)**
- **Modern History (T/A/M)**
- **Ancient History (T/A/M)**
- **Australian and Global Politics (T/A)**
- **Legal Studies (T/A)**
- **Geography (T/A)**

Implementation Pattern - ENGLISH

To align Australian Curriculum with Narrabundah College's trimesters the basic implementation pattern **across all English Courses** will be as follows:

	Year 11	Year 12
Session 1	Unit 1a	Unit 3a
Session 2	Unit 2	Unit 4
Session 3	Unit 1b	Unit 3b

NOTE: Students wishing to achieve a major, major minor or double major may choose a combination of Literature and English units but must complete unit 4 in either course.

Literature (T)

World Literature, Crime and Punishment, Post Colonial Literature, Plays/Poetry, Shorter Literary Forms, Shakespeare's Tragedies, Page to Screen, Myths, Legends, Fairy Tales, Shakespeare's Comedies, 19th Century Literature, European Literature, Intertextuality, Independent Project.

Unit 1: Ways of Reading and Creating	Value 1.0
Unit 1: Ways of Reading and Creating a	Value 0.5
Unit 1: Ways of Reading and Creating b	Value 0.5

Unit Description

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit 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. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

English/History

Unit 2: Power of Literature T	Value 1.0
Unit 2: Power of Literature a	Value 0.5
Unit 2: Power of Literature b	Value 0.5

Unit Description

Unit 2 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. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 3: Intertextuality T	Value 1.0
Unit 3: Intertextuality a	Value 0.5
Unit 3: Intertextuality b	Value 0.5

Unit Description

Unit 3 develops students' 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. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 4: Literary Interpretations T	Value 1.0
Unit 4: Literary Interpretations a	Value 0.5
Unit 4: Literary Interpretations b	Value 0.5

Unit Description

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. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

English (T)

American Narratives, Australian Narratives, Science Fiction, Children's Literature, The Hero Fantasy, Traveller's Tales, Gothic Literature, Detective Fiction, Modernism, Burning Issues, Images of War, Life Stories, Orwell, Writer's Workshop, Satire and Subversion, Horror, Post-Modernism.

Unit 1: Communication of Meaning **Value 1.0**

Unit 1a: Communication of Meaning **Value 0.5**

Unit 1b: Communication of Meaning **Value 0.5**

Unit Description

In Unit 1, students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in 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. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Unit 2: Representations Through Texts **Value 1.0**

Unit 2a: Representations Through Texts **Value 0.5**

Unit 2b: Representations Through Texts **Value 0.5**

Unit Description

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. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. 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.

Unit 3: Comparison of Texts **Value 1.0**

Unit 3a: Comparison of Texts **Value 0.5**

Unit 3b: Comparison of Texts **Value 0.5**

Unit Description

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. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

English/History

Unit 4: Perspectives**Value 1.0****Unit 4a: Perspectives****Value 0.5****Unit 4b: Perspectives****Value 0.5****Unit Description**

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 through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

Essential English (A)

The following modules are offered in Essential English across Years 11 & 12 to give students the opportunity to choose interest areas: Identity: A Personal Journey, Identity: A Public Journey, Identity: Family Journeys, War on Terror, Living With Disability, Migrant experiences, Aboriginal Narratives, Crime & Punishment.

Unit 1: Comprehending and Responding**Value: 1.0****Unit 1a: Comprehending and Responding****Value: 0.5****Unit 1b: Comprehending and Responding****Value: 0.5*****Unit Description***

Unit 1 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. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Unit 2: Making Connections**Value: 1.0****Unit 2a: Making Connections****Value: 0.5****Unit 2b: Making Connections****Value: 0.5*****Unit Description***

Unit 2 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.

English/History

Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Unit 3: Understanding Perspectives Value: 1.0

Unit 3a: Understanding Perspectives Value: 0.5

Unit 3b: Understanding Perspectives Value: 0.5

Unit Description

Unit 3 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. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4: Local and Global Value: 1.0

Unit 4a: Local and Global Value: 0.5

Unit 4b: Local and Global Value: 0.5

Unit Description

Unit 4 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.

This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Philosophy (T/A)

Brief Description of the Units Offered at Narrabundah College

You can do a Minor or a Major in Philosophy, beginning with the unit called 'Epistemology a: What can we know?' offered in the first session. Details of the course may also be found on the Board of Senior Secondary Studies' website.

First Year

Session 1:

What can we know? [Epistemology a]

Introduces you to philosophical positions on the nature of knowledge. The unit begins with Socrates' idea of the examined life and continues to explore the question: *What can I know?* through a brief history of epistemology (0.5)

Session 2:

What must I do & how might we live? [Ethics a & b]

Considers such questions as *What is an ethical issue? Why should I be moral? What does it take to become a good person? Can/Should we judge other cultures?* In this unit students will also investigate ethical theories and positions and their application to public and private life. (1.0)

Session 3:

How Language speaks us [Language a]

Considers various philosophical positions on the nature of meaning and related questions such as: *What is the relationship between: language and thought, language and culture, language and power? What part does language play in forming who you become.* (0.5)

Second Year

Session 1:

Politics of knowledge: [Epistemology b]

Considers the different forms of enquiry which establish public knowledge, such as the natural and social sciences, literature and art, raising such questions as: *How do we test if a claim is true in each of these forms of enquiry? To what extent should we trust the experts?*

Students are also encouraged to reflect on their own education and to consider questions like: *How do we distinguish between education, training and indoctrination? Knowledge and wisdom? What actually is knowledge for?* (0.5)

Session 2:

What is real and what is meaningful? [Metaphysics a & b]

Considers such question as *Is there a God? What difference would it make? What is the meaning of life? Are we free or are our lives determined? What is human nature? Why does the question matter?*

Session 3:

***Why Beauty Matters* [Aesthetics – negotiated unit]**

Considers philosophical questions raised in art, including What is the place of beauty to ethical and political judgement and control. (0.5)

Some benefits of doing Philosophy

- You become more aware of value assumptions in the positions that you and others hold.
 - You are introduced to the big questions of life and to an exciting tradition of enquiry
 - Philosophy provides a ‘conceptual scaffold’ as you acquire new knowledge and form your own position.
 - Studying Philosophy prepares you for tertiary studies
 - their representation of ideas and issues, and audience response.
-

History (T/A)

History is a means of satisfying a natural curiosity regarding the diversity of human experience in time. Through the study of history, students acquire perspectives that give them a clearer understanding of many aspects of societies both past and present. Such understanding fosters a deeper appreciation of human experiences, providing a vital understanding of the world, the society in which we live, and a valuable set of skills.

The skills of history include examining and comprehending a wide variety of materials, seeing conflicts, making judgements, developing thinking, communicating ideas and making logical conclusions. Anyone with these skills is capable of succeeding in many subjects and occupations. Moreover, history provides a rewarding leisure interest. Many television shows or books have historical incidents as their central focus and many news items have historical origins. History will give you an insight into such areas.

History has a direct connection with a number of professions such as law, journalism, politics, teaching, librarianship and archaeology. Research skills provide a useful background course of study for occupations in the public service, travel, banking, business and administration. Students undertaking trade courses which require a communications or humanities component in their course requirements will also benefit from studying history.

Implementation Pattern - HISTORY

To align Australian Curriculum with Narrabundah College’s trimesters and to create a chronological narrative the implementation pattern across all **Modern History** Units will be as follows:

	Year 11	Year 12
Session 1	MH1 Unit 1a: Understanding the Modern World Topic: The French Revolution	MH 4 Unit 2a: Change in the 20 th Century Topic 1: Civil Rights in the USA
Session 2	MH2- Understanding Modern Nations Combination of: <u>Unit 1b: Understanding the Modern World</u> Topic 1: World War 1 & Peacemaking <u>Unit 3a: Modern Nations</u> Topic2: Germany (1918-1945)	MH 5-Modern World Combination of: <u>Unit 2b: Change in the 20th Century</u> Topic 2: Apartheid South Africa <u>Unit 4a: The Modern World Since 1945</u> Topic: The Changing World Order/The Cold War
Session 3	MH 3 Unit3b: Modern Nations in the 20 th Century Topic 2: China (1937-1976)	MH 6 Unit 4b: The Modern World Since 1945 Topic: The struggle of peace in the Middle East

Unit Description

History units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Modern History (T/A/M)

Unit 1: Understanding the Modern World Value 1.0

Unit 1a: Understanding the Modern World Value 0.5

Unit 1b: Understanding the Modern World Value 0.5

Unit Description

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. In Session 1 of Year 11 students study The French Revolution and the rise of Napoleon (1774-1815). In Session 2 students will briefly explore the century of relative peace following the Congress of Vienna (1815) before commencing an in-depth study of World War I (1914-1918). Each period or *turning point* is framed by an inquiry into how it has helped to *define the modern world*. Students explore crucial changes for example the application of reason to human affairs; the transformation of production, consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of Modern History and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

English/History

Unit 2: Change in the 20th Century

Value 1.0

Unit 2a: Change in the 20th Century

Value 0.5

Unit 2b: Change in the 20th Century

Value 0.5

Unit Description

This unit, commencing in Session 1 of Year 12, examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1 and Unit 3. Students conduct a detailed examination of two major 20th century movements that are closely connected with democratic political systems and debate. In Session 1, students investigate the Civil Rights movement in the United States (1954-1965), and in the first half of Session 2 (Term 2), students investigate Apartheid in South Africa (1948-1964). Both depth studies explore the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and utilised prevailing economic models to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements throughout the 20th century; and changing perspectives of the value of these movements and how their significance is interpreted.

Unit 3: Modern Nations

Value 1.0

Unit 3a: Modern Nations

Value 0.5

Unit 3b: Modern Nations

Value 0.5

Unit Description

Following on from Unit 1: *Understanding the Modern World*, students spend the second half of Session 2 and all of Session 3 (Year 11), examining the characteristics of modern nations in the 20th century. Students will explore the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. In Session 2, students will investigate the characteristics of Germany between 1918-1945, with a specific focus on the crises that challenged the stability of government. Moving to Asia in Session 3, students study the path of development that was taken, and the social, economic and political order that was established in China under Mao, between 1937-1976. In their study of both nations, students examine the ways in which the nations dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of modern nations. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; change and continuity; significance; empathy; contestability; and changing representations and interpretations.

English/History

Unit 4: The Modern World since 1945 **Value 1.0**

Unit 4a: The Modern World since 1945 **Value 0.5**

Unit 4b: The Modern World since 1945 **Value 0.5**

Unit Description

Commencing in the second half of Session 2 (Term 3, Year 12), and continuing through until the end of Session 3, students undertake an examination of some significant and distinctive features of the modern world within the period 1945 – 2010, in order to build students' understanding of the contemporary world. With a specific focus on *The Changing World Order* since 1945, students will explore international superpower tensions and rivalries during the Cold War (Session 2, Term 3) as well as shifting alliances and power blocs; the emergence of Asia as a significant international political and economic force and the nature of engagement by and with Australia; and the nature of various conflicts and regional and international attempts to create peace and security. In the final Session (Term 4, Year 12) students investigate the struggle for peace in the Middle East since 1945. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; change and continuity; historical significance and changing representations and interpretations of the past, and contestability.

Implementation Pattern - ANCIENT HISTORY

Ancient History runs according to a two-year pattern (no separate year 11/12 units). Narrabundah College also runs a bonus unit of Pre-Modern History which can be combined with the Ancient History units to make a major or minor. To align Australian Curriculum with Narrabundah College's trimesters implementation pattern across all **Ancient History** Units will be as follows:

	1st Year	2nd Year
Session 1	AHI1 Unit 1a: Investigating the Ancient World Topic: Ancient Egypt	AHI4 Unit 2b: Ancient Societies Topic: Persian Empire
Session 2	AHI2: Reconstruct Ancient Societies Combination of: <u>Unit 2a: Ancient Societies</u> Topic: Bronze Age <u>Unit 4a: Reconstructing the Ancient World</u> Topic: Athens, Sparta & the Peloponnesian War (480-400BCE)	AHI5 Unit 3: People, Power & Authority Topics: Rome 133-63 BCE Rome 63-14 BCE
Session 3	AHI3 Unit 1b: Investigating the Ancient World Topic: Ancient China	PMH6 Unit 3b: Conflict Topic: Pre-Modern India (Mughal Empire)

Ancient History (T/A/M)

Unit 1: Investigating the Ancient World **Value 1.0**

Unit 1a: Investigating the Ancient World **Value 0.5**

Unit 1b: Investigating the Ancient World **Value 0.5**

Unit Description

This unit involves an investigation of how the ancient world has been represented. In Session 1 of Year 11 or 12, students study Egypt and the Battle of Kadesh. In Session 3, students will explore the unification of Ancient China. This involves an exploration of the remaining sources and how they have been interpreted. This unit focuses on issues relevant to the investigation of the ancient world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography. Students will study at least TWO issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world. Students also study how evidence has been used in interpretations and representations of ONE ancient site, event or change, individual or group through to modern times.

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

Unit 2: Ancient Societies **Value 1.0**

Unit 2a: Ancient Societies **Value 0.5**

Unit 2b: Ancient Societies **Value 0.5**

Unit Description

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of TWO societies. In Session 2 Year 11 or 12 students will study the Bronze Age and in Session 1 Year 11 or 12 they will look at Ancient Persia. Students will also study ONE significant feature of society and how it relates to the institutions and structures studied.

The significant feature may be the same for the two societies and teachers may choose to conduct a comparative study of this significant feature across the two societies.

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

English/History

Unit 3: People, Power & Authority **Value 1.0**

Unit 3a: People, Power & Authority **Value 0.5**

Unit 3b: People, Power & Authority **Value 0.5**

Unit Description

This unit involves an investigation of ONE ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. In Session 2 of Year 11 or 12 students will study Ancient Rome from 133-14 BCE.

Students also study ONE individual who had a significant impact on their times, either within the chosen society or another society. This unit requires a greater focus on a range of written source material and an evaluation of the significance of the selected individual.

Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. This study requires a focus on the reasons for continuity and change. The detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals.

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

Unit 4: Reconstruct the Ancient World **Value: 1.0**

Unit 4a: Reconstruct the Ancient World **Value: 0.5**

Unit 4b: Reconstruct the Ancient World **Value: 0.5**

Unit Description

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources.

In Session 2 of Year 11 or 12 students will study Athens, Sparta and the Peloponnesian War (480-400 BCE). Students will examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period.

This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of sources and the contribution of new research and scholarship to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

The key conceptual understandings of this unit include: usefulness and reliability of sources, perspectives, interpretations, contestability, reconstruction and conservation.

Pre-Modern History**Value: 0.5****Unit 3b: Conflict*****Unit Description***

This unit examines the interaction of societies in the pre modern period and the impact that they have on one another. The approach taken by this unit is comparative in that it explores different perspectives of the same events. This will include interrogating different perspectives through source material and examining its origins, purposes, values and limitations.

Students will also investigate archaeological sources and develop techniques for interpreting and understanding historical material other than the written word. Further, the fragmented nature of the evidence requires students to develop techniques for analysing historical silences and the way that these have shaped the cultural narrative.

This unit will explore the complexities of contact between groups of people and the adaptations, confrontations, benefits, relationships, or violence that might result.

This exciting new unit will introduce students to the pre-modern period in India. In Session 3 of Year 11 or 12, students will begin by following the spread of Islam from the 8th Century and the subsequent conquest of India by the Mughals. Students will compare the experiences of the ruling Mughal class with that of the Hindu majority, and assess the consequences of European interests and exploitation of the Indian subcontinent. Students will learn about the famous love story behind the Taj Mahal, and account for the final collapse of the empire, its consequences and legacy.

Australian and Global Politics (T/A)

This course explains how and why politicians behave as they do, and how issues in public debate such as the republic, human rights, the environment, taxes and censorship are resolved. Australia's democratic system is compared with other democratic and authoritarian systems, and major governments around the world: USA, Russia, Japan, and India. Students often have opportunities to attend youth conventions and meet politicians, or do work experience in government departments

Implementation Pattern – POLITICS

1st Year	2nd Year
POL 1 Unit 1a Power, politics & political thought: Political ideology	POL 4 Unit 16 Power, politics & political thought: Politics & power
POL 2 Unit 3 Dictatorship, oligarchy & authoritarianism: Modern regimes	POL 5 Unit 2 Comparative Politics: Democracy in crisis
POL 3 Unit 4a: International Relations: Human Rights	POL 6 Unit 4b: International Relations: Global security

Unit 1: Power, Politics and Political Thought ***Value 1.0***

This unit introduces students to the key concepts of power, authority and legitimacy that underpin the way decisions are made by States, Nation States, groups and individuals. The unit is designed to enable students to explore and develop an understanding of the historical philosophical ideas, values and ideologies behind democracy which underpin politics in modern and contemporary contexts. In this unit students will consider questions about the nature of politics, democracy and the impacts of ideas and ideologies on political structures, institutions, processes and practices. The unit will look at the reasons why people seek political power, the characteristics of successful political activists, leaders and movements and how these ideas inform changing perceptions about social issues and engage broader political participation in social movements to effect change

Unit 2: Comparative Politics: Democracies ***Value 1.0***

This unit will enable students to explore the concepts and practices underpinning modern, established national and global democratic states. Students will interpret the principles and historical factors that lead to development of liberal and social democracy as well as investigate the nature and structures and institutions of the political systems in countries such as Australia, the United States, India or Japan. Students will examine federalism, protection of rights and freedoms, doctrine of responsible government, liquid democracy, a free and fair electoral system, political participation in elections, the provision of a legitimate mandate to govern, doctrine of state sovereignty, the party system (big and small government) and the influence of pressure and lobby groups. Students will also examine and interpret commentary on current political issues both within Australian and globally.

Unit 3: Dictatorship, Oligarchy and Authoritarianism ***Value 1.0***

This unit will enable students to explore the ideas and practices underpinning modern political systems throughout the world, the significance of changing political systems in a range of contexts; from monarchical, dictatorial and authoritarian forms as well as emerging democracies. The difference between democratic and other forms of government, both legitimate or illegitimate, and their relative influences on social, cultural, moral, political and economic systems. Students will interpret the principles and historical factors that lead to development of the ideologies, which underpinned the need for change and revolutionary action as well as investigate the nature, structures and institutions of the political systems choosing from electives that cover political ideas and or case studies of different systems such as; Russia, China or other countries. Students examine the conflict between authoritarian government and democratic aspirations. Students will examine and interpret commentary on current political issues.

English/History

Unit 4: International Relations

Value 1.0

International Relations explores the key concepts of sovereignty, nation, and international order through a study of actors, institutions and systems in international relations. Students are able to investigate these concepts in the context of foundational ideas, Australia's Role on the World Stage, the quest for peace through global governance, conflict and threats in global security, and the interconnectedness of the economy in global politics.

Negotiated Study: A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning.

Unit 5: Negotiated Study

Value 0.5

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions appearing in the unit. A Negotiated Study in Australian and Global Politics course may constitute two electives from other Australian and Global Politics units or a study negotiated with the teacher.

Legal Studies (T/A)

	Year 11	Year 12
Session 1 (0.5)	Unit 3A – Law, Government and Society:	Unit 3B - Law, Government and Society
Session 2 (1.0)	Unit 1 - Crime, Justice and the Legal System	Unit 4 - International Relations and the Law
Session 3 (0.5)	Unit 2B - Civil Law and the Resolution of Disputes	Unit 2B – Civil Law and the Resolution of Disputes

Unit 3A – Law, Government and Society (0.5)

The Australian Legal and Political System

Concepts and principles of the Australian legal and political system such as the separation of powers doctrine, rule of law, norms and customs, classification of laws, responsible government, constitutional monarchy, Westminster system, federal system, republic, bicameral/unicameral systems, systems of government, hierarchy and arms of government, hierarchy and purpose of the court system, executive powers, distribution of power, and sources of law. How values and attitudes within the Australian legal and political system have shifted in the past including the illusive nature of justice, compensation and equality before the law, changing government priorities, change in society's values, beliefs and norms, growth in population, new technologies, higher scrutiny of government and legal decisions, and changes in law itself and how it is administered.

Unit 3B – Law, Government and Society (0.5)

Consumers and the Law

Concepts and principles of consumer law, for example, consumer transactions, elements of a contract, express and implied terms and conditions, exclusion clauses, warranties, reasons for unenforceability of a contract, consumer rights and responsibilities, consumer guarantees, the difference between a minor and major failure and return of goods, and resulting consumer remedies. How values and attitudes in consumer law have shifted in the context of technology, consumer access to knowledge, business structures and the growth of multi-national corporations, shopping habits, convenience and the durability of goods.

Unit 1 – Crime, Justice and the Legal System (1.0)

The Criminal Justice and Political System

Concepts and principles of the criminal justice and political system, for example, how and why laws are made, defined, interpreted and enforced within the criminal justice and political system, concept of the rule of law, the adversarial system, hierarchy of the court system in Australia and the characteristics of a just law or judicial decision and the relationship between justice, various types of crime, defences, mitigating and aggravating factors, principle of justice for all, discretion, presumption of innocence, double jeopardy, right to silence, right to legal representation, burden and standard of proof, a fair and equitable justice system.

Criminology

Concepts and principles of criminology, for example, how laws are interpreted through the judicial process and impact on society. Theories of crime, understanding how society reacts and responds to crime, how media influences society, politics and the judicial system in criminal matters. Impact of crime on various socio economic areas and the response to victims/defendants. Significance of criminology in a range of contexts, for example, why people do the things they do, the role of society in changing laws, impact on criminals, role of media on defendants and the presumption of innocence, changing government priorities, decriminalising crimes, change in society's values, beliefs and norms, growth in population, new technologies, political issues on reform for change, higher scrutiny on cases through social media.

Unit 4 - International Relations and the Law (1.0)

International Crime, Conflicts and Terrorism

Concepts and principles of International crime, conflicts and terrorism, for example, the relationship between international criminal law, customary law and domestic law, extradition, political, social and economic unrest, causes of terrorism, religious and political ideologies, war crimes, genocide, borders, changing nature of warfare, intercountry co-operation, jurisdictional issues, extra-territorial reach, domestic and international cybercrime. Nature and purpose of International crime, conflicts and terrorism, for example, international crime including drug trafficking, arms trafficking, money laundering, smuggling, crimes against humanity, human trafficking, modern day slavery, child labour, sex trade, crimes against peace, war crimes and terrorism.

Sea, Sky and Space

Concepts and principles of Sea, Sky and Space, for example, international law as it relates to areas inside and outside of state jurisdiction including the law of the sea, law of airspace and the law relating to space, state sovereignty, international instruments, jurisdictional issues, laws relating to piracy and hijacking and their effectiveness, right of innocent passage, technological advancements and application, international transport, resource ownership. Nature and purpose of Sea, Sky and Space, for example, ownership, political, social and economic interests, international law in regulating the sea, sky and space in terms of safety in transit, insurance claims, maintaining peace and addressing environmental concerns, sea rescues and crash investigations.

Unit 2B - Civil Law and the Resolution of Disputes (0.5)

Civil Wrongs

Concepts and principles of civil wrongs, for example, civil liability, tortfeasor, civil standard and burden of proof, remedies, duty of care, standard of care, vicarious liability, contributory negligence, voluntary assumption of risk, civil and criminal negligence, defamation, trespass, nuisance, and remedies. Significance of civil wrongs in a range of contexts, for example, negligence, statutory interventions, defamation, privacy, freedom of speech, public and private nuisance, trespass to land, trespass to person, trespass to goods, false imprisonment, sport, motor vehicle accidents, workplaces, and insurance crisis (public liability crisis).

Unit 2A – Civil Law and the Resolution of Disputes (0.5)

Family and the Law

Concepts and principles of family and the law, for example, family relationships, family roles and obligations, family types, marriage; de-facto relationships, civil unions, forced marriage, same-sex relationships, no-fault divorce, consent orders, best interests of the child, parenting responsibility, adoption; abortion, intersex, surrogacy, parentage, birth technologies, mediation, conciliation, counselling, parenting orders, family violence, and property division. How values and attitudes in relationships and the law have changed, for example, changing notions about what is a family, family roles and obligations, increase in surrogacy and birth technologies, society's attitudes to family violence, best interests of the child and changing terminology in the Family Law Act 1975, rise in alternative dispute resolution in family breakdowns, criminalising forced marriage, role and resources of the Family Court to deal with family breakdowns, bioethical issues, pre-marriage counselling.

Geography (T/A)

Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

As a subject of the Humanities and Social Sciences, Geography studies spatial aspects of human culture that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a Science, Geography develops an appreciation of the role of the biophysical environment in human life and an understanding of the effects of human activities environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially when seeking answers to questions.

In Geography, students investigate geographical issues and phenomena at a variety of scales and contexts. This may include: doing comparative studies at the same scale, studying the same issue or phenomenon at a range of scales, or seeking explanations at a different scale to the one being studied. Studies apply geographical inquiry from primary and secondary sources such as field observations and data collection, mapping, monitoring, remote sensing, case studies and reports. Fieldwork, in all its various forms, is central to such inquiries as it enables students to develop their understanding of the world through direct experience.

Implementation Pattern – Geography

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit. Geography is run in a two-year cycle. The units are sequential within the calendar year only. Students may complete a Minor or a Major.

	1st Year	2nd Year
Session 1 (0.5)	Unit 1a: Natural & Ecological Hazards	Unit 1b: Natural & Ecological Hazards
Session 2 (1.0)	Unit 3: Land Cover Transformations	Unit 2: Sustainable Places
Session 3 (0.5)	Unit 4a: Global Transformations	Unit 4b: Global Transformations

Unit 1a: Natural & Ecological Hazards (0.5)

Topic: Natural Hazards

This unit includes an overview of natural hazards and a depth study on a natural hazard. The scale of study for this unit can range from local to global, as appropriate.

Students examine natural hazards including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides.

Unit 1b: Natural & Ecological Hazards (0.5)

Topic: Ecological Hazards

This unit includes an overview of ecological hazards and a depth study on an ecological hazard. The scale of study for this unit can range from local to global, as appropriate.

Students examine ecological hazards including environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

Unit 3: Land Cover Transformations (1.0)

Topic 1: Land Cover Transformations and Climate Change OR Biodiversity

Topic 2: Responding to Local Land Cover Transformations with fieldwork OR secondary sources

This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity, and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

This unit includes an overview of land cover change and two depth studies: one focusing on the interrelationship between land cover and either global climate change or biodiversity loss, and one focusing on a problem designed to address land cover change. These topics provide opportunities for fieldwork.

Unit 2: Sustainable Places (1.0)

Topic 1: Challenges faced by a megacity in a developing country

*Topic 2: Challenges faced by a place in Australia using fieldwork
OR secondary sources*

The unit examines the economic, social and environmental sustainability of places. At a global scale, the process of urbanisation is not only affecting the rate of world population growth and human wellbeing, it has created a range of challenges for both urban and rural places. How people respond to these challenges, individually and collectively, will determine the sustainability and liveability of places into the future.

This unit includes an overview of places and the challenges faced by cities in the developed and developing world. The unit also includes two depth studies: one focusing on challenges faced by a place in Australia, and one focusing on challenges faced by a megacity in a developing country. The scale of study for this unit, unless specified, can range from local to global, as appropriate.

Unit 4a: Global Transformations (0.5)

Topic: International Cultural Integration

This unit focuses on the process of international integration (globalisation) through which to investigate issues in human geography. In doing so, it integrates the sub-disciplines of cultural geography and political geography. Cultural geography focuses on the patterns and interactions of human culture, both material and non-material. Political geography examines the spatial consequences of power at all scales from the personal to global. Students have the opportunity to investigate the changes taking place through cultural diffusion, adoption and adaption. They also investigate the way that people either embrace, adapt to, or resist the forces of international integration.

Unit 4b: Global Transformations (0.5)

Topic: International Economic Integration

This unit focuses on the process of international integration (globalisation) through which to investigate issues in human geography. In doing so, it integrates the sub-disciplines of economic geography and political geography. Economic geography focuses on the study of the changing location, distribution and spatial organisation of economic activities across the world. Political geography examines the spatial consequences of power at all scales from the personal to global.

Students have the opportunity to investigate the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service. They also investigate the way that people either embrace, adapt to, or resist the forces of international integration.

Mathematics

Narrabundah College will be offering four mathematics courses:

- **Specialist Mathematics integrating the Australian Curriculum and International Baccalaureate (T)**
- **Mathematical Methods integrating the Australian Curriculum (T)**
- **Mathematical Applications integrating the Australian Curriculum (T)**
- **Contemporary Mathematics (A)**

Selection of Courses

Any Student who is interested in studying at the ANU or other universities is advised to check for any mandatory Maths requirements for admission. Students may study mathematics as a double major, major/minor, major or minor course. The courses are designed in a spiral structure to allow students to progress naturally from one unit to the next, continually building on their skills. All courses are based on assumed knowledge from high schools, so students should seek advice at enrolment regarding the appropriate level of study. A student with an unsatisfactory grade (E or V) in any unit will be allowed to proceed to the following unit only after discussion with the class teacher, the Executive Teacher and other relevant staff.

Specialist Mathematics integrating the Australian Curriculum and International Baccalaureate (T)

This course is designed to prepare students for university studies which assume a high level of understanding of mathematics and creativity in its use such as scientific research, actuarial studies, engineering, computer science and mathematics itself. The course is offered as a major (consisting of the Specialist Core units), or as a major-minor or double- major (consisting of the Specialist Core units and sufficient of the Specialist Options units to form either a major-minor or double-major). Topics covered include coordinate geometry, calculus, matrices, trigonometry, statistics, logic, vectors, complex numbers, abstract algebra and discrete mathematics. Students enrolling in this course should have an above average result at the highest level of Year 10 Mathematics.

Mathematical Methods integrating the Australian Curriculum (T)

Mathematical Methods is designed to prepare students for university studies in subjects that involve either a significant amount or a high level of mathematics, such as accounting, commerce and applied sciences. The course is offered as a minor or major. The areas covered in this course are: functions and graphs, trigonometric functions, counting and probability, exponential functions, sequences and series, differential calculus and applications, integrals, logarithmic functions and statistics. Students enrolling in this course should have an above average result in a Year 10 Mathematics course.

Maths

Mathematical Applications integrating the Australian Curriculum (T)

This course is designed to provide background for students wishing to enter tertiary studies in subjects that involve quantitative elements, such as nursing, psychology, sociology, education, administration and laboratory technology. The course is offered as a minor or major. The areas covered in this course are: consumer arithmetic, algebra and matrices, shape and measurement, statistics, trigonometry, linear equations, growth and decay, graphs and networks and financial mathematics. Students enrolling in this course should have a good result in Year 10 Mathematics.

Contemporary Mathematics (A)

This course aims to provide an understanding of the mathematics appropriate to the workplace and everyday living. This course is offered as a major or minor. The areas covered in this course include: employee mathematics, mathematics for personal finance, budgeting and tenancy, and mathematics of transport and travel. All classes will generally consist of a mix of year 11 and 12 students.

International Baccalaureate

Two IB Mathematics courses are offered.

- Analysis and Approaches at higher level (HL) and at standard level (SL)
- Application and interpretations (SL)

Students enrolling in the IB should have an above average result in their year 10 math course

Higher Level: Students enrol in a Specialist Maths double major.

Standard Level – Students enrol in a Maths Methods major or a Specialist Maths major.

Graphics Calculators

All Students studying tertiary level courses are expected to purchase a graphics calculator, as they are an integral part of our program. The recommended model is the TI Nspire CX (**Non CAS**). They may be purchased from any supplier but are also available at the college. Please note that students with CAS calculators will not be allowed to use these in assessment and it is recommended that students **NOT** purchase these.

Assessment

In each of the T courses students will encounter a variety of assessment items that could include conventional assignments, closed and open-book tests, overnight questions, open-ended projects, practical work, group work and class presentations. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects.

In the A course a variety of assessment methods will be used with emphasis being placed on practical projects and applied assignments along with tests and classwork. Weightings are 40 – 75% for tests and 25 – 60% for assignments and projects

Science

- **Physics (T)**
- **Chemistry (T)**
- **Biology (T/A)**
 - **Including Environmental Systems and Societies**
- **Forestry (T)**
- **Exercise Science (T/A)**
- **Questacon Explainer Training (R)**

The study of a science at the college level is needed to satisfy the entrance requirements of many tertiary courses and also as a basis for many occupations. Careful consideration should therefore be given to your subject choice and your future plans.

In all the science courses, assessment is based on class work and participation, practical work, written assignments and tests. Exact weighting is notified at the beginning of each unit.

In some subjects excursions are an essential part of the courses and students are expected to meet the costs that are kept as low as possible.

International Baccalaureate

Group 4 Project:

This compulsory activity aims to provide students with the opportunity to appreciate both the implications of using science and the limitations of scientific study. It emphasises interdisciplinary cooperation.

The requirements for IB students are set out in Biology, Physics and Chemistry sections respectively. Additional IB specific texts may be purchased by students.

Physics (T)

Physics is a fundamental experimental science, and it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies.

This course aims to develop a scientific method of thinking based on the interaction between ideas and experimentation; to develop technical and computational skills in order to apply them to problems of all kinds; and to enable students to study areas of physics that are relevant to future employment and to personal interest.

Course Pattern

A Minor or Major is available. A Minor consists of the units 1, 2 and 3. Students intending to study physics at the tertiary level are strongly advised to study Physics 1 to 6. Physics units are sequential and it is therefore important that any student intending to study physics should start at the beginning of Year 11.

International Baccalaureate

Higher Level & Standard Level

Students preparing for a physics examination need to do six physics units. Some of the topics in the IB syllabus are not covered in these units. Students will be set additional work to enable them to cover these topics.

- Extra sessions and/or tutorials will be arranged as necessary for IB students.
- It is recommended that students purchase the IB Physics textbook for use with the IB Physics program.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Physics 1 - Introductory Physics (0.5)

- scientific computation and measurement and uncertainties and graphing.
- vectors and scalars
- mechanics (uniformly accelerated motion)

Physics 2 – Mechanics and Energy Transfer (1.0)

Mechanics

- Newton's Laws including fbd, fluid resistance and terminal speed and friction
- uniform circular motion and momentum and impulse, work, energy and power

Thermal Concepts

- temperature, specific and latent heats and the kinetic molecular theory and equations of state for an ideal gas.

Current electricity

- Circuit diagrams and Kirchhoff's law, resistance, current, primary and secondary cells and EMF

Physics 3 – Energy Transfer and Waves (0.5)

- Hooke's Law, mechanical waves; superposition of waves: interference, resonance, standing waves in pipes and strings, sound waves; loudness and intensity and the Doppler effect.

Physics 4 – Fields (0.5)

- Newton's Laws of gravitation, gravitational field strength and potential, Kepler's laws and orbits
- Electrostatics, electric fields, electric potential and potential energy
- Magnetism and the effect of charged particles and current carrying wires in a B field.

Physics 5 - Quantum and Modern Physics (1.0)

Electromagnetic induction

- Faraday's and Lenz' Laws, AC generators and transformers

Electromagnetic radiation;

- reflection, refraction. Interference and diffraction and resolution.

Interaction of matter and radiation,

- photoelectric effect, blackbody radiation, matter waves and the uncertainty principle.
- Spectra and spectral analysis – the Bohr model

Ionizing radiation-

- The nuclear model of the atom, Einstein's mass/energy relationship,
- Radioactive decay and half life, binding energy and fission and fusion.

Physics 6 - Modern Physics (0.5)

Relativity

- Reference frames, Galilean relativity and Newton's postulates concerning time and space, Maxwell and the constancy of the speed of light
- The two postulates of special relativity, time dilation, Length contraction and the muon decay experiment, Spacetime diagrams and the twin paradox
- Total energy and rest energy, relativistic momentum and particle acceleration
- Gravitational redshift, the Pound–Rebka–Snider experiment and Schwarzschild black holes, the event horizon and time dilation near a black hole

The Standard Model

- The standard model, the fundamental forces, force-carrying particles and gauge bosons, interactions between particles, including nuclei and nuclear components
- Conservation of lepton number and baryon number

Physics 7 - Engineering Physics (0.5)

- Torque, moment of inertia and rotational and translational equilibrium
- Angular acceleration and the application of Newton's second law applied to angular motion
- The first law and second laws of thermodynamics and entropy
- Cyclic processes and pV diagrams including isovolumetric, isobaric, isothermal and adiabatic processes. Carnot cycle and thermal efficiency

Science

- Density and pressure and Buoyancy, Archimedes' principle and Pascal's principle
- Hydrostatic equilibrium, ideal fluid and The Bernoulli equation and the Bernoulli effect
- Stokes' law and viscosity, Laminar and turbulent flow and the Reynolds number
- Natural frequency of vibration, Q factor and damping
- Periodic stimulus and the driving frequency and resonance

Physics 8 - Astrophysics (0.5)

- Objects in the universe, the nature of stars, astronomical distances and stellar parallax and its limitations. (stellar clusters (open and globular), nebulae, galaxies, clusters of galaxies and super clusters of galaxies
- Stellar spectra, evolution and the Hertzsprung–Russell (HR) diagram. Mass–luminosity relation for main sequence stars and luminosity and apparent brightness
- Cepheid variables, neutron stars and black holes and the Chandrasekhar and Oppenheimer–Volkoff limits.
- The Big Bang model, Cosmic microwave background (CMB) radiation.
- Hubble's law, the accelerating universe and redshift (z) and the cosmic scale factor (R). The cosmological principle, rotation curves and the mass of galaxies.
- Dark matter, fluctuations in the CMB, the cosmological origin of redshift and critical density, Dark energy.

Assessment

Tests 40-60%, student investigation 40-60%.

Chemistry (T)

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Course Description

The Chemistry course at Narrabundah College provides a firm basis for an understanding of our complex world. Students are trained in the logical, scientific approach to problem solving, model building and abstract thought, coupled with practical applications of the theory. Chemistry is therefore not only an essential preparation for students intending to do a tertiary science course but is an excellent background for many other disciplines.

Course Pattern

Students can study a Minor or Major course in chemistry. Students intending to pursue chemistry courses at university should complete at least a Minor course, although a Major course is advantageous. The Minor chemistry course is a very useful background for those students who intend to study biology-oriented courses at the tertiary level.

Chemistry units taught at Narrabundah College are sequential and it is therefore important that any student intending to study chemistry should start at the beginning of Year 11.

International Baccalaureate

Higher and Standard Level:

Students need to do Chemistry 1 to 5. Additional topics may be required for the Higher Level examination.

- Extra sessions and/or tutorials will be arranged as necessary for IB students.
- It is recommended that students purchase the IB Chemistry textbook for use with the IB Chemistry program.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Chemistry 1 - Chemistry Fundamentals (0.5)

- atoms, elements and compounds, moles, ions, simple bonding and solutions.
- chemical reactions and products

Chemistry 2 - Physical Chemistry and Redox (1.0)

- states of matter, energy changes and rates of reactions. Phase changes, energy changes in chemical reactions, factors affecting reaction rates, bond energies, catalysis, oxidation and reduction half equations E° tables, oxidation numbers, reactivity series, electrochemical energy.

Chemistry 3 - Organic Chemistry (0.5)

- molecular structure, functional groups, naming (IUPAC system), saturated and unsaturated hydrocarbons, isomerism,
- haloalkanes, hydroxy compounds, alkanolic acids, amines
- polymerisation, analysis of compounds from instrumental analysis and reaction mechanisms.

Chemistry 4 - Chemical Bonding (0.5)

- mass spectrometer, nature of line spectra,
- electron levels and subshells and relationship to the periodic table,
- the nature of chemical bonding, ionic, metallic and covalent
- intermolecular forces, shapes of molecules, hybridization of orbitals.

Science

Chemistry 5 – Periodicity and Equilibria (1.0)

- physical equilibria
- periodic table: trends in properties of elements and components of the second and third rows. Transition elements: similarities and differences in 4th row of the d-block elements, complex ion formation and naming. Heavy metal toxicity and pollution.
- equilibria in chemical reactions, Le Chatelier's Principle, acids and bases, buffers, salt hydrolysis

Chemistry 6 – Spectroscopy (0.5)

- galvanic and electrolytic cells, Faraday's Laws. Metals: a study of iron and aluminium.
- modern analytical chemistry, spectroscopy and chromatography.

Chemistry 7 - Energy & Materials (0.5)

- Equilibrium and solubility product, Techniques of microanalysis, Volumetric analysis and Gravimetric analysis.

Chemistry 8 - Biochemistry (0.5)

- biochemistry covers structure, property and significance of the major groups of biochemicals.

Chemistry 9 - Medicinal Chemistry (0.5)

- medicinal Chemistry covers the structure and properties of medicines, their effects on people and some aspects of their historical development.

Assessment

Tests 40-60%, student investigation 40-60%.

Biology (T/A)

In Biology, students develop their understanding of biological systems, the components of 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.

ESS1, ESS2 and ESS3 cover the requirements and content of the IB Environmental Systems and Societies course, and include environmental systems values, ecosystems and interactions between physical characteristics and biotic factors, physical systems and human impact on environmental systems.

Course Description

The Biology course at Narrabundah College provides a firm basis for an understanding of our complex living world. Students are trained in the logical, scientific approach to problem solving, model building and abstract thought, coupled with practical applications of the theory. Biology is therefore a useful preparation for students intending to do a tertiary course in a range of fields. Environmental Systems and Society, ESS, is a Minor course of study developed to be used as part of an IB Diploma, or for students interested in environmental studies.

Course Pattern

Students can study a Minor, Major or Major-Minor course in biology. Students intending to pursue biology courses at university should complete at least a Minor course, although a Major course is advantageous.

Biology units taught at Narrabundah College are sequential and it is therefore important that any student intending to study biology should start at the beginning of Year 11. The Environmental Systems and Society units are part of the Biology course and can be taken as a standalone ESS Minor or as part of a Biology course.

International Baccalaureate

Higher and Standard Level:

Students need to do Biology 1 to 6. Additional topics may be required for the Higher Level examination.

- Extra sessions and/or tutorials will be arranged as necessary for IB students.
- It is recommended that students purchase the IB Biology textbook for use with the IB Biology program.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Biology 1- Cells (0.5)

- cells as the basic unit of life, cell structure and function are very diverse, common features
- prokaryotic and eukaryotic cells
- inputs and outputs of cells, the chemical nature of cellular systems, structure and function,
- matter moves and energy is transformations and transfers in photosynthesis and respiration,

Biology2 - Multicellular Organisms and Biodiversity (1.0)

- multicellular organisms: tissues, organs and organ systems.
- structure and function of plant and animal systems at cell and tissue digestive, circulatory and respiratory systems in animals and the transport system in plants.
- classification of organisms, species and populations, movement of energy and matter in ecosystems.
- ecosystem relationships, interactions within and between species, and interactions between abiotic and biotic components of ecosystems.

Biology 3- Ecosystem Dynamics (0.5)

- ecosystems and their interactions, impact of change, interpretation of data.
- practical ecology, sampling techniques, populations size, biodiversity composition and changes in ecosystems.
- human impact on ecosystems.
- data collection in the local environment and other Australian, regional and global environments.
- Human activities: over-exploitation, habitat destruction, monocultures, pollution, reduction of biodiversity, impact on climate change.

Biology 4 - DNA and Genetics (0.5)

- heredity, cellular division and differentiation for growth, development, repair and sexual reproduction.
- biochemical and cellular systems, transmission of genetic material
- structure and function of DNA, replication, transcription of genes and protein synthesis.
- patterns of inheritance, genotypes and phenotypes, predictive models.

Biology 5 - Continuity and Homeostasis (1.0)

- evolution by natural selection, constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. genetic variation in gene pools, selection pressures and isolation effects, speciation and extinction events, predictions about future changes to populations.
- maintenance of system structure and function in the face of changes in external and internal environments, changes in surroundings
- homeostatic response systems control organisms' responses to environmental change – internal and external – for survival in a variety of environments.

Biology 6 - Infectious Diseases (0.5)

- invasion of an organism's internal environment by pathogens, challenges to effective functioning of cells, tissues and body systems, and triggers for responses or events in the short- and long-term in order to maintain system function.
- factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Biology 7 - Physiology and Neurobiology (1.0)

- human body as a complex set of interacting organ systems, biochemical reactions and physiological processes.
- physiology of human systems in detail, structure and function of the digestive system, requirements for human nutrition, the liver, endocrine system and cardiovascular and respiratory systems.
- neural development in animals, and the roles of synapse formation and neural pruning.
- structure and function of regions of the human brain, vision and hearing.
- integration of responses via reflex arcs, using experimental data.
- neuropharmacology, effects of inhibitors and stimulants at synapses
- innate and learned behaviour, animal behaviour, survival and evolution via natural selection function of the nervous system related to behaviour in different situations

Biology 8 - Biotechnology (0.5)

- processes by which microorganisms are used in biotechnology, methods used to produce transgenic organisms and the uses of biotechnology in the diagnosis and treatment of disease.
- the interdisciplinary field of bioinformatics, using computer science, mathematics, statistics and engineering to analyse biological data.

Environmental Systems and Societies 1 (0.5)

- systems approach to holistically look at interactions between the various parts of ecosystems.
- systems and models, storages and flows, energy exchange in ecosystems,
- biomes and variable climatic conditions, ecology, ecosystems, succession, thermodynamics,
- equilibrium, feedback mechanisms.

Environmental Systems and Societies 2 (1.0)

- aspects of Earth systems and their dynamics, human impact
- hydrosphere, lithosphere and atmosphere, impact of human activities on these physical systems and the processes involved in storage and flow of energy and matter in these physical systems.
- impact of inequality of access to physical resources on societies, current energy usage, and the implications of energy usage on carbon emissions and climate change.
- water; oceans and freshwater, soils, atmosphere, food production, pollution, elemental cycles, climate change, population studies.

Environmental Systems and Societies 3 (0.5)

- sustainable development, natural capital and income,
- biodiversity and conservation, features of reserves, endangered species and human impact on natural systems.
- environment values systems are examined with a view to getting students to gain an understanding of their position and other possible viewpoints that may also be valid.

Assessment

Tests 40-60%, student investigation 40-60%.

Forestry (T)

The prime intent of this course is to provide students with a coherent perspective on the forestry industry and Australian resources and land characteristics. Students are enabled to develop an informed and responsible stance on a wide range of issues. The course requires moral and political responses extending it beyond the academic.

Course Pattern

Students can study Forestry as a Major or a Minor course. The units are sequential within a calendar year. Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Forestry 1: Forestry

- theoretical work in tree identification,
- provenance,
- rainfall,
- site preparation,
- the need for trees and a variety of political/ economic issues.

Forestry 2: Forestry and soils

- planting and setting cuttings,
- genetic improvement and clonal forestry,
- plant structures and transport systems,
- soils and nutrient requirements,
- bushfires and plant adaptations.

Forestry 3: Agroforestry

- Care of the plantation,
- agroforestry
- farm plans and
- the range of uses of trees in an agricultural setting
- data collection.

Forestry 4: Australian Biodiversity 1

- evolution of Australian plant species,
- isolation leading to unique endemic species,
- fossil evidence for the evolution of Australian plants through Geologic time living fossil plants.
- similarities and differences in plant species common across the Gondwana continents.
- climate change and Australian forests.

Forestry 5: Resource Management

- range of Australian ecosystems
- determining the best management practices for economic and ecological benefit
- Murray Darling catchment area studies
- Tasmanian and Daintree Forest area studies.

Forestry 6: Australian Biodiversity 2

- conservation of Australian species
- mitigation of threats and
- understanding positive management practices.
- Sustainable resource use to maintain viable forests in the Australian context
- case studies of different forest types and the management practices
- effect of introducing non-native species to a forest environment.

Assessment

Tests 40-60%, student investigation 40-60%.

Exercise Science (T/A)

The Exercise Science course is popular with many students. This course is suitable for students with a wide range of aspirations, including those who wish to pursue further study at tertiary level or in vocational education and training settings. The course prepares students for fields such as health science, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Course Pattern

Students can study Exercise Science as a Major or a Minor course, at a tertiary or accredited level. The units are sequential within a calendar year. Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Exercise Science 1: Anatomy & Physiology of the Human Body a

- Structure and function of the musculoskeletal system.
- Structure and function of the cardiorespiratory system.
- Anatomy and physiology of body systems in response to exercise.

Exercise Science 2: Anatomy & Preparation

- System adaptations to the demands of physical activity
- Cellular to systemic level analysis of these systems
- Factors that affect sports performance
- Training principles and methods
- Planning a training year.

Exercise Science 3: Preparation for Training & Performance a

- Structure and function of the digestive system
- Effect of good nutrition
- Food as source of energy and nutrients
- The Glycemic Index and nutritional principles.

Exercise Science 4: Factors Affecting Performance a

- physiological, psychological and behavioural theories and their influence on athletic performance
- motivation and athletic performance; arousal anxiety and mental preparation
- personality theory in sport traits vs states

Exercise Science 5: The Body in Motion

- explore and examine biomechanical terminology and theories
- analyse biomechanical principles and apply them to the human body in static and dynamic situations.

Exercise Science 6: Factors Affecting Performance b

- investigate a range of sports injuries,
- critically analyse the structure, causes and prevention of these injuries
- management of injuries and the promotion of safety in sport
- explore and evaluate a range of factors that influence prevention of sporting injuries

Assessment

Tests 40-60%, student investigation 40-60%.

Questacon Explainer Training (R)

The National Science and Technology Centre (NSTC) is a participatory science museum that relies on skilled assistance to explain the exhibits to the public. The organisers at NSTC run a training program of lectures and demonstrations and students who complete this program are then qualified to become Explainers.

Sports Education

- **Physical Education (A)**
- **Physical Education (R)**
- **Outdoor Education (R)**

Registered recreational units are also offered during, before and after school, at lunchtime and on weekends. The Accredited PE course also provides opportunities to focus on the principles and procedures of many sports.

The College enters teams in the inter-college knockout competitions and the sports program on Thursday afternoons, all day carnivals, the Australian Indoor Soccer and the Australian Schools' National Volleyball Championships. Competitions are also held in the gymnasium at lunchtime.

The curriculum enables young people to develop personal, interpersonal and physical skills, whilst promoting the whole person through intellectual, social, emotional and physical activities.

All discipline areas will expose students to knowledge and skills, which will assist them in gaining access to vocational pathways and further study in the areas of sport, outdoor recreation, leisure, sport science or health.

Physical Education (A)

This course aims to provide students with access to, and support for, a program of regular physical activity. It encourages their personal fitness and their continued participation in sporting and recreational activities.

Unit Description

Units are offered as half-standard (0.5) and (1.0) units. The units offered in the course include
Sports Skill Acquisition
Leisure and Recreation
Building and Improving Teams
Sports, Activity, Culture and Society

Physical Education (R)

Students may enroll in registered sport units and count them towards their Year 12 package. The majority of these units are undertaken on Thursday afternoon and usually run from seven to ten weeks duration. Some however, are run as day carnivals, at lunchtime, or out of regular school hours.

The following units are available:

Intercollegiate Competition. Some of sports offered include:
cricket, basketball, netball, futsal.

One Day Carnivals. Some of sports offered include:
athletics, cross country, soccer, squash, volleyball, beach volleyball, tennis, badminton, table tennis hockey.

Outdoor Education (R) (*Outdoor and Environmental Education*)

Outdoor Education is a rewarding course offered at the college.

This course aims to develop students' outdoor and resilience skills, interpersonal relationships, health and well-being.

The course runs off line and is flexible enough not to clash with any other college courses.

Outdoor Education aims to develop attitudes and skills associated with various wilderness activities. Midweek and weekend trips give plenty of experience in navigation, trip planning, route planning, rope skills and camping skills. First aid is taught and there is an emphasis on safety, especially through cooperation at group level. The course aims to foster wilderness appreciation and respect for conservation issues.

Skills are developed through a sequence of progressively more challenging activities during the two years. Within that structure, there will however be great latitude for individuals to progress at their own rate.

Over any two year period we offer a variety of activities which encompass:

***Bushwalking and Navigation**
***Canoeing and Kayaking**
***Cycling/Mountain biking**
* **Surfing/Snorkeling**
* **Leadership Skills**

***Caving**
***Climbing**
***Canyoning**
***Skiing**

Humanities and Information Technology (HIT)

Humanities and IT examines the qualities of engaging as humans. At Narrabundah College, this encapsulates Accounting, Business, Economics, Geography, Information Technology, Psychology and Sociology. Each of these disciplines examines how humans collectively create knowledge and communicate our wants and needs to ourselves, and others.

The fundamental purpose of communication is to share what someone knows. In the Humanities most assessments will be written communication although oral and creative presentations are also opportunities to share knowledge. Assessments in IT include programming and project work.

Writing in the Humanities should be clear. Your teacher will give you direct instruction on your assessment items. Gaining knowledge in the Humanities requires research. In all Humanities disciplines, aim to learn the terms that are used in that discipline.

Humanities graduates have a range of successful future careers possibilities including in fields such as journalism, communications, public relations, public service, economics, criminology, international business, accountancy, management consultancy, psychology, academic research, investment banking, social work, and others. Studying Humanities develops critical thinking skills needed for the workforce of the future

Humanities

- **Accounting**
- **Business**
- **Economics**
- **Psychology**
- **Sociology**

Commerce Integrated (T)

Commerce develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. Commerce aims to understand the measurement, allocation and utilisation of resources that impact well-being and wealth in a dynamic society. Commerce practices include the use of innovation, entrepreneurial creativity and marketing of ideas.

Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. Courses under the Commerce Course framework develop students' financial and business literacies using a range of technologies. They learn to consider efficient decision making within an ethical and social context. Skills implicit in Commerce include working in teams, organisational and interpersonal skills and effective communication. Students have the opportunity to understand issues associated with work place culture, practices and develop the skills, processes and attitudes crucial for making valid decisions.

Student Group

This course allows students who prefer to study a variety of units from the various disciplines of Accounting and Business to achieve a major, major-minor or double major in Commerce.

Compulsory units

Students may complete a Minor, Major, Major Minor or Double Major in Commerce by selecting units from the Accounting and Business courses.

Accounting 2017-2022

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information to facilitate planning and decision making. Contemporary practice may include non-financial data in its accounting process. The study of accounting will enable students to improve their financial literacy through developing a specialised vocabulary that can be applied in personal, business, financial and government environments at the local, national and global levels.

Students develop their knowledge and understanding of the structure and operation of Accounting conventions, principles and applications. They examine the role of stakeholders and decision-making. Students develop insights into the impact of change on the accounting environment such as regulatory, legal, social environmental and economic influences.

Students develop the skills to generate solutions to accounting problems. They will research, synthesise and analyse information to present accurate and correctly interpreted reports. They will be able to justify their position with logical and coherent arguments.

Students will assess the implications and consequences of changes as a result of on-going financial and non-financial activities. They will be aware of values and ethical positions as well as financial considerations.

The study of Accounting enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally. Accounting courses provide continuity with many pathways into tertiary and industry studies.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit. Accounting is run in a two year cycle. Students may complete a Minor or a Major.

Unit 1a: Introduction to Accounting

Students in this unit will gain knowledge and understanding of Accounting principles and assumptions. They will learn to evaluate the need for financial information in business organisations and recognise the users and purposes of financial information.

Unit 2: The Accounting Cycle

In this unit students will define and use key accounting terms e.g. the accounting equation to describe an organisation's financial position and analyse business transactions. Students will learn to account for the Goods and Services Tax (GST) and prepare the Business Activity Statement (BAS), process journal entries and prepare and use financial statements. (1·0)

Unit 3a: Measuring Profit and Cash Flow

Students will learn to define accrual accounting and explain and apply the principles involved in the recognition of revenue. They will gain skills in adjusting, closing and reversing entries, and be able to prepare fully classified Income Statements, Balance Sheets and statements of Cash Flow to meet the objectives and requirements of management. (0·5)

Unit 1b: Introduction to Accounting

Students in this unit will gain knowledge and understanding of the nature, functions and purpose of accounting. They will learn to analyse financial statements. They will research and investigate the accounting (0·5)

Unit 4: Accounting Controls and Analysis

In this unit students will be able to understand the relationship between the fixed costs and variable costs of production. They will be able to demonstrate knowledge of cost-volume-profit, break-even point and the contribution margin processes, and use a contribution margin approach to make business decisions.

Students will prepare and analyse a cost-volume-profit and break even point graphs and demonstrate an understanding of evaluation processes in financial statement analysis. (1·0)

Unit 3b: Measuring Profit and Cash Flow

In this unit students will be able to learn how to prepare the statement of cash flows. They will be able to examine the change in cash position and state the difference between and give examples of cash inflows and outflows from operating activities, investing activities and financing activities. (0·5)

Assessment

Reports (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.

Business 2017- 2022

Business is the study of the essential planning requirements ranging from a small business to the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts of implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of change on the business environment. Students develop the skills to create innovative solutions to business problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

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

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

Unit 1a Changing Business Environment

In this unit students study business and its dynamic environment.

The nature of business (small business)

The nature of business structures, operations and models through including classification by size, industry and legal structure and the relationship between theory and practice. Concepts and principles of the internal and external environment, the business life cycle and their significance to the Australian economy are studied.

The nature and purpose of the changing dynamics of business in Australia for example the growth of e-business, disruptive technology, the sharing economy and the impact of these changes locally, nationally and globally. Issues, perspectives and viewpoints on the role of business using historical or current events as case studies. Simulate current business scenarios to apply and test business models.

Research and investigate key considerations in establishing a business and analyse the growth of significant Australian Businesses.

Entrepreneurship

The potential structures, operations and models utilised by entrepreneurs and the relationship between theory and practice, for example start-up finance vs traditional funding. Concepts and principles of entrepreneurship and their significance. The nature and purpose of entrepreneurship and its impact locally, nationally and globally. Issues, perspectives and viewpoints on entrepreneurship using historical or current events as case studies for example initiatives supported by government and non-government agencies.

Unit 2 Relationship Management

In this unit students study the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity.

Marketing

Marketing structures, operations and models including the marketing planning process, the marketing mix and the product life cycle and the relationship between theory and practice. Concepts and principles of marketing including marketing objectives, market segmentation and consumer profiles and their significance.

Nature and purpose of identifying a target market to meet consumer needs through positioning and appropriate marketing mix at a local, national and global level. Issues, perspectives and viewpoints of developing marketing strategies responding to changing consumer tastes using historical or current events as case studies.

Simulate current business scenarios to apply and test marketing concepts. Research and investigate the effects marketing strategies have on consumers.

Market Research

Market research structures, operations and models including national and international market research agencies and the relationship between theory and practice. Concepts and principles of market research including the role, primary and secondary, qualitative and quantitative, sampling methodology and their significance. Nature and purpose of market research for example understanding consumer attitudes to products or services locally, nationally and globally. Issues, perspectives and viewpoints based on data from the ABS using historical or current events as case studies. Simulate current business scenarios to apply and test market research concepts, research and investigate how market research data can affect future planning.

Unit 1b Changing Business Environment

In this unit students continue to study business and its dynamic environment.

Globalisation

The impact of globalisation on structures, operations and models including reasons for expansion and methods of international expansion and the relationship between theory and practice.

Concepts and principles of globalisation and their significance, for example key drivers and trends of globalisation. Nature and purpose of globalisation and its impact on consumers, business and governments locally, nationally and globally.

Issues, perspectives and viewpoints on the ethical issues associated with globalisation using historical or current events as case studies. Simulate current business scenarios to apply and test globalisation concepts. Research and investigate the positive and negative impact of globalisation on a global industry using current events as case studies.

Unit 4a Business Challenges

In this unit students study the importance for business to be responsive to change from the internal and external environments.

Change Management

Management structures, operation and models and the relationship between theory and practice for example the classical, scientific, behavioural, political and contingency approaches; organisational structures. Concepts and principles of change management including leadership styles and their significance. Nature and purpose of management processes and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of change management using historical or current events as case studies for example resistance to change.

Simulate current business scenarios to apply and test change management concepts

Research and investigate contemporary business management.

Unit 6 Planning & Business Challenges

This unit combines Business Challenges b and Planning for Current Context a.

Developing people

Human resource structures, operations and models currently implemented in business and the relationship between theory and practice for example, the employment cycle. Concepts and principles concerning the management and development of people and their significance. Nature and purpose of employment trends and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of stakeholders using historical or current events as case studies for example work life balance, ageing population, technology and social media.

Simulate current business scenarios to apply and test human resource concepts

Research and investigate the flexibility required for the future Australian workplace for example outsourcing, obsolescence, restructuring.

Financial Planning

Finance structures, operations and models including financial markets, sources of finance and the relationship between theory and practice.

Concepts and principles of finance including the strategic role and objectives of financial management and their significance.

Nature and purpose of comparing debt and equity finance, ratio analysis and appreciating the risk on businesses locally, nationally and globally. Issues, perspectives and viewpoints of ethical and legal aspects of finance using historical or current events as case studies for example corporate collapse. Simulate current business scenarios to apply and test financial planning concepts. Research and investigate the impact of financial malpractice of companies and the implications for shareholders.

Humanities

Unit 3b Planning for Current Context

In this unit students study the range of tools and strategies utilized by business to plan for success.

Business Plan

Business plan structure, operation and models as suggested by CPA Plan your own Enterprise and the relationship between theory and practice. Concepts and principles of business planning including the Business profile, Marketing, Finance, Operations and their significance. Nature and purpose of business planning and the impact of this locally, nationally and globally.

Issues, perspectives and viewpoints of business planning using historical or current events as case studies for example SWOT analysis, create individual business plan, research and investigate a unique business idea for the purpose of preparing an individual business plan.

Economics Units 2017 - 2022

Economics seeks to explain how individuals, households, firms and governments make decisions. It seeks to explain how the economic problem of scarcity (unlimited wants versus limited resources) is resolved. Over the two year program, which builds in much of the IB content, students are exposed to microeconomics, macroeconomics and international economics. Students should then become more economically literate so that they can engage with economic issues that are reported on in the media.

Students are encouraged to participate in informed discussion and to call on real life experience. Application of class theory to everyday life helps make the course relevant and interesting.

Course Pattern

This course can be taken as a Major or Minor. The units are sequential.

International Baccalaureate

Students must study the following electives:

- *Economic Principles;*
- *The Price Mechanism and Market failure;*
- *Macroeconomic Theories;*
- *Macroeconomic Issues;*
- *Trade and Development Economics.*

Higher Level and Standard Level students may need to cover some additional work through worksheets, tutorial sessions or assignments.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Unit 1a Economics (Elective Economic Principles)

This unit introduces the basic economic concepts and problems facing economists, the workings of market economies and the financial sector, operation of and problems in government economic management, using Australian examples. (0·5)

Unit 6 Economics (Elective: Price Mechanism and Market Failure)

This unit will focus on the key role of prices in allocating scarce resources in market economies. It will focus on the role of consumers, e.g. consumer sovereignty, and factors that influence consumer choice. The fundamental reasons behind choices consumers and producers make in the market, detailed studies of how companies respond to market changes, the concepts of the perfect competitive market and monopoly, market regulation and consumer protection. It will also explore the role of taxation and subsidy in the economy. (1·0)

Unit 2b Economics (Elective: Macroeconomic Theories)

In this unit students will be able to appreciate the difference between microeconomics and macroeconomics. They will critically evaluate classical, Keynesian and monetarist economic theories, focusing on stocks and flows, aggregates and percentages. Students will use applied historical, national and international examples. (0·5)

Unit 3a Economics (Elective: Macroeconomic Issues)

In this unit students will acquire knowledge and understanding of key economic theories. They will recognise the principles and ideas that have shaped contemporary economic thought, through evaluating the correlation between the key economic theories, theorists and the prevailing economic environment. (0·5)

Unit 7 Economics (Elective: Trade and Development Economics)

This unit will cover theories of economic growth and development and their application to third world countries. Case studies are used to develop the concepts of growth development, under-development and standard of living. The unit will empirically assess the impact of globalization and free trade on national economies, and a nations capacity to embrace free trade. It will evaluate the success of protectionism in achieving environmental needs. (1·0)

Unit 4b Economics (Elective: Population Economics)

In this unit students will demonstrate understanding of demographic change and developed economies, looking at the Intergenerational Report, comparative case studies and socio- cultural changes. It will also look at immigration and emigration and urbanisation and population density and their economic and sustainable impacts. (0·5)

Assessment

Essays (at home and in class), tests, oral presentations and class exercises. The exact weighting given to each component varies from unit to unit. Details are available from faculty staff and in each unit outline.

Psychology Units 2022-2026

Psychology analyses the individual and their mental processes and behaviour. The subject is a broad and diverse field that encompasses the study of human thought, behaviour, development, personality, emotion, motivation, and more. It encompasses the biological influences, social pressures and environmental factors that affect how people think, feel and act.. At college level, Psychology falls within the Science framework and thus, approaches its subject matter from a scientific perspective.

Self and Identity

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

Cognition and Emotions

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

Normality and Abnormality

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

Groups and Society

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

Independent Study (0.5)

Independent Study is only available for Year 12 students in Session 3 as a 0.5 unit. Students must have successfully completed 3 units of Psychology to qualify for this unit. An Independent Study unit is proposed by a student for independent study and negotiated with their teacher. It must be approved by the principal.

Humanities

	<i>Year 11</i>	<i>Year 12</i>
<i>S1</i>	Self and Identity (a) <i>(0.5 unit)</i>	Cognition and Emotion (b) <i>(0.5 unit)</i>
<i>S2</i>	Groups and Society <i>(1.0 unit)</i>	Normality and Abnormality <i>(1.0 unit)</i>
<i>S3</i>	Cognition and Emotions (a) <i>(0.5 unit)</i>	Self and Identity (b) <i>(0.5 unit)</i>

Students are able to study Psychology in both Tertiary and Accredited curriculums.

Students are able to achieve a major (minimum of 3.5 units) or a minor (minimum of 2 units) in Psychology at Narrabundah College. business plan.

Sociology Units 2022-2026

Sociology analyses society and reflects on group behaviour and institutions that have been created. The subject matter in sociology is diverse and ranges from crime to religion, family to the nation state and social stability to radicalisation and social movements. It also explores concepts of culture, gender, race and class within historical contexts.

Constructing Identity

Offered to year 11 and 12 students in session 1 of each year. This unit explores the construction of individual identity. Students explore social phenomena, such as socialisation, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered. Constructing Identity (a) focuses on identity and capitalist consumption. Constructing Identity (b) focuses on identity and counter culture.

Understanding Difference

This unit is offered during session 2. It explores the social construction of difference and its impact, including intersections of class, gender, and race, other categorization. Students explore how diversity leads to debate, social organisation, and the development of ideologies. Students will apply and assess sociological theories and methodologies critically to explain the origins and nature of social inequality. The focus will examine topic concepts such as war, global migration and nationalism.

Humanities

Applying Sociology

Offered to year 11 and 12 students in session 3 of each year. This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies. Applying Sociology (a) focuses on crime and justice. Applying Sociology (b) focuses on qualitative research and topics to be determined by the class.

Structure and Agency

This unit is offered during session 2. It explores power; the exercise of power by the social institutions and systems that inform the structure of society on a broad level, and in turn influence individual agency and power. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power.

Independent Study

Independent Study is only available for Year 12 students in session 3 as a 0.5 unit. Students must have successfully studied 3 units of Sociology. An Independent Study unit is proposed by a student for independent study and negotiated with their teacher. An Independent Study unit empowers students to make decisions about their own learning.

	2022	2023
S1	Constructing Identity a (0.5) <i>Theories of Identity within capitalism</i>	Constructing Identity b (0.5) <i>Theories of identity in a postmodern world</i>
S2	Understanding Difference (1.0) <i>Diversity and prejudice</i>	Structure and Agency (1.0) <i>Theories of power</i>
S3	Applying Sociology a (0.5) <i>Crime and Justice</i>	Applying Sociology b (0.5) <i>Qualitative research methods</i>

Students are able to study Sociology in both Tertiary and Accredited curriculums.

Students are able to achieve a major (3.5 - 4 units) or a minor (2-3 units) in Sociology at Narrabundah College.

Information Technology

- **Information Technology (T/A)**
- **Networking and Security (T/A)**
- **Robotics and Mechatronics (T/A)**
- **Digital Technologies (T/A)**

Information Technology (T/A)

Students studying technologies will learn about the design process and its application. Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration, project management and be able to reflect on their own learning. Students will have opportunities to use design thinking and apply creativity through structured, collaborative and project-based on learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas,

Networking and Security (T/A)

This course focuses on network technologies and architecture, and the devices, media and services and operations in different types of networks.

The rise of mobile computing and ubiquitous internet access has led to modern computing systems and platforms that are designed for access anywhere, anytime. These platforms all rely on networks that are only stable and reliable but interconnected and increasingly distributed. Understanding networks and the security implications of data transmission through networks is a critical part of developing solutions for a wide audience.

Students learn how networks facilitate device to device communication through an exploration of core networking technologies and their configuration. This could include the study of embedded systems (Internet of Things devices) alongside core networking devices such as routers and switches and the software that manages them.

The security of data and the implications of networked systems for data privacy are considered from many perspectives, including the technical implementation of secure protocols and the ethical challenges associated with providing encrypted communications and storage for all users.

Robotics and Mechatronics (T/A)

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems. Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing.

Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

Digital Technologies (T/A)

This course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products. Students may explore a single technology deeply or may consider many different technologies in pursuit of a solution.

Through the study of Digital Technologies, students present, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving.

Throughout the course, students are exposed to a range of strategies for managing projects and communicating their ideas from ideation to development and launch. Understanding the value of collaboration with others and the importance of stakeholder input in the design of a product is a critical part of developing any solution, including the selection of appropriate technologies and platforms.

Languages

♣ **Chinese:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **French:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **Hindi:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **German:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **Indonesian:**

Beginning (T/A)
Continuing (T)
Advanced (T)

♣ **Italian:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **Japanese:**

Beginning (T/A)
Continuing (T)
Advanced (T)

♣ **Spanish:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **Korean:**

Beginning (T/A)
Continuing (T/A)
Advanced (T)

♣ **Translating & Interpreting (TI) (T)**

♣ **EAL (T)**

♣ **EAL (A)**

The college has built up a highly enviable reputation in languages. Many students continue their previous study of a language while others take up a new language for the first time. Well over half of college students study a language other than English from the extensive range of offerings. The languages presently offered are Chinese, Hindi, Indonesian, Japanese, Korean, French, German, Italian and Spanish. Students, who speak a language other than English at Advanced level in these nine languages, can also enrol in the Translating and Interpreting (TI) Course.

The study of languages develops many skills. First, good study habits are fostered as language learning is a complex process requiring time and commitment. Further, in a number of languages, several different levels are taught in the one class, thus students will develop excellent group work and cooperation skills.

Third, the study of languages heightens the problem solving and communication skills of students through the experience of attempting to communicate and work in another language. Finally, through the use of technology, and resources such as the internet, students will develop useful study, work and life skills.

Languages

Language Eligibility Enrolment Form

All students who wish to study a language other than English at college need to complete the Languages Eligibility Form.

The form must be handed in to the college when choosing your classes at the beginning of session 1. Placement into a Languages course will be monitored and reviewed in the first two weeks of Session 1 by the class teacher. If the Languages teacher is concerned that a student is incorrectly placed, a review process will occur. This review will involve the teacher, the executive teacher, the student and, if necessary, a representative of the Officer of the Board of Senior Secondary Studies and will be documented. This process has been determined by the Board of Senior Secondary Studies.

Placement of Students in Courses

The college reserves the right to place language students at an appropriate level of study and to exclude students from courses that are deemed to be inappropriate for them. Factors to be considered in making a placement include the student's background of formal and informal study in the language stipulated in the Language Eligibility Form.

Unit Description

Units in each language course are offered as either half-standard 0.5 and/or standard 1.0 units.

Chinese

Beginning Chinese (T/A)

This course is designed for students with no previous or little knowledge of Chinese (Mandarin). In fact this is an excellent course, like all beginning courses, for those wishing to start a language at the college level. Oral and written skills will be taught, with communication as the main focus. Written materials will be presented in *pinyin* and simplified characters. In addition, students will be introduced to key aspects of Chinese society.

Students should also consider the benefits of learning Chinese at 'A' level. Students will acquire comparable skills to the 'T student', and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Continuing Chinese (T/A)

This course has been developed for students who have completed four years study of Chinese at high school, or have had equivalent experience elsewhere. It aims to further develop the students' Chinese language skills, both oral and written. Written materials will normally be in simplified script. The study of aspects of Chinese life and civilisation will also be an aspect of the course. Students of a Chinese background who speak, but do not read or write Chinese, would normally be placed at this level.

Advanced Chinese (T)

This course is designed for students of Chinese background, native speaker or students who have extensive experience with Chinese. It aims to maintain and extend the students' Chinese language skills and at the same time, by studying Chinese and English in contrast, to promote the students' English language skills.

Hindi

Beginning Hindi (T/A)

The Beginning Hindi Course is intended for students who have little or no previous knowledge of modern standard Hindi. They will learn modern standard Hindi with some examination of the more prevalent dialects. Students will develop a basic understanding of the written and spoken language which will support further studies at university or experiences in India.

Continuing Hindi (T/A)

The Continuing Hindi Course is aimed at students of a Hindi speaking background, or a little living experience in India, with little to no experience of written modern standard Hindi, but good speaking and listening skills in Hindi. Students will aim to develop and improve their Hindi literacy whilst engaging with non-fiction texts, modern fiction and classic texts of the Hindi canon. Students will study written, musical and cinematic texts.

Advanced Hindi (T)

The Advanced Hindi Course is aimed at students with good literacy skills in modern standard Hindi and who wish to pursue a sophisticated grasp of literary and academic Hindi. These students will have had some of their schooling in Hindi or use Hindi for sophisticated purposes in their day to day life. Students will engage with non-fiction texts, modern fiction and classic texts of the Hindi canon. Students will try to reach an understanding about the complexities of modern Hindi as well as sense of its history and ancient traditions.

Indonesian

Beginning Indonesian (T/A)

These courses are designed as an introductory course for students with no prior or little knowledge of Indonesian who wish to achieve a basic written and oral fluency for the purpose of further study, travel, or enjoyment. The four language skills of listening, speaking, reading and writing will be developed. Indonesian society and culture are also studied.

Continuing Indonesian (T)

This course is for students who have completed four years of Indonesian at high school. The major skills of listening, speaking, reading, and writing are developed concurrently. Opportunities to study aspects of Indonesian culture and society are provided.

Advanced Indonesian (T)

This course is designed for native speakers of Bahasa Indonesian and Malay or students with a high level of Indonesian. The course aims to maintain and extend the students' Indonesian language skills and at the same time, by studying Indonesian and English in contrast, to promote the students' English language skills. As well as aspects of language, students are expected to read and analyse various genres of Indonesian and Malay literature.

Japanese

Beginning Japanese (T/A)

This course assumes no prior or little knowledge of Japanese. Oral and written skills will be taught, with communication as the main focus. Japanese scripts will be used exclusively for reading and writing. Key aspects of Japanese society and culture will also be introduced, both through language and other activities.

Students should also consider the benefits of learning Japanese at 'A' level. Students will acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Continuing Japanese (T)

This course is for students who have completed four years of Japanese at high school. It will enable students to continue their study of the language and also to develop their awareness of, and interest in, modern Japan, its people and culture.

Advanced Japanese (T)

This course is designed for native and non-native speakers with sophisticated use of the language. Students who have attended the weekend Japanese Supplementary School should be enrolled in this course. The course therefore assumes considerable oral fluency in Japanese, and good reading and writing skills.

Korean

Beginning Korean (T/A)

These courses assume no prior or little knowledge of Korean. Oral and written skills will be taught, with communication as the main focus for the purpose of further study, travel or enjoyment. The Korean script will be used exclusively for reading and writing. Key aspects of Korean society and culture will also be studied.

Students should also consider the benefits of learning Korean at 'A' level. Students will acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Continuing Korean (T/A)

This course is for students who have studied a substantial course of Korean previously. It will enable students to continue their study of the language and also to develop their awareness of Korean culture and civilisation. 'A' course is also offered at this level for students who wish to master the language without the pressures of considering their results in relation to their ATAR.

Advanced Korean (T)

This course is designed for native speakers and non-native speakers with sophisticated use of the language. The course assumes considerable oral fluency in Korean and good reading and writing skills. In addition to extending the Korean language skills of non-Korean students, the course also aims to improve the English skills of native Korean speakers and to extend language and cultural awareness through a comparative study of the two languages.

French

Beginning French (T/A)

This course is designed for students who have had no or little exposure to the language but who wish to achieve basic oral, reading and writing fluency in the language for the purpose of further study communication, travel or employment. A major objective will be to develop students' conversation skills; however, reading and writing skills will be developed concurrently. Cultural aspects will be dealt with as an integral part of the course with students participating in excursions, cooking, film study, etc. The course is also available at 'A' level.

Continuing French (T/A)

This course is for students who have completed four years of French at high school. The main objective of this course is to extend the four major skills of listening, speaking, reading and writing. In each unit, there will be a selection of activities designed to cater for individual interests, in particular, aspects of French life.

Advanced French (T)

This course is intended for bilingual students or those who have considerable facility in the skills of listening, speaking, reading and writing. The content of the course will develop advanced language skills through the study of French literature and civilisation.

German

Beginning German (T/A)

This course is designed for students who have no or little prior knowledge of the language. The course moves quickly and aims to develop; in particular, speaking, listening and reading skills to enable students to cope at an elementary level with everyday situations. Knowledge of the culture will be taught in the language, using authentic texts and media materials. The course is also available at 'A' level.

Continuing German (T/A)

This course is for students who have completed four years of German at high school. Stress will be laid on developing the four major skills of listening, speaking, reading and writing. The ultimate aim will be considerable facility in speaking the language, as well as reading and writing German for everyday use. The approach, integrating authentic texts and media materials, will concentrate on aspects of contemporary German society that are of interest to the students.

Advanced German (T)

This course is for students who have considerably more exposure to the target language than the average high school student including native speakers. The focus of the program is on developing advanced language skills through the study of the literature and civilisation of the German speaking countries.

Italian

Beginning Italian (T/A)

These courses are designed for students who have had no or little exposure to the language, but who wish to achieve basic oral and written fluency in Italian for the purpose of further study, communication, travel or employment. A major objective will be to develop students' conversation skills.

Reading and writing skills will be developed concurrently. Cultural aspects will be dealt with as an integral part of the course.

Students should also consider the benefits of learning Italian at 'A' level. Students will acquire comparable skills to the T student, and have the opportunity to enjoy learning a language, but will not have the pressures of considering their results in relation to their ATAR.

Continuing Italian (T/A)

This course is for students who have completed four years of Italian at high school. It leads to further development of the four language skills of listening, speaking, reading and writing. It also includes aspects of Italian culture and civilisation. 'A' course is also offered at this level.

Advanced Italian (T)

This course is intended for bilingual students or those with extensive experience in Italian. The content of the course develops advanced language skills through the study of Italian literature and civilisation.

Spanish

Beginning Spanish (T/A)

This course is designed for beginners wishing to achieve a basic fluency in the language for the purpose of further study, communication, travel or employment. The four language skills of listening, speaking, reading and writing will be developed concurrently. Cultural aspects of all Spanish speaking countries will be dealt with as an integral part of the course. 'A' course is also offered at this level.

Continuing Spanish (T/A)

This course is for students who have completed four years of Spanish at high school. It enables students to further develop the four major skills of listening, speaking, reading and writing. It also provides an opportunity to study aspects of Spanish culture and civilisation. 'A' course is also offered at this level.

Advanced Spanish (T)

This course is for students who have considerably more exposure to the target language than the average high school student including native speakers. It also enables students to extend their written skills and become familiar with various literary genres. Students will also study the culture and societies of the various Spanish speaking countries.

Translating & Interpreting (TI) (T)

This course aims to enable students already studying a second language at a high level, or those who speak their native tongue and English, to improve and refine their language skills. It seeks to provide opportunities through interpreting/translating techniques to involve students in communicating and using language which is useful and natural outside the classroom. As well as developing oral and written language skills for the purpose of interpreting and translating, the course includes a comparative study of Australian culture and society with those of other countries and considers the role and ethics of the interpreter/translator.

It is directed towards students who might wish to proceed to post-secondary courses in interpreting/translating with a view to a career in the area and towards those who in future may find themselves assisting people with communication difficulties in such areas as health, education, police work, nursing, immigration, employment, tourism, etc.

Only students with background from the nine languages offered at college are eligible to enrol. Further advice should be sought from the Languages department before students enrol in this course of study.

EAL (T)

This course is designed for those who have a good working knowledge of the fundamentals of English and who wish to improve their fluency in, and knowledge of, the language. This course covers the four aspects of English; listening, speaking, reading and writing, and has a definite emphasis on academic skills, to allow students to attain the skills required for tertiary studies.

EAL (A)

This course is intended for those students who have some understanding of basic English language skills, and who wish to improve their understanding of English in listening, speaking, reading and writing. Students may take this class as an additional EAL class (Bridging units) to their EAL (T) studies. Bridging units are compulsory for year 11 IPS. Many students will find this course useful.

Arts

- **Visual Arts (T/A/M)**
 - Visual Arts
 - Ceramics
- **Photography (Traditional and Digital) (T/A/M)**
 - Photography
 - Digital Photography
- **Media (T/A/M)**
- **Graphic Design (T/A/M)**
- **Engineering (T/A/M)**
- **Architecture (T/A/M)**
- **Interior Design (T/A/M)**
- **Furniture Making (V/A/M)**
- **Design and Textiles (T/A/M)**
- **Food Studies (A/M)**

The Arts department offers Tertiary, Accredited, Modified and Vocational courses. There are no prerequisites for any beginning units.

Please note, all Arts courses are due to be renewed by the Board of Senior Secondary Studies (BSSS). The following information is based off the draft course document and subject to change.

Visual Arts (T/A/M)

Why Visual Art?

Visual Art puts the emphasis on the student learning and developing a wide range of skills that help them communicate their own ideas, beliefs and thoughts with a diverse range of media. The Visual Arts (A) and (M) courses have a greater emphasis on practical studio work in assessment.

Why Visual Arts at Narrabundah?

Visual Arts at Narrabundah gives students the opportunity to engage in a wide range of Art practice, engage in the Art community through exhibition, gallery visits and guest speakers and to showcase and curate their work around the school and at the annual Arts Night. Visual Art has a proud history and tradition at Narrabundah that fosters and strong sense of community and offers pathways for those wanting to go on to Art school post college.

Unit and Course Description

The course may be taken as a Minor, Major, Major/Minor or a Double Major. Ceramics units can also be used as part of a Visual Arts course and vice versa. Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

International Baccalaureate

It is possible for students to select subjects from the Visual Arts faculty as part of their IB Programme as 'Group 6' subjects. The IB assessment guidelines for Art/Design are used and students are able to undertake a Higher Level or a Standard Level program. In previous years, students have successfully studied Visual Arts for the IB.

Visual & Performing Arts

Assessment

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Practical Task (making)	50%	1-2 Practical Tasks (making)	50%
Visual Process Diary (making)	50%	Theory Task (responding)	20%
		Visual Process Diary (making)	30%

Units on offer in Visual Arts

Course	Visual Arts	Specialised Visual Arts
Course Rationale	In Visual Arts, students learn as artists, by making art works that communicate to audiences. As audiences, they learn by responding critically to art works. Students develop skills in creating and producing art works.	In Specialised Visual Arts, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts. Students conduct in-depth creative inquiries into personal, local, and global challenges.
	<i>Creativity in Visual Arts</i> Students learn about the creative process in Visual Arts. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	<i>Innovation in Visual Arts</i> Students learn about innovative art practice. They explore their capacity to encompass innovations in technique, form, style, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	<i>Communicating Meaning in Visual Arts</i> Students learn about how meaning is communicated in a variety of art forms and styles. They explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through art works.	<i>Curation and Exhibition</i> Students learn about stylistic and curatorial choices and how that positions audiences and conveys attitudes values and perspectives. They explore the representations of ideas in art as artists and curators. Students apply technical skills and curatorial theory to create their own works and exhibitions.
	<i>Visual Arts in Context</i> Students learn about how artists over time and place have represented their knowledge. They explore how artists and curators throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating art works.	<i>Entrepreneurship in Visual Arts</i> Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic art works for a range of audiences.
	<i>Narratives in Visual Arts</i> Students learn about narrative forms for representational and non-representational art works. They explore presentations of narratives. Students apply their theoretical and technical skills to create representational and non-	<i>Interdisciplinary Inquiry in Visual Arts</i> Students learn about how Visual Art can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students apply Visual Art as a way of knowing the world and sharing their insights.

Visual & Performing Arts

	representational art works.	
	A <i>negotiated study unit</i> is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.	
Studies of Visual Arts combines units from Visual Arts and Specialised Visual Arts courses to form the Studies of Visual Arts course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.		

Typical Example of a student doing a Major in Visual Art:

Session	Yr. 11	Yr. 12
1	Creativity in Visual Arts a 0.5	Visual Arts in Context a 0.5 OR Visual Arts in Context b 0.5
2	Communicating Meaning in Visual Arts 1.0	Narratives in Visual Arts 1.0 OR Innovation in Visual Arts 1.0
3	Creativity in Visual Arts b 0.5	Negotiated Study a 0.5 OR Entrepreneurship in Visual Arts a 0.5

Typical Example of a student doing a Double Major in Visual Art:

Session	Yr. 11	Yr. 12
1	Creativity in Visual Arts a 0.5	Visual Arts in Context a 0.5 AND Visual Arts in Context b 0.5
2	Communicating Meaning in Visual Arts 1.0	Narratives in Visual Arts 1.0 AND Innovation in Visual Arts 1.0
3	Creativity in Visual Arts b 0.5	Negotiated Study a 0.5 AND Entrepreneurship in Visual Arts a 0.5
You must take 1 x 1.0 unit or 2 x 0.5 units of Ceramics to get a Double Major in Visual Art – please see over page		

Ceramics (T/A/M)

Why Ceramics?

Studying Ceramics offers students the opportunity to learn fundamental techniques associated with this medium; hand building, wheel work, additive and subtractive sculptural techniques and various decorative methods. The course also enables students to create objects, decorative and functional, whilst developing ideas and styles in ceramics, always responding to culture, art movements and advances in ceramic technology

Why Ceramics at Narrabundah?

The opportunity to study Ceramics as a Major or Minor subject is unique and available only to senior students studying in the ACT.

In a scholastic world increasingly populated with screen-based devices, Ceramics provides a rare and valuable opportunity for students to embrace a three dimensional practice in a dynamic learning environment unlike any other.

Visual & Performing Arts

Unit and Course Description

The course may be taken as a Minor, Major, Major/Minor or a Double Major. Ceramics units can also be used as part of a Visual Arts course and vice versa. Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Assessment

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Practical Task (making)	50%	1-2 Practical Tasks (making)	50%
Visual Process Diary (making)	50%	Theory Task (responding)	20%
		Visual Process Diary (making)	30%

Typical Example of a student doing a Major in Ceramics:

Session	Yr. 11	Yr. 12
1	Entrepreneurship in Visual Arts a 0.5	Entrepreneurship in Visual Arts b 0.5
2	Innovation in Visual Arts 1.0	Interdisciplinary Inquiry in Visual Arts 1.0
3	Curation and Exhibition a	Negotiated Study b 0.5
You combine standard Visual Arts units for a major in Ceramics and you must do at least 1.0 unit of ceramics to get a double major in Visual Arts		

Photography (Traditional & Digital) (T/A/M)

Why Photography?

Because photography can change the world - it can influence change, bear witness and it can show the truth. It can also lie and seduce, amuse and create wonder. Photography can be a great way for you to tell and share stories or to create entire worlds.

Why Photography at Narrabundah?

The Photography course at Narrabundah College has a long-standing reputation of excellence.

Depending on whether you choose to study Black and White or Digital (or both!) you will gain skills in shooting with 35mm film cameras or DSLRs; developing and processing black and white and colour film; darkroom printing; experimenting with alternate image-making and printing; as well as traditional and emerging print technologies. In the Digital stream, you will cover the same fundamentals, but apply them in a digital setting with DSLRs and inkjet printers and learn post production skills in Photoshop to manipulate your images.

In both streams of Photography, you will also learn essential skills in communication – verbal, written and visual - as photography is great at visual storytelling and documenting, and people will always ask you to talk about your work!

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Photography can be taken as a minor, major, major-minor and double-major.

Visual & Performing Arts

Assessment

All Photography units consist of 40-60% MAKING and 40-60% RESPONDING

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Making (Practical work)	50 %	Making (Practical work)	25 %
Responding (Investigative workbook/visual diary)	50 %	Making (Practical work)	25 %
		Responding (Investigative workbook/visual diary)	25 %
		Responding (essay/exhibition review)	25 %

Photography units on offer

Course	Photography	Specialised Photography
Classification	A/T/M	A/T/M
	<i>Creativity in Photography</i> Students learn about the creative process in photography. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	<i>Innovation in Photography</i> Students learn about innovative photographic practice. They explore their creative and technical capacity to encompass innovations in technique, editing, exhibition, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	<i>Communicating Meaning in Photography</i> Students learn about how meaning is communicated a variety of photographic forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through photography.	<i>Photographic Exhibitions</i> Students learn about stylistic and curatorial choices and how that positions audiences and conveys attitudes values and perspectives. They explore the representations of ideas in photographs as photographer, editor, and curator. Students apply technical skills and curatorial theory to create their own texts and exhibitions.
	<i>Photography in Context</i> Students learn about how photographers over time and place have represented their knowledge. They explore how photographers and curators throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating photography.	<i>Entrepreneurship in Photography</i> Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Photography for a range of audiences.

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	<p><i>Narratives in Photography</i> Students learn about narrative forms for fictional and non-fictional photography. They explore a range of narratives. Students apply their theoretical and technical skills to construct artistic and documentary narratives.</p>	<p><i>Interdisciplinary Inquiry in Photography</i> Students learn about how photography can be used to know concepts from other disciplines. They explore techniques for representing knowledge from other disciplines. Students apply Photography as a way of knowing the world and sharing their insights.</p>
	<p>A <i>Negotiated Study</i> unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.</p>	
<p>Studies of Photography Combines units from Photography and Specialised Photography courses to form the Studies of Photography course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.</p>		

Typical Example of a student doing a Major in Photography:

Session	Yr. 11	Yr. 12
1	<p><i>Creativity in Photography a 0.5</i> This is the introductory B&W unit where the focus is on gaining skills in the darkroom and with a 35mm SLR camera. The unit also has a strong focus on helping you develop an understanding of composition and of understanding how light and shadow influences your image making. You will also be introduced to the history of photography and practice. OR <i>Innovation in Photography a 0.5</i> In this first session of digital photography you will be given a broad introduction as to the history and image making processes involved in photography. You will develop the knowledge, skills and techniques needed to successfully use a DSLR camera. Over the course of this first session you will be introduced to safe working practices, shown how to make an appropriate exposure, how to focus a camera, how to transfer images and ensure an efficient digital workflow as well as how to use Photoshop for post-production and editing.</p>	<p><i>Creativity in Photography b 0.5</i> Continuing students will explore portraiture, the studio and controlled lighting in this unit, gaining an understanding of lighting and editing for desired effects. Students can choose to use analogue or digital cameras and traditional and digital output, or a combination of the two. OR <i>Entrepreneurship in Photography a 0.5</i> In this unit, students will explore the tension between creating work based on a client's needs or to produce a series of work suitable to accompany an article or piece of journalism.</p>
2	<p><i>Photography in Context 1.0</i> The focus of this B&W unit is looking at the influences on photographers over time and exploring context, content and intent of the photographic image. The course will help you refine your knowledge and skills in photographic practice, and help you explore meaning in photographic images.</p>	<p><i>Narratives in Photography 1.0</i> In this unit you will explore the broad genres of documentary photography and develop work based on a theme or narrative, exploring the interdependence of images, text and layout in visual storytelling. You will investigate key contemporary photographic artists, concepts –</p>

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	<p>OR</p> <p><i>Communicating Meaning in Photography 1.0</i></p> <p>This digital photography unit is aimed at further expanding your knowledge of 20th century photographers as well as your understanding of composition, light and shadow, exposing for desired effects and in developing post-production skills to manipulate your images.</p>	<p>including conceptual photography - and traditional and alternate ways of making and exhibiting images to explore themes such as coming of age, gender and sexuality.</p> <p>OR</p> <p><i>Negotiated Study</i></p> <p>This unit is created in consultation with your teacher.</p>
3	<p><i>Photographic Exhibitions a 0.5</i> In this B&W unit you will develop and exhibit a short photo essay exploring how a series of images can communicate meaning, either through straight documentary or constructed images with the underpinning idea that a single image can lie, a series cannot!</p> <p>OR</p> <p><i>Innovation in Photography b 0.5</i></p> <p>The focus of this unit will see you exploring a number of photographers who work with a mixture of the everyday, the staged and the constructed to develop narratives in their photographic work. Some will produce 'hyperreal' images, others will construct a more 'real' scene in an everyday environment.. You will utilise post-production and Photoshop to edit, alter, composite or construct elements in your work.</p>	<p><i>Photographic Exhibitions b 0.5</i> In this final unit students will work towards a final exhibition while learning about stylistic and curatorial choices. Typically you will work on a student directed project where the final presentation adds to the reading and context/intent of the images, and this can be a traditional gallery style hang, a 'zine, photobook, or an exploration of alternate printing or presentation methods – on paper, metal, wood, glass, backlit, screen, with sound or text, or any material or combination you wish.</p> <p>OR</p> <p><i>Entrepreneurship in Photography b 0.5</i></p> <p>Students will continue to explore the tension between creative work and the commercial or gallery environments, exploring issues around consent and release, contracts and payment.</p>

Typical Example of a student doing a Double Major in Photography

Session	Yr. 11	Yr. 12
1	<p><i>Creativity in Photography a 0.5</i> This is the introductory B&W unit where the focus is on gaining skills in the darkroom and with a 35mm SLR camera. The unit also has a strong focus on helping you develop an understanding of composition and of understanding how light and shadow influences your image making. You will also be introduced to the history of photography and practice.</p> <p>AND/OR</p> <p><i>Innovation in Photography a 0.5</i>In this first session of digital photography you will be given a broad introduction as to the history and image making processes involved in photography. You will develop the knowledge, skills and techniques needed to successfully use a DSLR camera. Over the course of this first session you will be introduced to safe</p>	<p><i>Creativity in Photography b 0.5</i></p> <p>Continuing students will explore portraiture, the studio and controlled lighting in this unit, gaining an understanding of lighting and editing for desired effects. Students can choose to use analogue or digital cameras and traditional and digital output, or a combination of the two.</p> <p>AND/OR</p> <p><i>Entrepreneurship in Photography a 0.5</i></p> <p>In this unit, students will explore the tension between creating work based on a client's needs or to produce a series of work suitable to accompany an article or piece of journalism.</p>

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	working practices, shown how to make an appropriate exposure, how to focus a camera, how to transfer images and ensure an efficient digital workflow as well as how to use Photoshop for post-production and editing.	
2	<p>Photography in Context 1.0 The focus of this B&W unit is looking at the influences on photographers over time and exploring context, content and intent of the photographic image. The course will help you refine your knowledge and skills in photographic practice, and help you explore meaning in photographic images.</p> <p>AND</p> <p>Communicating Meaning in Photography 1.0</p> <p>This digital photography unit is aimed at further expanding your knowledge of 20th century photographers as well as your understanding of composition, light and shadow, exposing for desired effects and in developing post-production skills to manipulate your images.</p>	<p>Narratives in Photography 1.0 In this unit you will explore the broad genres of documentary photography and develop work based on a theme or narrative, exploring the interdependence of images, text and layout in visual storytelling. You will investigate key contemporary photographic artists, concepts – including conceptual photography – and traditional and alternate ways of making and exhibiting images to explore themes such as coming of age, gender and sexuality.</p> <p>AND</p> <p>Negotiated Study This unit is created in consultation with your teacher.</p>
3	<p>Photographic Exhibitions a 0.5 In this B&W unit you will develop and exhibit a short photo essay exploring how a series of images can communicate meaning, either through straight documentary or constructed images with the underpinning idea that a single image can lie, a series cannot!</p> <p>AND</p> <p>Innovation in Photography b 0.5 The focus of this unit will see you exploring a number of photographers who work with a mixture of the everyday, the staged and the constructed to develop narratives in their photographic work. Some will produce ‘hyperreal’ images, others will construct a more ‘real’ scene in an everyday environment.. You will utilise post-production and Photoshop to edit, alter, composite or construct elements in your work.</p>	<p>Photographic Exhibitions b 0.5 In this final unit students will work towards a final exhibition while learning about stylistic and curatorial choices. Typically you will work on a student directed project where the final presentation adds to the reading and context/intent of the images, and this can be a traditional gallery style hang, a ‘zine, photobook, or an exploration of alternate printing or presentation methods – on paper, metal, wood, glass, backlit, screen, with sound or text, or any material or combination you wish.</p> <p>AND</p> <p>Entrepreneurship in Photography b 0.5 Students will continue to explore the tension between creative work and the commercial or gallery environments, exploring issues around consent and release, contracts and payment.</p>

Media T/A/M

Why Media?

Through media education students will explore the most powerful forms of mass communication used in contemporary societies. Students will learn the ways visual, aural, oral and written modes are manipulated in the communication of ideas and messages through media such as film, television, newspapers, magazines, posters, radio and computer technology.

Why Media at Narrabundah?

In this course students will work extensively with the Adobe Creative Cloud programs such as After Effects, Premiere Pro, Animate and Audition and advanced scriptwriting technology to develop generic information technology skills, as well as the capacity to work cooperatively with others in a range of media projects.



Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. They are not sequential, but session 1 year 11 units are always offered as a helpful starting point. Media can be taken as a minor, major, major-minor and double-major.

Assessment

All Media units consist of 60% MAKING and 40% RESPONDING

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Essay/Review/Seminar (responding)	40%	Essay/Review/Seminar (responding)	40%
Production (making)	60%	Planning for production (making)	20%
		Production (making)	40%

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Media Units on Offer

Course	Media	Specialised Media
Classification	A/T/M	A/T/M
	<i>Creativity in Media</i> Students learn about the creative process in Media. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	<i>Innovation in Media</i> Students learn about innovative media practice. They explore the aesthetics and ethics of new technological innovations in media. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	<i>Communicating Meaning in Media</i> Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through media.	<i>Adaptation in Media</i> Students learn about different forms and styles for adaptation of stories to visual media. They explore forms, techniques, and methodologies of adaptation. Students apply the principles of adaptation to their own writing, open source and out of copyright texts.
	<i>Media in Context</i> Students learn about how media has evolved over time and place. They explore how media makers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire to create media.	<i>Entrepreneurship in Media</i> Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Media for a range of audiences, competition, or festivals.
	<i>Narratives in Media</i> Students learn about narrative forms for fictional and non-fictional photography. They explore a range of narratives. Students apply their theoretical and technical skills to construct artistic and documentary narratives.	<i>Interdisciplinary Inquiry in Media</i> Students learn about how Media can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students apply Media as a way of knowing the world and sharing their insights.
	A <i>Negotiated Study</i> unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal’s approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.	
<i>Studies of Media</i> Combines units from Media and Specialised Media courses to form the Studies of Media course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.		

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Typical Example of a student doing a Major in Media:

Session	Yr. 11	Yr. 12
1	<p><i>Creativity in Media 0.5 (year 11 compulsory unit)</i> Students learn about the creative process in Media. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.</p>	<p><i>Innovation in Media 0.5 a</i> Students learn about innovative media practice. They explore the aesthetics and ethics of new technological innovations in media. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.</p>
2	<p><i>Narratives in Media 1.0</i> Students learn about narrative forms for fictional and non-fictional media products. They explore a range of narratives. Students apply their theoretical and technical skills to construct fiction and non-fiction narratives. OR <i>Media in Context 1.0</i> Students learn about how media has evolved over time and place. They explore how media makers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire to create media.</p>	<p><i>Adaptation in Media 1.0</i> Students learn about different forms and styles for adaptation of stories to visual media. They explore forms, techniques, and methodologies of adaptation. Students apply the principles of adaptation to their own writing, open source and out of copyright texts. OR <i>Entrepreneurship in Media 1.0</i> Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Media for a range of audiences, competition, or festivals.</p>
3	<p><i>Communicating Meaning in Media 0.5 a</i> Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through media.</p>	<p><i>Interdisciplinary Inquiry in Media 0.5 b</i> Students learn about how Media can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students apply Media as a way of knowing the world and sharing their insights.</p>

Typical Example of a student doing a Double Major in Media

Session	Yr. 11	Yr. 12
1	<p><i>Creativity in Media 0.5 (year 11 compulsory unit)</i> Students learn about the creative process in Media. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.</p>	<p><i>Innovation in Media 0.5</i> Students learn about innovative media practice. They explore the aesthetics and ethics of new technological innovations in media. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens. AND <i>Adaptation in Media 0.5 a</i> Students learn about different forms and styles for adaptation of stories to visual media. They explore forms,</p>

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		techniques, and methodologies of adaptation. Students apply the principles of adaptation to their own writing, open source and out of copyright texts.
2	<p><i>Narratives in Media 1.0</i> Students learn about narrative forms for fictional and non-fictional media products. They explore a range of narratives. Students apply their theoretical and technical skills to construct fiction and non-fiction narratives.</p> <p>AND</p> <p><i>Media in Context 1.0</i> Students learn about how media has evolved over time and place. They explore how media makers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire to create media.</p>	<p><i>Negotiated Study Unit (yr.12 double major only) 1.0</i> This unit is created in consultation with your teacher for students doing a double major in Media</p> <p>AND</p> <p><i>Entrepreneurship in Media 1.0</i> Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Media for a range of audiences, competition, or festivals.</p>
3	<p><i>Communicating Meaning in Media 0.5 a</i> Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through media.</p> <p>AND</p> <p><i>Communicating Meaning in Media 0.5 b</i> Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through media.</p>	<p><i>Interdisciplinary Inquiry in Media 0.5</i> Students learn about how Media can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students apply Media as a way of knowing the world and sharing their insights.</p> <p>AND</p> <p><i>Adaptation in Media 0.5 b</i> Students learn about different forms and styles for adaptation of stories to visual media. They explore forms, techniques, and methodologies of adaptation. Students apply the principles of adaptation to their own writing, open source and out of copyright texts.</p>

Graphic Design (T/A/M)

Why Graphic Design?

Because good Graphic Design can influence change - it can persuade people to behave a certain way or it can simply inform them of something in the most efficient way possible. Graphic Design has a history in advertising and in social justice, and more recently, it has an influence on just about everything you see around you today.

Why Graphic Design at Narrabundah?

You will develop skill in the fundamental aspects of the design process: from understanding a client brief, through to initial concept sketching and computer aided design, to understanding print and digital outputs for screen and poster presentation. The course will also walk you through a history of graphic design, present you with an overview of the broader art movements, unpack visual hierarchy and visual literacy and equip you with all the necessary skills to produce your own amazing graphic design work.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Students can do a Major in Graphic Design and can combine these units with those from other design subjects such as Textiles, Engineering, Interior Design and Architecture, to complete a major-minor or double-major. A student wishing to study a MAJOR in Graphic Design can either complete the units over two years or run as a 'double' in year 12.

Assessment

Tertiary Graphic Design units consist of 40-60% DESIGN SOLUTION (making) and 40-60% DESIGN PROCESS (theory/workbook)

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
DESIGN PROCESS - design development folio/workbook	50 %	DESIGN PROCESS - design development folio/workbook	20 - 25%
DESIGN SOLUTION – production of final project	50 %	DESIGN SOLUTION – production of final project	25 - 35%
		DESIGN PROCESS - design development folio/workbook	20 - 25%
		DESIGN SOLUTION – production of final project	25 - 35%

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Graphic Designs units on offer

Course	Graphic Design Year 11	Graphic Design Year 12
Classification	A/T/M	A/T/M
	Design Application (a) In this introductory unit, students learn about graphic design principles and focus on developing skills in Adobe products and in solving design problems, presenting ideas and solutions as screen and hard-copy products.	Design for a Client Brief (a) In this unit, students are given a challenging client brief – similar to what they might receive in the ‘real world’ - and are asked to respond to the challenge and explore and develop skills in typography
	Visual Communication Students learn about how Graphic Design can be used to inform, persuade and change people’s behaviours as well as how meaning is communicated from simple representations – rather than literal imagery and lengthy text. They explore techniques of communicating their ideas to a target audience, as well as looking at various mediums to display their work. They will explore everything from gendered marketing to protest art through to everyday signage.	Negotiated Study In this negotiated study unit, students will write and develop a graphic design project based on their choosing. They are able to design and manufacture any item or series of items they desire; keeping in mind the final project must fall within the Design & Graphics subject area. It could be based on interest, a need or an actual product they think needs to exist. Students will develop their own design brief, thinking of it as a problem that needs to be solved; this could be a packaging/marketing material for a product that fills a hole within the marketplace or a company which requires graphic design material for a specific object or series of products.
	Design Application (b) In this continuing unit, students extend their knowledge, skills and understanding of graphic design principles to focus on meeting publication requirements as they develop the cover and look and feel for the school’s yearbook.	Design for a Client Brief (b) In this final unit, students have the opportunity to respond to a client’s brief by developing a final project for publication – either suitable for use as a folio for further study or employment – or to respond to a particular client’s needs.
	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal’s approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.	
Studies of Graphic Design Combines units from Design courses to form the Graphic Design course.		

Engineering (T/A/M)

Why Engineering?

Engineers change the world through their deep understanding of the built environment around them, a vision for the future and a scientific approach to optimising their designs. Engineers are behind some of the most astounding changes to our lives from space exploration to designing ways to mitigate climate change.

Why Engineering at Narrabundah?

Engineering at Narrabundah is a ‘hands-on’ experience of different engineering skills using a well-equipped clean-tech ‘Maker Space’ workshop to create solutions to many ‘real-world’ problems. We focus on the field of Humanitarian Engineering and within the framework of enacting the UN Sustainable Development Goals, we develop skills in concept development, testing and creating, by using traditional engineering skills as well as computer engineering drawing, 3d printing, CNC milling and laser cutting. We have excursions and guest speakers from the local Universities and students will enjoy this taste of an exciting field.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Students can do a Minor in Engineering and can combine these units with those from other design subjects such as Textiles, Graphics, Interior Design and Architecture, to complete a major, major-minor or double-major.

Assessment

All Engineering units consist of 50% Design Process tasks and 50% Design Solution tasks

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Design Process	50%	Design Process (2 tasks)	50%
Design Solution	50%	Design Solution (2 tasks)	50%

Typical Example of a student doing a Minor in Engineering:

Session	Year. 11 or Year 12
1	<p><i>Engineering Processes and Concepts a (0.5)</i></p> <p>Students learn about fundamental engineering design processes and concepts, and how they are used to develop and optimise solutions to engineering problems. They reference sustainability, cost and the life cycle of an engineered solution alongside exploring materials and structures. Students learn CAD 3D modelling and stress testing then design and create working models or prototypes of solutions to real-world problems.</p>
2	<p><i>Engineering Applications (1.0)</i></p> <p>The focus during this Session is sustainable energy sources for human mobility. We learn about low carbon emitting energy options and problem-solve two projects: a stored-energy rubber band car and a CO₂ propelled balsa racer. In both cases we use engineering and mechanical theory to maximise their performance and increase efficiency/ energy loss to achieve the goals. In the second project we use computer modelling to represent and test ideas.</p>

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3	<p><i>Engineering Processes and Concepts b (0.5)</i></p> <p>Students extend the skills they have learnt over the year in a project negotiated with the teacher. Students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. They rely strongly on their creativity, critical thinking and problem-solving skills to turn ideas into reality and to develop solutions to problems.</p>
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Architecture (T/A/M)

Why Architecture?

The architect uses a wide range of skills and experiences to shape the physical world we live in. It is a creative and practical field that is hugely rewarding when a space you have designed really ‘works’. What shapes, materials, colours and smells would you like in your space? Join us to find out, in a convivial and inspiring class atmosphere.

Why Architecture at Narrabundah?

The Architecture course equips you with an excellent portfolio for entry to University, focussing on real-world problem solving from small emergency shelters to large commercial developments and town planning. With new designs and excursions every Session, we look at the history of architecture, the engineering, materials and cultural influences behind them, and develop sketching, CAD drawing, and physical model making skills to present your ideas.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Architecture takes units from Designed Environments, and Design and Emerging Technologies. Students can do a Major or a Minor in Architecture and can combine these units with those from other design subjects such as Textiles, Graphics, Interior Design and Engineering, to complete a double major.

Assessment

All Architecture units consist of 50% Design Process tasks and 50% Design Solution tasks

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Design Process	50%	Design Process (2 tasks)	50%
Design Solution	50%	Design Solution (2 tasks)	50%

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Typical Example of a student doing a Major in Architecture:

Session	Yr. 11	Yr. 12
1	<p><i>Architecture 1 – (Design Processes a) (0·5)</i></p> <p>This unit introduces students to fundamental architectural concepts and focusses on designs skills and the various properties of building materials. Students are asked to design an emergency shelter from recycled materials whilst considering the basic human needs in a dwelling. They will be introduced to a range of presentation formats including sketching, google SketchUp and model making.</p>	<p><i>Architecture 4 – (Town Planning and Urban Design a) (0·5)</i></p> <p>This unit introduces students to larger scale architectural and town planning principles. Students will study Canberra's town planning strategies and compare them with other international designs. They will design their own 'suburb of the future' which considers modern lifestyles and technology.</p>
2	<p><i>Architecture 2 – (Architectural Design) (1·0)</i></p> <p>Students will be introduced to CAD drawing software Revit and develop their skills by drawing and modifying a townhouse then a stylised house of their own design, from scratch. They will also study the history of Architectural styles focussing on two of their choosing.</p>	<p><i>Architecture 5 – (Innovation and Design) (1·0)</i></p> <p>Students will develop their computer modelling skills by drawing a larger scale commercial building then making modifications. They will also draw their own commercial scale building of their own design, considering aspect, functionality and using more advanced organic modelling techniques.</p>
3	<p><i>Architecture 3 – (Design Processes b) (0·5)</i></p> <p>Students learn the fundamentals of physical architectural model construction then build their own residential size project to scale. The theoretical focus will be on developing a deeper knowledge and understanding of contemporary social and cultural aspects involved in the study of architecture and of innovative building materials and processes.</p>	<p><i>Architecture 6 – (Architecture Advanced b) (0·5)</i></p> <p>Students build a model for a larger scale urban development of their choice. They also work to complete a university style portfolio of the work and projects they have completed over the two years.</p>

Interior Design – Designed Environments (T/A/M)

Why Study Designed Environments

Designed Environments focuses on the fields of architecture, interior design, urban design, landscape and sustainable building design. This course gives students opportunities to explore the concept that good design has the power to transform and provide lasting solutions that improve our lives. It considers sustainability, aesthetics, human interaction, ergonomics, the ethical use of space and functionality. Students apply problem solving skills in making appropriate design solutions to create attractive and functional spaces such as playgrounds, buildings and galleries.

Designers apply creative and open approaches to defining and solving problems, to enable businesses and industries to overcome rigid or outdated ways of doing things. Design has applications in the creation and improvement of cities, buildings, transport networks, furniture, websites, processes, bridges, landscapes and environment. Designers are innovators who enhance the way we live and interact with the world around us.

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Students can do a Minor in Designed Environments and can combine these units with those from other design subjects such as Textiles, Graphics, Engineering and Architecture, to complete a major, major-minor or double-major.

Assessment

All Designed Environments units consist of 50% Design Process tasks and 50% Design Solution tasks

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Design Process	50%	Design Process (2 tasks)	50%
Design Solution	50%	Design Solution (2 tasks)	50%

Typical Example of a student doing a Minor in Designed Environments:

Session	Yr. 11 or year 12
1	<p><i>Interior Design a (0.5)</i></p> <p>Interior designers shape perceptions and responses to physical space (including commercial, residential, public and temporary) through form, light, colour, texture, and sound. Good interior design enables spaces to be more efficiently, comfortably, aesthetic fulfilling, evoke an emotional response and are functional for its user(s). Students learn the principles of design, the elements they need to consider in their design solution and communication skills in presenting ideas through using appropriate terms and technology.</p>

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2	<p><i>Landscape Design (1·0)</i></p> <p>This unit examines architecture and design theory. Students learn that architects investigate new technologies and materials to create buildings or structures and ensure that what is designed is environmentally sustainable and addresses the user(s) needs. Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication.</p>
3	<p><i>Interior Design b (0.5)</i></p> <p>Students extend the skills they have learnt over the year in a project negotiated with the teacher. Students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. They rely strongly on their creativity, critical thinking and problem-solving skills to turn ideas into reality and to develop solutions to problems.</p>

Furniture Making (V/A/M)

Why Furniture Making?

DO YOU LIKE WORKING WITH YOUR HANDS AND BUILDING WITH WOOD? ARE YOU INTERESTED IN A TRADE? WOULD YOU LIKE THE CHANCE TO MAKE USEFUL AND BEAUTIFUL PROJECTS FROM WOOD IN A WELL-EQUIPPED WORKSHOP?

Why Furniture Making at Narrabundah?

At Narrabundah College, you will get to use a wide range of modern furniture making tools with the support of an experience and qualified teacher. The course covers the same content as the first year CIT Furniture making course and awards you the equivalent certification if complete, however, you will also learn to make high quality furnishings in a friendly, safe atmosphere.

Unit Description

Furniture Making students can do a Major or a Minor (Accredited and or Vocational courses). Students who complete a Major can also achieve a **MSF10113** Certificate I in Furnishing if they also do a work experience in a suitable furniture making related workplace.

Assessment






Furniture Making units consist of 70% Practical assessment and %30 theoretical and written assessment

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Written Theory	30%	Written Theory	30%
Practical projects	70%	Practical projects	70%

Visual & Performing Arts

Typical example of a student doing a Major in Furniture Making:

Session	Yr. 11	Yr. 12
1	<p>Fundamentals a (0.5) A-V <i>Competencies:</i> Follow WHS procedures, Make measurements Theory 30% OHS- Safety Booklet Practicals 70% Picture Frame and Dovetailed Jewellery Box</p> 	<p>Project Assembly a (0.5) A-V <i>Competencies:</i> Construct a basic timber furnishing product Theory 30% OHS- Safety Booklet, Job Safety Analysis, Cutting lists Practicals 70% Wooden Mallet and Footstool</p> 
2	<p>Trade Skills (1.0) A-V <i>Competencies:</i> Communicate in the workplace, Work in a team, Use furniture making sector hand and power tools Theory 30% Workbooks on competencies Practicals 70% Folding table and Pallet Deck chair</p> 	<p>Joinery & Finishing (1.0) A-V <i>Competencies:</i> Participate in environmentally sustainable work practices Theory 30% booklet on competency Practicals 70% Lolly dispenser and bench stool</p> 
3	<p>Fundamentals b (0.5) A-V <i>Competency:</i> Hand make timber joints Theory 30% Booklet on competency Practicals 70% Wooden Puzzle and own project design</p> 	<p>Project Assembly a (0.5) A-V Theory 30% Complete unfinished booklets Practicals 70% Book box and wooden puzzle</p> 

Design and Textiles (T/A/M)

Why Design & Textiles?

Do you have a keen interest in fashion?
 Would you enjoy designing and making garments, accessories and costumes and crafting printed, dyed and decorated textiles?
 Do you want to learn how you can help the environment by producing sustainable fashion and textiles?
 Perhaps you are interested in a career in fashion design, costume design, styling, textile technologies or related industries?
 Design & Textiles can open up a world of opportunities to follow your fashion dreams and ideals!

Why Design & Textiles at Narrabundah

Narrabundah Design & Textiles offers many ways for you to learn new techniques and develop and extend your creative ideas to produce fashion and textiles products.

There are also opportunities for:

- **Excursions** - Sydney trips and local excursions to see the work of fashion designers, costume designers, design/art exhibitions & live theatre productions.
- **Annual Fashion Parade** – at the end of each year Design & Textiles students in Year 12 (completing a major or more) showcase a collection of their work. Year 11 and other year 12 students in the course also have an opportunity to contribute to this as models, crew, helping with makeup etc. The Fashion Parade is a highlight of each year for Design & Textiles. It is also very useful for helping to prepare a folio for admission to further study in Fashion/Textiles.

Course & Unit Description

We offer Design and Textiles T and A. Students may complete either a Double Major, Major Minor, Major or Minor course of study.
 Double major - students may integrate a unit from Design & Emerging Technologies with a textiles/fashion focus to complete a double major - consisting of 1 unit in session 1 in year 11 and 1 unit in session 3 in Year 12 and 2 units in every other session.

Assessment

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
DESIGN PROCESS – design development folio	50 %	DESIGN PROCESS – design development folio or research task	20 – 25 %
DESIGN SOLUTION – production of design product	50 %	DESIGN SOLUTION – prototype or product	25 – 35 %
		DESIGN PROCESS – design development folio or research task	20 -25 %
		DESIGN SOLUTION – production of final design product	25 - 35 %

Visual & Performing Arts

Design & Textile units on offer

A/T/M	
<p><i>Design Aesthetics a & b 0.5</i></p> <p>This unit examines the value of aesthetics and its relationship to design theory. Students engage with established fashion/textiles design methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles. Special areas of focus vary:</p> <p><u>Session 1</u> – introduction to patterns, fabric & sewing technologies, construction, embellishment, elements & principles of design & the design process.</p> <p><u>Session 3</u> – fabric printing & dyeing</p>	<p><i>Design for Futures a & b 0.5</i></p> <p>This unit examines the future of design within the context of textiles/fashion. Students examine technological tools and processes to create solutions and/or products for the 21st century, with special consideration given to sustainability. Students will design and produce garments/outfits or textile items using recycling, up-cycling and repurposing techniques and explore eco textiles and technological developments in fashion & textiles. Special areas of focus vary:</p> <p><u>Session 1</u> – recycling, up-cycling & repurposing & technological developments</p> <p><u>Session 3</u> – eco textiles (including eco printing/dyeing) & technological developments</p>
<p><i>Design for Communication 1.0</i></p> <p>This unit examines communication theories, methodologies, and meanings. Students develop skills in creating ideas to convey visual messages in the design, making and promotion of textile/fashion solutions. Aspects of developing your own brand/label and design philosophy for fashion and textiles are explored. Special areas of focus may vary each year and can include: Fashion Design - creating a designer label/brand, Wearable Art, Embroidery, Fashion Illustration, historical and cultural aspects of fashion. There may be opportunities for excursions to attend exhibitions and visit fashion businesses.</p>	<p><i>Design for Purpose 1.0</i></p> <p>This unit examines how designers create for end purpose and create a product with consideration given to needs, purpose and product performance. Aspects of developing fashion or textile products that are suited to activities or areas of design are explored. Special areas of focus may vary each year and can include: Costume, Couture Fashion, Utilitarian Fashion, Fashion Accessory Design and Textile Design for Interiors. There may be opportunities for excursions to attend exhibitions, performances and visit design businesses/production companies.</p>
<p><i>Negotiated Study a & b 0.5</i></p> <p>In this unit students investigate contemporary issues relating to textiles and fashion. The design process is used to frame the problem and create a solution. Are you interested in a particular area of fashion or textile design that has not been covered by the course or you wish to extend? If so, this unit is available to you, if you have successfully completed 2 standard units. You choose your own special topic to research, design and construct a project to communicate your creativity.</p> <p>Session 1 – individual project.</p>	<p><i>Negotiated Study b 0.5</i></p> <p>In Session 3 - students have the opportunity to design their own section of the annual Narrabundah College Fashion Parade, organised by the student group.</p>
Double Major only - extra units	
<p><i>Design Processes 1.0</i></p> <p>This unit gives students the opportunity to apply a staged design process to develop design solutions and apply design thinking in a textiles/fashion focus area; using the design</p>	<p><i>Product Design 1.0</i></p> <p>Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user centred product</p>

Visual & Performing Arts

process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.	while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, the development of technical knowledge and understanding design opportunities that are brought about by technological change.
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Typical Example of a student doing a Major in Design & Textiles

Session	Yr. 11	Yr. 12
1	Design Aesthetics a	Design for Futures a or Negotiated Study a
2	Design for Communication or Design for Purpose	Design for Communication or Design for Purpose
3	Design Aesthetics b	Design for Futures b or Negotiated Study b

Typical Example of a student doing a Double Major in Design & Textiles

Session	Yr. 11	Yr. 12
1	Design Aesthetics a	Design for Futures a & Negotiated Study a
2	Design for Communication or Design for Purpose & Design Process (Design and Emerging Technologies unit)	Design for Communication or Design for Purpose & Product Design (Design and Emerging Technologies unit)
3	Design Aesthetics a	Design for Futures b or Negotiated Study b

Food Studies (A)

Why Food Studies?

Do you have a keen interest in cooking?

Would you enjoy learning about different ways to prepare food and explore recipes and dishes from other cultures and influences?

Do you want to learn about new food trends and healthier food options?

Perhaps you are interested in developing job related skills that involve food preparation?

Why Food Studies at Narrabundah?

Narrabundah Food Studies is a great way to collaborate with others to create exciting and delicious food!

There are opportunities to:

- Explore recipes and cook different dishes you like and try out new ones!
- Choose and create your own recipe ideas to prepare.
- Work with your friends and make new friends as you cook together and discover a whole world of food!

*Adjustments are made for any special dietary requirements
Students may complete either a Major or Minor course of study.

Course & Unit Description

Food Studies runs as an A course and students may complete a Major or Minor.

Visual & Performing Arts

Assessment

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Practical	50 %	Practical 1	25 %
Workbook/theory	50 %	Theory task or test	25 %
		Practical 2	25 %
		Workbook task	25 %

Food Studies units of offer

Course	Food Studies	
Classification	A/M	
	Contemporary Food a & b 0.5 In this unit, students develop an appreciation of the strengths and weaknesses of emerging and contemporary food and food products in society and make informed and ethical decisions as consumers. They explore factors that contribute to innovations in the quality, styles, forms and availability of food. Innovations and contemporary trends are explored in the preparation and presentation of foods, such as advertising and consumer demand, sustainable food production, the desire for novelty, food styling and the impact of social media.	Food Choices a & b 0.5 In this unit students develop knowledge and understanding of the functional properties and sensory characteristics and processes applied to a range of foods in different applications. They evaluate the sustainability of food packaging. Students learn about the factors that influence food choices and food production. They use a problem-solving approach to explore and apply a range of techniques and processes for producing food products. Students investigate the influence of a range of factors on the selection of food available to consumers. They consider the challenges people face in accessing healthy food, including seasonal availability, and propose solutions.
	Food Communities 1.0 In this unit students explore the cultural experience of food from a variety of local and global communities to understand the cultural significance of the food and its role in customs and traditions. They develop intercultural understanding through the medium of food. Students account for the prevalence and significance of food types and practices. Students develop an understanding of worldwide consumption patterns and food practices that responds to their ecological and economic context. They apply their cultural knowledge and authentic production techniques to prepare and deliver a food based cultural experience.	Food and Health 1.0 In this unit, students develop skills in the selection and use of food, equipment and techniques to produce a variety of food items. They select and use appropriate ingredients, equipment and techniques to produce quality food items, and use hygienic and safe practices in the selection, handling and storage of food. Students demonstrate safe practices in the use of equipment and appliances. Students develop an understanding of the nature of food, nutrition and the relationship of food to health. They learn to recognize the aesthetic and nutritional value of a variety of foods, apply knowledge of the aesthetic and nutritional value of foods to meet a range of dietary and cultural needs, and understand and be informed about the impact of food on health.

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Typical Example of a student doing a Major in Food Studies

Session	Yr. 11	Yr. 12
1	Contemporary Food a or Food Choices a	Contemporary Food a or Food Choices a
2	Food Communities or Food & Health	Food Communities or Food & Health
3	Contemporary Food b or Food Choices b	Contemporary Food b or Food Choices b

Performing Arts

- **Music (T/A/M)**
- **Drama (T/A/M/R)**
- **Dance (T/A/M)**

Music (T/A/M)

Why Music at Narrabundah?

Our college has a long history of excellence in Music. Our college offers courses that cover all styles of music: Contemporary, Electronic, Classical, and Jazz. We encourage all students to be themselves and find their potential, no matter what style of music they like.

We offer many performance opportunities at the college, and students can form their own bands or work with musicians of any genre, or work on their electronic music studios on their compositions. Students can also work on projects with students in other areas of studies, such as writing film music for Media students. Our Music Department welcomes all who want to improve their skills and learn more about music.

Narrabundah College Music Department:

- Has a large diverse program offering 4 lines each session (including IB Music)
- Has large spaces for practising and a dedicated performance space, The Auditorium
- Has the latest equipment for Electronic Music production, recording studio for live performances, Yamaha grand piano, practice upright pianos, electric keyboards, great selection of guitars, three drum kits, many amps, and other instruments
- Many performance opportunities for students; Lunchtime concerts, Autumn and Winter Concerts, Open Nights, Arts Night, Alumni Concerts with professional musicians, Graduation, etc.
- Brings professional musicians and performers to the college for workshops, lectures, and performances
- also run the Narrabundah College Lunchtime Concert Series, open to public
- Offers Music Scholarship through auditions in February each year

Course and Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Music can be taken as a minor, major, major-minor and double-major at T/A/M levels and dependent on units selected can focus on Jazz, Contemporary, Classical or Electronic.

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Assessment

All Music units consist of 60% MAKING and 40% RESPONDING

Typical Structure Assessment

Session 1 & 3		Session 2 (longer session)	
Music analysis/Theory/Aural Training (responding)	40%	Music analysis/Theory/Aural Training (responding)	40%
Performance (making)	60%	Performance 1 and 2 (making)	30%
		Creating original music (making)	30%

Music units on offer

Course	Music	Specialised Music
Classification	A/T	A/T
Course Rationale	In Music, students learn as artists, by making and interpreting music that communicates to audiences. As audiences, they learn by responding critically to music. Students develop skills in creating and producing music.	In Specialised Music, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts by making, interpreting, and responding to music. Students conduct in-depth creative inquiries into personal, local, and global challenges.
	Creativity in Music Students learn about the creative process in Music. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	Innovation in Music Students learn about innovative music practice. They explore their musicological and technical capacity to encompass a variety of innovations in technique, performance, direction, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	Communicating Meaning in Music Students learn about how meaning is communicated in a variety of musical forms and styles. They explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through music.	Music Leadership Students learn about leadership in the context of creating music performance. They explore techniques and methodologies used to create art works. Students draw on pedagogical, leadership, production, and communication and collaboration skills to lead music performances.
	Music in Context Students learn about how musicians over time and place have embodied their knowledge. They explore how musicians and composers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, ethics, and principles of intercultural understanding to creating music.	Entrepreneurship in Music Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic music for a range of audiences.

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	Improvisation and Variation in Music Students learn about a range of musical traditions and forms. They explore the musicology and music theory related to variation and improvisation, as well as considering regulatory and ethical issues associated with homage, borrowing and sampling. They apply their expanded repertoire, variation, and improvisation skills to understand personal, local, and global issues.	Interdisciplinary Inquiry in Music Students learn about how music can be used to gain new insights into concepts from other disciplines. They explore techniques for understanding and representing knowledge from other disciplines. Students apply music as a way of knowing the world and sharing their insights.
	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.	
Studies of Music Combines units from Music and Specialised Music courses to form the Studies of Music course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.		
*Narrabundah also runs IB Music concurrently with BSSS courses		

Typical Example of a student doing a Major in Music:

Session	Yr. 11	Yr. 12
1	Creativity in Music a 0.5 This is the broad introductory unit where the focus is on the process of creating musical pieces leading to performances	Music Leadership a 0.5 The focus of this unit is on students taking leadership in designing their own performances for audiences and presenting them in live concert in various forms
2	Music in Context a 1.0 Students explore how musicians and composers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, ethics, and principles of intercultural understanding to creating music. OR Improvisation and Variation in Music 1.0 The focus on this unit is on learning how to improvise and use variations in music.	Entrepreneurship in Music (yr. 12 only) 1.0 This unit runs as a production unit where yr.12 students are involved in the staging a major music production for outside audiences. It involves many extra hours of rehearsals and preparation. OR Music in Context 1.0 See yr. 11 units. You may only take this unit if you <i>didn't</i> take it in yr.11. OR Improvisation and Variation in Music 1.0 See yr. 11 units. You may only take this unit if you <i>didn't</i> take it in yr.11.
3	Communication meaning in Music a 0.5 Students explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through music.	Music Leadership b 0.5 (at teacher discretion) This unit runs in conjunction with Communication in Music where you will direct a piece of theatre of your choosing for an outside audience OR Interdisciplinary Inquiry in Music a 0.5 The focus of this unit is on devising a project with other creative areas, such as film, literature, etc. Students will present the

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		<p>project publicly to audiences</p> <p style="text-align: center;">OR</p> <p>Communication in Music b 0.5 This unit runs in conjunction with Music Leadership b where a yr. 12 students will design their own performances for audiences and present them in live concert in various forms</p>
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Typical Example of a student doing a Double Major in Music:

Session	Yr. 11	Yr. 12
1	<p>Creativity in Music b 0.5 This is the broad introductory unit where the focus is on the process of creating musical pieces leading to performances</p>	<p>Music Leadership a 0.5 The focus of this unit is on students taking leadership in designing their own performances for audiences and presenting them in live concert in various forms to do the school production.</p> <p style="text-align: center;">AND</p> <p>Creativity in Music b 0.5 This is the broad introductory unit where the focus is on the process of creating musical pieces leading to performances</p>
2	<p>Music in Context a 1.0 Students explore how musicians and composers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, ethics, and principles of intercultural understanding to creating music.</p> <p style="text-align: center;">OR</p> <p>Improvisation and Variation in Music 1.0 The focus on this unit is on learning how to improvise and use variations in music.</p>	<p>Entrepreneurship in Music (yr. 12 only) 1.0 This unit runs as a production unit where yr.12 students are involved in the staging a major music production for outside audiences. It involves many extra hours of rehearsals and preparation.</p> <p style="text-align: center;">AND</p> <p>Negotiated Study Unit (yr.12 double major only) 1.0 This unit is created in consultation with your teacher for students doing a double major in Music</p>
3	<p>Communication meaning in Music a 0.5 Students explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through music.</p> <p style="text-align: center;">AND</p> <p>Communication in Music b 0.5 This unit runs in conjunction with Music Leadership b where a yr. 12 students will design their own performances for audiences and present them in live concert in various forms</p>	<p>Music Leadership b 0.5 (at teacher discretion) This unit runs in conjunction with Communication in Music where you will direct a piece of theatre of your choosing for an outside audience</p> <p style="text-align: center;">AND</p> <p>Interdisciplinary Inquiry in Music a 0.5 The focus of this unit is on devising a project with other creative areas, such as film, literature, etc. Students will present the project publicly to audiences</p>

Drama (T/A/M/R)

Why Drama?

Drama is the most important subject on the curriculum! It is the only subject that acknowledges and challenges the whole student. In Drama you work physically, intellectually, emotionally and spiritually.

Why Drama at Narrabundah?

Narrabundah Drama believes that anyone can be a great performer. If you are a living and breathing human with thoughts, feelings and beliefs you can be a great actor – you already have the raw material. Acting isn't about putting something on. It's about being brave enough to take something off and share something of you with an audience.

Narrabundah Drama:

- Has a large diverse program offering **4 lines each session**
- Has a history of great **Drama Productions** in its own Hawk Theatre and we believe that there is no reason that you can't produce theatre here that is as good as anything on the planet
- **Camps, Sydney trips and excursions** to see productions
- Believes it is the immediate and primal interactions between actors and characters that makes theatre unique. Thoughts, feelings, and physicality is at the core of all theatre and always will be.

"If you want to create a masterpiece, you must always avoid beautiful lies." — Jerzy Grotowski

- Believes in the power of the ensemble and collaboration

"I do not believe in the supremacy of the director, designer, actor or even of the writer. It is through collaboration that this knockabout art of theatre survives and kicks. It was true at the Globe, The Curtain, The Crown, and in the 'illustrious theatre' of Molière and it can work today." – Joan Littlewood

Course and Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units. Drama can be taken as a minor, major, major-minor and double-major at T/A/M levels and R unit points can be earned for production work.

Assessment

All Drama units consist of 60% making and 40% responding

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Essay/Review/Seminar (responding)	40%	Essay/Review/Seminar (responding)	40%
Performance 1 (making)	10%	Performance 1 (making)	20%
Performance 2 (making)	50%	Performance 2 (making)	40%

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Drama units on offer

Course	Drama Certificate II and III Live Production and Services	Specialised Drama Certificate II and III Live Production and Services
Classification	A/T/M/V	A/T/M/V
Course Rationale	In Drama, students learn as artists, by making drama performances that communicate to audiences. As audiences, they learn by responding critically to drama. Students develop skills in creating and producing Drama.	In Specialised Drama, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts. Students conduct in-depth creative inquiries into personal, local, and global challenges.
	Creativity in Drama Students learn about the creative process in Drama. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	Innovation in Drama Students learn about innovative dramatic practice. They explore their dramaturgical and technical capacity to encompass innovations in technique, performance, direction, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	Communicating Meaning in Drama Students learn about how meaning is communicated in a variety of Dramatic forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through drama.	Drama Leadership Students learn about leadership in the context of creating Drama performance. They explore techniques and methodologies used to create art works. Students draw on pedagogical, leadership, production, and communication and collaboration skills to lead drama performances.
	Drama in Context Students learn about how dramatists over time and place have embodied their knowledge. They explore how dramatists throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating drama.	Entrepreneurship in Drama Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Drama for a range of audiences.
	Adaptation in Drama Students examine a range of texts to understand how universal themes and perspectives are represented. They develop skills in adaptability, critical analysis, and versatility. In adapting texts, students use a variety of methods, mediums, and techniques to achieve transformation.	Interdisciplinary Inquiry in Drama Students learn about how drama can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students produce projects that incorporate knowledge and skills from a range of disciplines and art forms.

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	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.
Studies of Drama Combines units from Drama and Specialised Drama courses to form the Studies of Drama course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.	
*Narrabundah also runs IB Theatre concurrently with BSSS courses	

Typical Example of a student doing a **Major in Drama**:

Session	Yr. 11	Yr. 12
1	Creativity in Drama a (yr.11 compulsory intro unit) 0.5 This is the broad introductory unit where the focus is on the process of creating theatrical pieces from group devised chorus works to scripted duologues.	Drama Leadership a 0.5 The focus of this unit is on taking open ended scripts or stimulus material to create polished devised pieces of theatre. Performances also serve as an audition for yr.12 students wanting to do the school production .
2	Drama in Context 1.0 The focus of this unit is on Comedy in theatre and how a variety of comedic forms are an exploration of and comment on the context from which they come. <p style="text-align: center;">OR</p> Innovation in Drama 1.0 The focus on this unit is on experiential forms of theatre and innovations of the form throughout history and now.	Entrepreneurship in Drama (yr. 12 only) 1.0 This unit runs as a production unit where yr.12 students are involved in the staging a major production for outside audiences. It involves many extra hours of rehearsals and preparation. <p style="text-align: center;">OR</p> Drama in Context 1.0 See yr. 11 units. You may only take this unit if you <i>didn't</i> take it in yr.11. <p style="text-align: center;">OR</p> Innovation in Drama 1.0 See yr. 11 units. You may only take this unit if you <i>didn't</i> take it in yr.11.
3	Communication in Drama a 0.5 This unit runs in conjunction with Drama Leadership b where a yr. 12 student director will lead you through the process of creating character and staging a piece of theatre.	Drama Leadership b 0.5 (at teacher discretion) This unit runs in conjunction with Communication in Drama where you will direct a piece of theatre of your choosing for an outside audience <p style="text-align: center;">OR</p> Adaptation in Drama a 0.5 The focus of this unit is devising an original piece of theatre for a specific performance event e.g. at an Arts exhibition or a touring show for local primary schools <p style="text-align: center;">OR</p> Communication in Drama b 0.5 This unit runs in conjunction with Drama Leadership b where a yr. 12 student director will lead you through the process of creating character and staging a piece of theatre.

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Typical Example of a student doing a **Double Major** in Drama:

Session	Yr. 11	Yr. 12
1	<p>Creativity in Drama a (yr.11 compulsory intro unit) 0.5 This is the broad introductory unit where the focus is on the process of creating theatrical pieces from group devised chorus works to scripted duologues.</p>	<p>Drama Leadership a 0.5 The focus of this unit is on taking open ended scripts or stimulus material to create polished devised pieces of theatre. Performances also serve as an audition for yr.12 students wanting to do the school production. AND Creativity in Drama b 0.5 This is the broad introductory unit where the focus is on the process of creating theatrical pieces from group devised chorus works to scripted duologues.</p>
2	<p>Drama in Context 1.0 The focus of this unit is on Comedy in theatre and how a variety of comedic forms are an exploration of and comment on the context from which they come. AND Innovation in Drama 1.0 The focus on this unit is on experiential forms of theatre and innovations of the form throughout history and now.</p>	<p>Entrepreneurship in Drama (yr. 12 only) 1.0 This unit runs as a production unit where yr.12 students are involved in the staging a major production for outside audiences. It involves many extra hours of rehearsals and preparation. AND Negotiated Study Unit (yr.12 double major only) 1.0 This unit is created in consultation with your teacher for students doing a double major in Drama</p>
3	<p>Communication in Drama a 0.5 This unit runs in conjunction with Drama Leadership b where a yr. 12 student director will lead you through the process of creating character and staging a piece of theatre. AND Communication in Drama b 0.5 This unit runs in conjunction with Drama Leadership b where a yr. 12 student director will lead you through the process of creating character and staging a piece of theatre.</p>	<p>Drama Leadership b 0.5 (at teacher discretion) This unit runs in conjunction with Communication in Drama where you will direct a piece of theatre of your choosing for an outside audience AND Adaptation in Drama a 0.5 The focus of this unit is devising an original piece of theatre for a specific performance event e.g. at an Arts exhibition or a touring show for local primary schools</p>

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Dance (T/A/M)

Why Dance?

The aim of the Dance program is to provide students with a wide experience of dance in order to develop skills, knowledge and experience in the art form. All units involve a practical component, allowing students to develop skills in various dance techniques, create their own choreography and collaborate with their peers to produce interesting and original dance work.

The Dance course offers a variety of units, giving students the opportunity to discover new skills and to develop particular areas of interest, while gaining creative, technical and theoretical experience and knowledge. Students also have the opportunity to perform at the college and in events such as the Ausdance ACT Dance Festival.

Please note that Dance in 2023 will only be offered if staffing can be arranged

Unit Description

Units are offered as either half-standard (0.5) and/or standard (1.0) units as indicated against each unit.

Assessment

All Dance units consist of 60% making and 40% responding

Typical Assessment Structure

Session 1 & 3		Session 2 (longer session)	
Essay/Review/Seminar (responding)	40%	Essay/Review/Seminar (responding)	40%
Performance 1 (making)	10%	Performance 1 (making)	20%
Performance 2 (making)	50%	Performance 2 (making)	40%

Dance units on offer

Course	Dance Certificate II and III Live Production and Services	Specialised Dance Certificate II and III Live Production and Services
Classification	A/T/M/V	A/T/M/V
	Creativity in Dance Students learn about the creative process in Dance. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.	Innovation in Dance Students learn about innovative dance practice. They explore innovations in technique, choreography, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.
	Communicating Meaning in Dance Students learn about how meaning is communicated in a variety of Dance forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply	Leadership in Dance Students learn about leadership in the context of creating Dance performance. They explore techniques and methodologies used to create art works. Students draw on pedagogical, leadership, production, and communication and collaboration

Visual & Performing Arts

	techniques to communicate their understanding of a range of issues through dance.	skills to lead dance performances.
	Dance in Context Students learn about how Dancers over time and place have embodied their knowledge. They explore how Dancers and choreographers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, and experience of intercultural understanding to create dance.	Entrepreneurship in Dance Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the dance industry to produce authentic Dance for a range of audiences.
	Collaboration in Dance Students learn about how to collaborate effectively to create art. They explore the demands of working with other artists to create a performance. Students apply creative, production, communication, and collaboration skills to make art using connections between the arts.	Interdisciplinary Inquiry in Dance Students produce projects that incorporate knowledge and skills from a range of disciplines and art forms. Students learn about how dance can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines.
	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal’s approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.	
Studies of Dance Combines units from Dance and Specialised Dance courses to form the Studies of Dance course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.		