At Erindale College we aim to continually improve our excellent learning community. We have an enduring focus on learning in a safe and caring environment.

Our mission is to create a culture of high expectation in learning and teaching with strong evidence of student achievement. We aim to build a learning community with a culture that empowers people as leaders and has a diversity of life pathways for students. We will empower students and teachers as learners; leaders; and responsible, healthy citizens. We will do this in strong partnership with families, community agencies, business and industry.

Our values:

- Quality teaching and learning across a comprehensive, contemporary curriculum.
- Excellence in achievement, creativity and independent thinking for all.
- Respectful relationships.
- Safe, supportive and nurturing social and physical environments.
- Effective networks within and beyond the college and constructive and rewarding partnerships.
- A futures-orientation to learning, teaching and community.

We provide a wide range of courses to meet your needs. We want to ensure your success. The College Course Guide lists courses that enable you to pursue pathways leading to university, further education and direct employment. Details are also available on the college website.

In 2015, we joined the Cambridge International Education family of schools. Every year, nearly a million Cambridge learners from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge. Erindale College is the tenth Cambridge International Education School in Australia and the very first government school in the country to join Cambridge. An exciting adventure is ahead of us.


We have an Academy structure in which curriculum and special programs are grouped. By belonging to an Academy students have the benefit of receiving support and advice from teachers who have an expert professional understanding of the curriculum for the particular area of interest.

College Link is based within Academies and is a mandatory course for all students. College Link teachers aim to mentor, counsel, and coach students towards success. Attendance is checked and followed-up by Link teachers. Academic programs are monitored and managed in consultation between students, parents and the Link teacher. In Year 12, pathway planning with a well-rounded preparation for the transition beyond Erindale College is a significant part of the program.

The incredibly successful Talented Sports Program (TSP) is a feature of the Erindale Sports Academy. TSP offers students the opportunity to develop their sporting ability in selected squads with specialised coaching staff while providing a supportive and structured environment in which to maximise their academic potential.

Talented sports students in Year 10 entered this program for fulltime education in a college setting and this is proving very successful. The talented student approach is reflected in the other Academies as well. The SUMMIT program is a specialist program in Mathematics and Science for talented Year 10 students, with a curriculum that challenges these young people in these disciplines. This is now a fulltime option for Year 10 students. Further opportunities for specialisation are available in areas of Business, Enterprise and Innovation and in Creative and Performing Arts.

Exciting initiatives of the Tuggeranong Network of Schools are being led by Erindale College. The ‘Big Picture’ inspired program offers Year 11 and Year 12 students a full-time opportunity to engage with a personalised learning approach. The Tuggeranong Sustainable Living Trades Training Centre allows students access to Certificate III pathways in Building Construction, Automotive, Hospitality and Horticulture from the late high school years to graduation in Year 12.

Erindale College is unique in the ACT in that it is part of the larger Erindale Education and Recreation Complex. This complex provides students with access to a modern 450-seat theatre in which high quality productions are presented both by the college and community. The Erindale Library, with its very extensive collection, is open all year round. The facilities in the Active Leisure Centre, available for student use, include a 25-metre swimming pool and fully equipped gym.

We welcome students to our college and we look forward to helping all celebrate success.

Michael Hall
Principal

Priority Placement Areas:
Chisholm, Fadden, Gilmore, Gowrie, Hume, Macarthur, Monash, Oxley, Tharwa, Wanniassa

Thanks to everyone who contributed to this Course Guide.
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[Note well:

The college reserves the right to alter any course or other arrangements described in this Course Guide, whilst adhering to ACT Board of Senior Secondary Studies policies.

Units are offered on the basis of student demand and some units may not be available in any given semester.]
1. **ENGLISH and LANGUAGES ACADEMY**

1.1 **INTRODUCTION TO THIS ACADEMY**

The English and Languages Academy encourages students to become independent users of language and to develop strategies for effective reading, writing, speaking, listening and viewing.

1.2 **COURSES**

There are three major courses in English: Essential English A, English T and Literature T. In addition, a Year 10 Program is available to selected students.

1.2.1 **ESSENTIAL ENGLISH (A)**

The Essential English A course provides students with an opportunity to increase their skills, knowledge and understanding of the English language. It does this through providing four units which explore, for example, the literature of war, stories for young people and science fiction. The course looks at a range of themes, and includes units which will assist students to develop work and communication skills. The Year 11 introductory unit for all students is Comprehending and Responding.

**Australian Curriculum Course**

**Essential English (A)**

This course consists of four semester units. Each semester unit is also accredited as two half semester units.

**Unit 1: Comprehending and Responding**

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**

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. 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**

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**

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.

1.2.2 ENGLISH (T)

The English (T) course prepares students for tertiary study in a range of courses at university or CIT. It will enable students to increase their skills, knowledge and understanding of language and literature either written in English or translated into English. The course looks at a range of themes and types of literature and will enable students to develop work and communication skills. The Year 11 introductory unit for all students is Communication of Meaning.

Unit Description

Australian Curriculum Course

English (T)

This course consists of four semester units. Each semester unit is also accredited as two half semester units.

Unit 1: Communication of Meaning

Outline: 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 differences and commonalities between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic devices and apply skills of analysis and creativity. They are able to respond imaginatively, interactively and analytically, creating their own texts and reflecting on their own learning.

Unit 2: Representations Through Texts

In Unit 2 students analyse the representation of ideas, attitudes and voices in texts to consider whether or not texts are a reflection of the world as it is. 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 own language choices and consider why they represent ideas in particular ways.

Unit 3: Comparative Texts

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, and consider how those conventions may assist interpretation and how they may be contested. 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.

Unit 4: Perspectives

In Unit 4 students explore the relationship between content and structure, voice and perspective, the text and its context and the application of these through a close study of individual texts. Students examine different interpretations and perspectives to further develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. This provides the opportunity for students to extend their experience of language and of texts and to explore their ideas through their own reading and viewing. Students demonstrate understanding of the text studied through creation of imaginative, interpretive and analytical responses.
Australian Curriculum Course

Literature (T)

This course consists of four semester units. Each semester unit is also accredited as two half semester units.

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.

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. 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 3 develops students’ knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. 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 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.

1.2.3 ENGLISH AS A SECOND LANGUAGE (ESL) (T/A)

English as a Second Language courses are suitable for study by students from non-English speaking backgrounds. The ESL A course will enable students to extend their skills and knowledge of English while they are completing their final two years of secondary schooling. The ESL T course will enable students to gain the skills and knowledge to continue their studies at tertiary level. Students with a very limited knowledge of English are advised to complete the New Arrivals Program at the Secondary Introductory English Centre before enrolling at Erindale College. This program provides an intensive English course for all newly arrived non-English speaking students who plan to enter High Schools and Colleges. The average length of the course is six months, or two school terms. Enrolment may take place at any time during the year.

ESL (T) is accepted as English for purposes of university entrance.

ESL

English as a Second Language (T/A)

The content will reflect the language levels of students enrolled in the units. The course consists of four semester units. The first and fourth units are also accredited as half units.

Introductory Research and Writing Skills (T/A)

(This is a semester long unit)

In this unit you will study: library use and function; use of the library catalogue and resources through the internet; basic research techniques (reading skills, note taking,
referencing and oral and written communication skills); sentence structure, topic sentences and paragraph writing; basic essay writing; and appropriate genre and register.

**Exploring Literary and Formal Texts (T/A)**

*(This is a semester long unit)*

In this unit you will study: a variety of short literary texts; the language of Australian literature, film, music, and popular culture; formal register; the report writing genre in different contexts across the curriculum; referencing; use of direct and indirect speech; plagiarism issues; summarising, paraphrasing; business writing; reviews; audience surveys; and instructional manuals.

**Research Skills, Literature and Film (T/A)**

*(This is a semester long unit)*

In this unit you will study: skills in research for effective writing and other purposes across a range of subject areas; referencing and creating bibliographies; effective oral communication skills in a variety of contexts; and a selection of texts, both short and long, including novels, plays, movies, short stories and poetry.

**Issues in Literature and Culture (T/A)**

*(This is a semester long unit)*

In this unit you will study: revision of essay structure; expository and argumentative genres in oral and written contexts; analysis of models of these genres; literature from a range of cultures so that you will be aware of, and develop an understanding of, the cultural traditions of countries which make up multicultural Australia.

### 1.2.4 LANGUAGES (T)

The study of a language will help students to broaden their horizons by enabling them to access the culture and means of communication of another country. Another language can be helpful in any career or business enterprise which might involve communication in or with another country. Units are offered for study over a semester but the first and last units can be studied for a term. Units are sequential.

**CHINESE (T)**

**Beginning Chinese**

This course enables students to begin the study of this language. It enables them to understand and use written and spoken Chinese relating to situations such as travelling, eating and entertainment. Other topics include school and the future, the environment and festivals. The course emphasises oral usage but includes Chinese script.

**Continuing Chinese**

This course (consisting of 4 units) enables students to continue the study of Chinese beyond Year 10. The units contain core language work, literary and cultural studies. They aim to develop Chinese language skills while providing insight into Chinese culture and way of life.

The course emphasis is on oral language but includes Chinese script.

**FRENCH (T)**

**Beginning French**

This course (consisting of 4 units) enables students to begin the study of this language. It enables them to understand and use written and spoken French relating to situations such as shopping, travelling, going out and discussing interests. Students learn about French culture and French speaking countries.

**Intermediate French**

This course (consisting of 4 units) enables students to continue their study of French beyond Year 10 but is not as demanding as the Continuing course. It can be studied following an assessment of their skills by the French teacher. Intermediate French consists of Beginning French 3 and 4 and Continuing French 1 and 2.

**Continuing French**

This course (consisting of 4 units) enables students to continue the study of French beyond Year 10. The units contain core language work, literary and cultural studies. They aim to develop French language skills while providing insight into French culture and way of life.
2. ENTERPRISE ACADEMY

2.1 INTRODUCTION TO THIS ACADEMY

The Enterprise Academy offers a wide variety of courses and learning opportunities.

Within the Enterprise Academy the following courses are offered:

- Design and Graphics (T/A)
- Textiles and Fashion (T/A)
- Food for Life (A)
- Furniture Construction (A/V)
- Hospitality A/V/C
- Metal Technology (A)
- Tourism and Event Management (A/V)

The majority of courses in the Enterprise Academy are practical in nature with a strong emphasis on vocational education, allowing students to develop the knowledge and skills to pursue a wide variety of career pathways. Additionally, they develop valuable skills for lifelong leisure interests and independent living.

Those students wishing to complete a tertiary major or minor can enrol in the following tertiary accredited courses:

- Design and Graphics T/A
- Textiles and Fashion (T/A)

The Enterprise Academy area has excellent facilities, which include a new state of the art fully operational training restaurant, commercial kitchen and coffee shop, modern and well equipped wood and metal workshops and a Computer Aided Drawing and Design (CADD) lab.

2.2 COURSES

2.2.1 DESIGN AND GRAPHICS (T/A)

Curious how the world works? Interested in how objects are made? Inventiveness is your middle name? Then the Design and Graphics course is for you!

Through the stream of CADD we delve into how this subject positively shapes the world around us. Students develop and use lateral thinking, model conceptualisation and problem-solving skills to design innovative products. Students learn to communicate design responses to real client briefs using subject-specific technology and techniques. The course structure is the same for both the tertiary and accredited courses but the projects, assignments, and tests for the accredited course are less academically demanding.

DESIGN AND GRAPHIC COMMUNICATION UNITS WILL BE OFFERED IN THE FOLLOWING SEQUENCES:

<table>
<thead>
<tr>
<th>2016 Semester 1</th>
<th>2016 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 CADD Intro 1</td>
<td>CADD Applications 2</td>
</tr>
<tr>
<td>2017 Semester 1</td>
<td>2017 Semester 2</td>
</tr>
<tr>
<td>1 CADD Advanced 3</td>
<td>Major Design Project</td>
</tr>
</tbody>
</table>

Unit Descriptions

Computer Aided Drawing and Design (CADD) T/A

Students develop skills and knowledge in the use of computer software to design, produce, annotate, print and plot drawings to industry standards. In this introductory unit, no prior knowledge is required. Students who have previously studied technology-related subjects are encouraged to extend themselves in challenging design briefs using computer software. Excursions to view CADD in industry introduce students to real world applications. At the conclusion of the three units, an industry standard portfolio has been created. As a final project, students manufacture and finish a CAD CAM model.

Covered in this course:

- 3D computer modelling
- Animation of objects
- Design process
- Computer Aided Manufacture (CAM)
- Hand drawing standards
- Materials and their properties
- 3D printing
Major Design Project T/A

Prerequisite: Study of three previous Design and Graphics units

Students follow a self-directed course in producing a portfolio addressing a self-determined problem or product redesign from the stream previously studied.

Covered in this course:

- Self-directed learning
- Developing own aims, objectives and learning goals
- Time management
- Professional standard portfolio
- Learning presentations
- Networking with industry

Previous major design projects have included designing a thermal explorer’s suit and a ski helmet incorporating hidden headphones. A scale model using professional materials is produced to enhance the client communication.

For more information on any of the above pathways, please talk to the Design and Graphics teacher at the College Information Evening or when enrolling.

2016

Semester 1 - Food First

In this unit students will gain knowledge about food safety and hygiene, culinary terminology and equipment and the structure and sources of food and develop the skills to select, store, prepare and serve food effectively. Students will also learn about the role of food in our society to gain a greater understanding of individuals’ food choices and the role of food in entertaining.

Semester 2 - Nutrition for Life

In this unit students will develop knowledge and skills to make informed decisions about healthy eating patterns using the abundance of food choices which are available in the Canberra community. Students will learn to identify and understand the necessity of choosing a balanced diet for continued wellbeing throughout life.

2017

Semester 1 - Food and Culture in Australia

In this unit students will focus on the development of food as a part of the differing cultures and unique cuisines including indigenous foods enjoyed in Australia today. Students will also explore the variety of foods available within our multicultural society and develop skills in the preparation of foods from different cultures.

Semester 2 - Independent Living

In this unit students will explore ways to place a balanced meal on the table with a minimum of fuss. They will also acquire knowledge and skills, which enable you to make healthy food choices as independent adults. Students will also develop an understanding of the requirements for independent living and find out where to obtain the necessary information.

2.2.3 FURNITURE CONSTRUCTION (A/V)

This course is a vocational education course which is designed to enable students to gain a Certificate I in Furnishing - MSF10113.

This qualification can be used to gain credit towards a trade qualification or further study at CIT or another Registered Training Organisation (RTO). To gain the Certificate I in Furnishing students are also required to complete one Vocational Placement. This “on the job” Structured Workplace Learning is one week in duration.

All Furniture Construction units have a strong practical focus with students developing skills and knowledge through the manufacture of a number of projects and activities.

Furniture Construction is a sequential course with units offered in the following order:

2.2.2 FOOD FOR LIFE (A)

This course is intended for all students who wish to learn more about food, food preparation and other factors which influence our food choices. It will enable students to evaluate and discuss health issues in connection with our lifestyles, and equip them with the knowledge to make better food choices.

Unit Description

All units are of a semester’s duration with an exit or entry at the end of each term.
### 2016

**Semester 1 - Furniture & Timber: Fundamentals**  
This is the first unit of study and is required for the successful completion of this course. The following are common competencies that are completed in all units during the 2 years:

- Workplace Health and Safety (common unit across all semesters)
- Use of hand and power tools (common unit across all semesters)
- Furniture project construction (common unit across all semesters)

This unit has the following additional emphasis:

- introduction to wood working skills
- introduction to timber joints
- measurement and calculations

### 2016

**Semester 2 - Furniture & Timber: Industrial Skills**

This unit has the following additional emphasis:

- introduction to timber finishing
- workplace communication
- use of timber joints

### 2017

**Semester 1 - Furniture & Timber: Project**

This unit has the following additional emphasis:

- working in a team
- use of solid timber joints
- participating in environmentally sustainable work practices

### 2017

**Semester 2 - Furniture & Timber: Timber Joints**

This unit has the following additional emphasis:

- individual major project design and construction
- workplace communication
- working in a team
- use of solid timber joints

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### 2.2.4 HOSPITALITY (C)

Hospitality is a C course. A C course is an accredited vocational education and training program appropriate for students in Year 11 and 12, which is delivered and assessed by a Registered Training Organisation (Erindale College) and focuses on units of competency within a nationally recognised vocational qualification. This competency based training and assessment is independent of A-E grading. All course content relates to the Units of Competence, and essential skills and knowledge from the SIT12 - Tourism, Travel and Hospitality Training Package.

The Vocational Education and Training (VET) qualifications gained in this course will vary according to the combination of units completed by students during Years 11 and 12. Qualifications possible through this course are:

- Certificate I in Hospitality SIT10213
- Certificate II in Hospitality SIT20213
- Certificate II in Hospitality (Kitchen Operations) SIT20312

All students must commence the course with the unit - Hospitality Industry Fundamentals, as this unit contains the unit of competence SITXFSA101 Use hygienic practices for food safety. This unit of competence is a prerequisite for all other units. Successful completion of this unit will ensure that you are well prepared for the content and activities ahead in this course. As part of this course students also have the opportunity to complete Vocational Placements (Structured Workplace Learning) in Hospitality workplaces.

### Year 11 2016

**Semester 1 - Hospitality Industry Fundamentals**

This unit covers the following:

- knowledge and application of hygiene practices.
- identification of food hazards including contamination and ways to prevent cross contamination
- health and safety procedures and practices, including procedures for emergency situations
- selection and use of appropriate food preparation equipment, including maintenance of this equipment
- preparation, presentation and storage of food
- provision of information and support by assisting customers, seeking feedback and accessing and updating information.

**Semester 2 - Industry Kitchen Practices**

This unit covers the following:

- development of effective workplace relationships by contributions to workgroup activities and dealing effectively with issues, problems and conflict
• selection, preparation and use of ingredients and equipment for assembling and preparation of dishes
• storage of supplies, including perishables, in appropriate conditions. This includes checking of perishable supplies and disposal of spoilt stock
• cleaning and sanitising of kitchen equipment and premises, including serviceware and utensils.

Year 12 2017

Semester 1 - Kitchen Catering Fundamentals

This unit covers the following:
• selection, preparation and use of ingredients and equipment for assembling and preparation of dishes
• production of stocks, sauces and soups
• production of appetisers and salads
• using cookery skills effectively by preparing for food service, cooking menu items and completing end of shift requirements
• carrying out calculations, preparing estimates and interpreting graphical representations of mathematical information.

Semester 2 - Kitchen Catering Operations

This unit covers the following:
• using cookery skills effectively by preparing for food service, cooking menu items and completing end of shift requirements
• production of vegetable, fruit, egg and farinaceous dishes
• preparation of sandwiches
• packaging of prepared foodstuffs.

Food and beverage preparation and service skills are developed and refined through working in the Erindale College Class Act Training Restaurant and Café and catering for various events.

2.2.5 METAL TECHNOLOGY (A)

This course allows students to study Metal Technology to achieve a major, minor or an ungrouped single unit. Students enjoy predominantly practical work in these units, though sketching and theory exercises supplement the learning and provide experiences where technical language is developed. In this course students will use a range of tools and specialist equipment to construct set projects and personal projects. This course aims to provide students with appropriate skills, knowledge and attitudes which will equip them to make an informed decision on seeking a career in many industries e.g. plumbing, building, metal trades, and professions in engineering, quantity surveying and construction management.

All units are of one semester duration but term units exist in the first and fourth units.

Students who undertake this course will be expected to complete a series of practical projects to incrementally improve their fabrication skills each semester, and if they have prior knowledge and skills they are encouraged to develop their own projects.

2016

Semester 1 - Introduction to Metal Technology

This unit introduces the basic skills to produce metal based projects and covers practical experience in general metal matching and using basic hand and power tools.

2016

Semester 2 - Metal Light Fabrication

This unit introduces the basic skills to produce metal based projects and covers practical experience in OH&S, basic sheet metal processes and fabrication, project design and developing working plans and drawings.
2017

**Semester 1 - Metal Welding and Thermal Cutting**

This unit continues to expand the skills to produce metal based projects and covers more experience in OH&S, fusion metal welding processes and fabrication, Arc welding processes, thermal cutting processes and the ability to produce more complex working plans and drawings.

2017

**Semester 2 - Metal Machining**

This unit expands the skills even further to produce metal based projects and covers more experience in OH&S, all welding processes, even more advanced lathe operations, use of the milling machine, extended project design and to further develop the ability to produce more complex working plans and drawings.

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2.2.6 **TEXTILES and FASHION (T/A)**

**Unit Description**

Fashion is a changing reflection of the way we are and the times in which we live. This course examines fashion in clothing and décor in our contemporary society. It allows you to creatively express yourself through the medium of textiles and explore opportunities to develop life-long leisure interests and career directions.

Units will be offered in the following order:

2016

**Semester 1 – Fashion, Textiles and Society**

In this unit students will explore the historical and/or cultural development of fashion, textiles and adornment. The psychological and physiological influences on clothing and adornment will be investigated and students will produce a textile item or garment using inspiration from embellishing techniques from other cultures and/or eras. Cycles of fashion and influences on current trends will also be explored.

2017

**Semester 2 – Marketing Your Own Designer Label**

In this unit students will explore the elements of marketing, including legal and ethical issues. Niche and mass produced markets and market sectors will be investigated and students will produce a niche range of products using textiles. Product lifestyle trends and fashion forecasting will be studied and the factors involved in operating a small fashion business. Students will also investigate consumerism in regards to being a fashion consumer and a small business operator.

2017

**Semester 1 – Design Applications**

In this unit students will explore design concepts and processes in the development and production of textile items or garments. Dyeing and printing processes will be investigated and students will experiment with a range of techniques before applying selected techniques to the production of textile items for fashion and/or interiors. Technological advances in dyeing and printing will be studied and eco fashion and sustainability of the fashion industry will also be explored.

2017

**Semester 2 – Working with Fabrics**

In this unit students will investigate the structure of fibres, yarns and fabrics and their production, properties and performance in regards to textile end uses. Technological developments in fabric production and the fashion industry will be explored and students will use technology to produce an original or innovative fabric and create and make a textile article using this fabric.

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![Image](image_url)
2.2.7 TOURISM AND EVENT MANAGEMENT (A/V)

The nationally recognised qualification possible through successful completion of this course is a Certificate II in Tourism SIT20112.

This course aims to provide students with the appropriate skills, knowledge and attitudes to:

- make an informed decision regarding seeking a career in the Tourism/Hospitality industry
- work in the operational areas of the Tourism industry with greater confidence and expertise

This tourism course serves four groups of students:

- Students wishing to gain employment skills to move directly in to Tourism as a career
- Students who wish to do further study in Tourism at CIT/TAFE or other Registered Training Organisations
- Students who intend to go on to tertiary study of Tourism, eg University of Canberra
- Students who wish to gain skills and knowledge useful to other areas of employment or training.

As part of this course students also have the opportunity to complete Vocational Placements (Structured Workplace Learning) in Tourism workplaces.

2016
Semester 1 – Working in Tourism

This unit covers the following areas:

- Working with colleagues and customers
- Australian destination information and advice
- International destination and advice
- Workplace communication – telephone and word processing

Semester 2 – Tourism and Events Promotion

This unit covers the following areas:

- Event information collection and presentation
- Online information & booking systems
- Access and interpret product information
- Create a promotional display or stand
- Scripted commentary and presentation

2017
Semester 1 – Tourism and Event Management

This unit covers the following areas:

- Introduction to the Tourism industry
- Australian Tourism destinations
- Selling Tourism products and services
- Providing information on Tourism products and services

Semester 2 – Global Tourism

This unit covers the following areas:

- Workplace diversity
- Tourism work environment safety and OH&S
- Online Tourism information & booking systems
- International destination research and advice
3. ERINDALE SPORTS ACADEMY

3.1 INTRODUCTION TO THIS ACADEMY

The Erindale Sports Academy enjoys the unique advantages afforded by the facilities of the Active Leisure Centre. Students are offered a range of courses catering for different interests and ability levels.

3.2 COURSES

3.2.1 EXERCISE SCIENCE (T)

Unit Description

All units are of one term duration. All semester units are divided into two discreet term units. It is possible to enter or exit the course at the end of term 1/beginning of term 2. The second term contains the foundation knowledge for the course.

Exercise Science (T) is available as a Minor or a Major.

SPORTS NUTRITION AND BASIC ANATOMY
(This is a semester long unit)

Sports Nutrition
(Half semester unit)

Study of specific dietary requirements for athletic performance and the structure and function of the digestive system.

Basic Anatomy and Physiology
(Half semester unit)

Study of cells and the structure and function of body systems including circulatory and respiratory systems.

FUNCTIONAL ANATOMY AND SPORTS PERFORMANCE
(This is a semester long unit)

Functional Anatomy and Physiology
(Half semester unit)

The study of muscular, articular, skeletal and nervous systems and how these are applied to movement and human performance.

Sports Performance
(Half semester unit)

Study of the principles of fitness and training methods.

EXERCISE PHYSIOLOGY AND SPORTS MEDICINE
(This is a semester long unit)

Exercise Physiology
(Half semester unit)

Study of energy systems, physiological adjustments to exercise and the physiology of training methods and principles.

Sports Medicine
(Half semester unit)

A study of the causes, management, preventative measures and rehabilitation procedures associated with sports medicine.

SPORTS PSYCHOLOGY AND BIOMECHANICS
(This is a semester long unit)

Sports Psychology
(Half semester unit)

A study of the principles of Sports Psychology and the impact this area has on sporting performance.

Biomechanics
(Half semester unit)

A study of the principles of physics related to static and dynamic situations of the human body.

Employment/Further Studies Pathways

Students who graduate with a major in Exercise Science will have gained valuable foundation knowledge for related tertiary study such as physiotherapy, nursing, physical education teaching, medical science, sports science and biomechanics.
3.2.2 SPORTS SCIENCE (A)

This course is an interdisciplinary course which combines the Exercise Science and Sports Studies courses. The course is based on a bi-annual plan, where a Sports Studies minor is offered in one year, with an Exercise Science minor offered in the following year. This combines to form a Sports Science major. Students aiming for an Accredited Package who enjoy the content on offer in Exercise Science (see above) often enrol in this course. The assessment is considered less detailed and more practical. Students who wish to follow a career in Sports Studies, Coaching, Sports Administration would benefit from this course.

EXERCISE SCIENCE UNITS

Unit Description

Functional Anatomy and Sports Performance
(This is a semester long unit)

Functional Anatomy and Physiology
(Half semester unit)
The study of muscular, articular, skeletal and nervous systems and how these are applied to movement and human performance.

Sports Performance
(Half semester unit)
Study of the principles of fitness and training methods.

Biomechanics and Sports Medicine
(This is a semester long unit)

Biomechanics
(Half semester unit)
The study of biomechanical principles that relate to movement and improving sports performance.

Sports Medicine
(Half semester unit)
A study of the causes, management, preventative measures and rehabilitation procedures associated with sports medicine.

SPORTS STUDIES UNITS

Sport, Recreation and Issues in Sport
(This is a semester long unit)

Sport, Leisure and Recreation
(Half semester unit)
Study of Sport, Leisure and Recreation in the community and the effect it has on populations, health and fitness.

Issues in Sport
(Half semester unit)
The study of social and ethical issues in sport.

Sports Coaching
(This is a semester long unit)

Beginning Coaching
(Half semester unit)
The study of the principles involved in Beginning Coaching.

Continuing Coaching
(Half semester unit)
Studies that further develop the coaching principles, including understanding coaching various groups of athletes, developing and understanding the delivery of training programs.

3.2.3 SPORTS DEVELOPMENT (A)

The Sports Development course is designed to cater for all students who have been selected in the Erindale Sports Academy which includes the Talented Sports Program at Erindale College. The course consists of four semester units that are not sequential. Each unit consists of three strands:

- Sports Performance
- Sports Conditioning
- Athlete Management

Student programs will be tailored to meet the individual athlete’s needs and sporting requirements, in close consultation with identified coaches and sporting organisations. In each unit, the sports performance strand will provide the talented athletes with the time and access to the facilities that they need to develop their specialised skills. Other content includes but is not limited to;

- Evaluation and assessment of performance
- Setting of, and reflecting on goals, aspirations and expectations, both short and long term.
Monitor your training and academic work, and demonstrate time management skills
Attending lectures on the topics of Athlete Management

Unit Description
Each unit is of one semester duration. There are entry/exit points at the beginning and end of each term. Entry into each unit is based on selection.

Each unit title provides a description of the theory component, which we refer to as Athlete Management. The course is approximately 70% practical and 30% theory.

Unit Titles
- Nutrition and Sports Psychology
- Understanding Time Management and Drugs in Sport
- Sports Injuries and Career Planning
- Technology in Sport and Athlete Recovery

Employment/Further Studies Pathways
Members of the Talented Sports Program receive numerous opportunities to promote and develop their sports, and a number end up pursuing their sport in a part-time or full-time capacity after leaving college. The information gained in the theoretical aspects of the course provides valuable foundation knowledge for tertiary study in related fields.

3.2.4 PHYSICAL EDUCATION (A)
This course is designed for a wide range of students who have an interest in physical activity, personal fitness, sport and recreation. Physical Education will give you the opportunity to attain and maintain a satisfactory level of physical fitness through a variety of activities. In addition, the course aims to build your self-confidence, and develop skills and attitudes that may lead to sustained interest in leisure activities in adult life.

Unit Description
Each semester unit is made up of two half-semester units. There are entry and exit points at the end of each term. Units are not sequential and there are no prerequisites.

TEAM SPORTS AND COMPETITIONS
(This is a semester long unit)

Team Sports
(Half semester unit)
In this unit you will participate in a number of selected team sports; demonstrate individual and team skills; gain an understanding of the rules, tactics and positional play of the selected sports; and study the history and origins of selected sports.

Sports Competitions
(Half semester unit)
This unit is designed around the SEPEP model (Sport Education in Physical Education Program). Through practical involvement in devising and implementing competitions in various sports, you will develop an understanding of the principles involved in organising sporting competitions.

LEISURE AND RACQUET SPORTS
(This is a semester long unit)

Leisure Activities
(Half semester unit)
Experience a variety of leisure and recreation activities; study and discuss the influence of leisure and recreation in contemporary society; and identify the recreational needs of the local community.

Racquet Sports
(Half semester unit)
This unit covers skill development in a variety of racquet sports, as well as the rules and scoring methods of those sports, for example, tennis, badminton, squash and racquetball.
INDIVIDUAL AND MODIFIED SPORTS

(This is a semester long unit)

Individual Sports

(Half semester unit)

In this unit you will participate in a range of individual sports; develop the individual skills involved; gain an understanding of the rules and develop skill in applying them; and develop an understanding of how fitness can be maintained through participation in individual sports.

Modified Sports

(Half semester unit)

Undertake practical activities in selected modified sports: to develop and improve sports-related skills; develop and implement your own modified sports and activities; and develop an understanding of how modified sports can be used as a learning tool for traditional sports.

FITNESS ACTIVITIES & FOOTBALL CODES

(This is a semester long unit)

Fitness Activities

(Half a semester unit)

In this unit you will participate in a range of fitness activities; utilising the facilities at the college, including the team gym. You will complete a series of fitness tests and learn how to develop a personal fitness program/regime that will include strength, aerobic and anaerobic training. This is very much a practical course but also includes a theoretical component that will complement Human Movement and Sports Science courses offered at the college.

Football Codes

(Half a semester unit)

In this unit you will participate in a range of football based activities; develop game understanding and the basic principles of play needed to apply these skills in game situations. Skill acquisition through training, game sense activities and where appropriate competitive matches, will be a major focus.

3.2.5 OUTDOOR EDUCATION (A)

Course Outline

At Erindale College we offer a wide range of outdoor adventure pursuits with our accredited program.

Outdoor Education 2 Year rotation

Year 1
- Snorkelling
- Caving / Abseiling
- Alpine Skiing
- Cross Country Mountain Biking

Year 2
- Surfing
- Rock-climbing
- Snowboarding
- Canoeing

Content

There is a balance of emphasis on practical skill development and knowledge. Content includes recreation and outdoor skill development, personal and interpersonal development and environmental awareness.

Adventure field trips / excursions

Each unit has a compulsory excursion component. Students have to attend a 2 to 3 day trip per unit. These practical excursions account for 70% of a student’s assessment. Much skill development and assessment takes place on these field trips.

Time commitment

Students are expected to spend approximately the same amount of time in Outdoor Education as in other units. Outdoor Education is delivered using a flexible delivery model where students typically do 4 hours in the first weeks then 2 hours per week with the camp making up the remaining hours required. Students then complete their Journal in the week after the camp. Students are expected to use their time off to catch up and stay on top of their assessment for other classes.

Costs

All field trips incur costs which are minimised by use of Erindale College equipment, Erindale College transport, highly skilled staff and school assistant staff wherever possible. Costs for camps vary mostly between $85 and $350 depending on the activity. The 3 day ski trip usually cost between $600 and $650.

Some non-compulsory trips may be more expensive eg, Scuba, White Water Paddling.
Prerequisites
Students who have not previously studied outdoor education may successfully undertake this course. Students with pre-existing experience will be able to extend their skills and knowledge in the Advance Trips which are run in conjunction with the normal curriculum. The key ingredients to success in this area are an enthusiastic and involved approach, a willingness to try new activities, an interest in the natural environment and adventure activities and a commitment to working effectively with others and individually.

Snorkelling
This unit introduces you to snorkelling and related activities. You will participate in a 3 day camp and learn skills required for open water snorkelling.

Caving
This unit covers horizontal caves, hazards and cave maps, and safety and care of the cave environment.

Vertical Caving
A prerequisite is the Caving unit. This will build on skills previously learnt and applied to vertical caving. Students will participate in one training day and two days of vertical caving.

Alpine Skiing
This unit covers recreational downhill skiing and participation in a 3 day excursion to the snow fields.

Mountain Bike Riding
This is an introductory unit to mountain bike riding. Students will develop mountain bike riding skills through participation in day trips to different riding location in the Canberra region.

Surfing
This is an introductory unit where students undertake a 3 day surfing excursion to the coast. Students gain knowledge of equipment and clothing, surfing skills and potential surf hazards.

Rock Climbing
This is an introductory climbing unit including belaying and top rope climbing, both indoors and outdoors.

Snowboarding
This unit covers recreational snowboarding and participation in a 3 day excursion to the snow fields.

Canoeing
This is an introductory canoeing unit including basic skills and safety procedures suitable for flat water canoeing in Canadian canoes.

3.2.6 SPORT, FITNESS and ADMINISTRATION (A/V)

The Sport, Fitness and Administration course is designed to offer you opportunities if you wish to pursue a career in the Sport, Recreation and Fitness Industry. This is a vocational course, and it is possible to achieve a Certificate II in Sport and Recreation (SIS20313) within 3 semesters. This course will provide you with the knowledge and practical experience to gain employment in the Sport & Recreation and Fitness Industry in reception and operational capacities and/or provide a pathway to further studies in Sport & Recreation and Fitness such as a Certificate III or IV.

2016

Semester 1 - Sports Industry, First Aid & Aquatics
This unit is aimed at developing knowledge of the Sport and Recreation Industry. It includes the role of the different industry sectors and job prospects within the industry. It introduces the student to the work environment with reference to important aspects such as communication, workplace health and safety, use of information technology and computer applications. First aid components, resuscitation techniques and standards are also covered. Students learn to respond to emergencies in an aquatic environment using basic water safety techniques. Students also look at the operation and management of aquatic plant, equipment and water quality.

Semester 2 - Management of Recreation Programs
This unit will assist students to plan, prepare and conduct sessions within the sport and recreation industry. It will help prepare students to work effectively with others in a team and provide an opportunity to learn how to respond to client needs.

2017

Semester 1 - Sports Coaching
Students will apply coaching practices and principles in sport specific training and competition settings. They will implement basic warm-ups, stretching and cool-down
programs to assist clients to prepare for participation and recovery.

**Semester 2 - Fitness**

This unit will enable students to apply basic exercise science required for fitness instructors. It will familiarise students with equipment commonly used in the fitness industry with regards to its use and maintenance. Students will examine the process of client screening and delivery of fitness programs based on clients’ individual needs and goals.

**Structured Workplace Learning**

To achieve the Certificate II in Sport and Recreation, students are also required to complete two Vocational Placements, one in year 11 and one in year 12. Each “on the job” Structured Workplace Learning placement is one week in duration and enables students to gain experience in sport, fitness and recreation business environments and develop knowledge, skills and attitudes that are relevant to the industry.

**Active Leisure Centre**

The college has developed a strong partnership with the Active Leisure Centre in which students undertaking the Sport, Fitness and Administration course will have access to the centre’s facilities. This will assist students in completing the necessary assessment requirements of the course as well as gaining experience and a thorough understanding of the numerous functions of a fitness centre.
4. INNOVATION and ARTS ACADEMY

4.1 INTRODUCTION TO THIS ACADEMY

The culture of any nation is born and developed through the arts, and at Erindale there is no exception. The Innovation and Arts Academy strives to develop and continuously build upon the ever-growing strength of the visual and performing arts culture within the school and community. This is achieved through developing the skills, knowledge, and experiences of our creative arts’ students.

Subject specific environs, up-to-date technologies and equipment and proactive, skilled arts educators combine to offer students a number of pathways to excite their curiosity and provide opportunities to excel in creativity, aesthetic appreciation, critical analysis, exhibitions, and live performance.

4.2 COURSES

4.2.1 BIG PICTURE

Introduction

The Erindale College ‘Big Picture’ inspired program has been designed to meet the needs of a diverse range of students in both Years 11 and 12.

Big Picture schools are committed to the education of ‘one student at a time’. The key to achievement in a Big Picture school lies in fostering student’s individual interests, encouraging their active participation in the learning process, and developing their ability to apply knowledge and skills to real-life experience and challenges.

All students who successfully participate in the program will be able to achieve an ACT Year 12 Certificate within two years.

Courses

All students in the program are enrolled in a combination of courses incorporating the following subjects and experiences:

- Community Learning – Humanities (A)
- Community Learning – Technology (A)
- Contemporary English (A)
- Contemporary Mathematics (A)
- Work Education
  - An Australian School-based Apprenticeship (ASBA)
  - The Work Experience Program in order to complete an Internship with a host organisation
  - Any other course accredited by the Board of Senior Secondary Studies, and approved by teachers in the program
  - Approved courses of study at the Canberra Institute of Technology or any other Registered Training Organisation
  - On-line courses of study offered by the ‘Open High School’ and ‘Open University’ which will be ‘T’ accredited courses.

Erindale College students who have been recommended for the program, or who have self-identified, will benefit from the program for the following reasons:

- Individual mentoring and encouragement can be more easily accommodated than in a classroom with a large number of students
- The provision of a home-room facility allows students to develop an immediate connection with a small group of peers and teachers
- Students are motivated to succeed because they are learning within an atmosphere where their individual needs can be quickly identified
- Students will be able to learn more about their own skills and strengths and be better placed to enhance skill areas that need strengthening
- Learning in context, or learning for a genuine purpose will in most cases provide greater motivation for success
- Projects that incorporate a range of skills, including literacy and numeracy, completed during Internships in an organisation, assist students to better understand the requirements of various employment and career opportunities
- Students are then better able to see the reason for strengthening their skill base
Flexible learning combined with structured classroom based learning provides a varied experience and encourages students to be more independent learners.

Students are able to establish a strong connection with a mentor who will monitor their individual progress and modify their program to meet their changing learning needs.

4.2.2 DANCE (T/A)

Unit description

Most units are for the duration of one semester. It is possible to leave after one term however you are unable to join the course in term two. Students leaving after one term must complete two of the four assessment tasks.

Units from other courses

Students studying Dance as a Major, Major Minor or as a Double Major may substitute one unit of the Dance Studies course for a unit from the Drama, Music or Media courses, where the unit enhances the course of study in Dance as chosen by the individual student.

Relationship with other courses

To complete a Performing Arts Major two units of Drama may be combined with two units of Dance.

Negotiated Units

Self-Directed Dance Studies can be offered to students studying a T package but only within a Major, Major Minor or Double Major.

Dance Foundations (T/A) – Prerequisite for a T Dance Major, Major/Minor, Double Major

Students will create, present and evaluate dance displaying an increased level of skill in the classical and contemporary dance styles. They will study the core elements of the subject of dance and demonstrate knowledge and understanding of this in technical, analytical and composition tasks. Students will also learn, understand and use relevant dance terminology, basic anatomical and physiological principles as well as injury causes, management strategies and prevention.

Dance History (T/A)

This unit will focus on the study of the influence of early dance pioneers and eras such as the Ballet Russes, Isadora Duncan to the experimentalists, and current contemporary choreographers, recognising the historical development of present styles. Students will develop their technique specifically in classical ballet and contemporary dance, as well as studying historical and social dance traditions.

Theatrical Dance Styles (T/A)

Students will study theatrical styles of dance, such as jazz and other dance styles relevant to the musical theatre genre. Students will learn and use terminology relevant to the styles, demonstrate improvement of composition and performance skill in those styles and relate the development of musical theatre to current dance styles. Students will also develop their knowledge of the origins and development of musical theatre and identify key performers and choreographers that influenced the genre.

World Dance (T/A)

Students will study cultural dance styles and traditions from around the world. They will learn the technical skills to be able to compose and perform in a number of world styles. Students will demonstrate their understanding of the cultural, historical, religious and social contexts of dance and performance in particular societies.

Dance Production (T/A)

Students will study the aesthetic, technical and administrative elements of dance production. Students will compose and present one major dance piece in a specific style incorporating all aspects of production and performance. Importance is placed on their use of production elements such as costume, lighting, sound and performance marketing as well as their performance skill. This unit may also include the development of the school’s performance for the ACT Youth Dance Festival and other school productions.

Dance in Our Time (T/A)

Students will study dance styles relevant to current society. They will learn the techniques of various styles and develop and perform original work in various genres popular in today’s society such as hip hop, JFH and break dance. Students evaluate dance in contemporary society recognising the social, historical and cultural influences on its development.

Dance and the Media (T/A)

Students will look at how dance is portrayed in the media and what skills, techniques and equipment are needed to record dance for film and television. They will explore the use of the camera as a choreographic tool and the different demands placed on dance performance through...
the use of technology. Students will have access to DV cameras, lights and digital editing suites to produce a recording of their own work on film.

**Contemporary Dance (T/A)**

Students will study the technique of contemporary dance further and will create dance using specific elements, compositional processes and choreographic devices relating to the style. Students will learn about specific modern-dance pioneers such as Isadora Duncan, Martha Graham, Merce Cunningham and Doris Humphrey. They will also explore subsequent contemporary choreographers and dance companies, and their contribution to contemporary dance in Australia or overseas.

**Dance in the Community (T/A)**

This unit focuses on the study and development of dance for the purposes of community performance. Students will learn about the development of community dance projects, the processes of applying for artistic grants and to choreograph appropriate products for community groups involved. Assessments will comprise of community performances, interactions with community groups, project planning and analysis and research of dance projects in the community. This unit may also include the development of the school’s performance for the ACT Youth Dance Festival.

**Dance in Australia (T/A)**

This unit focuses on students developing and demonstrating an understanding of Australian dance in its theatrical, artistic, aesthetic, social, historical, contemporary and/or religious contexts. An emphasis will be placed on the study of traditional Aboriginal and Torres Strait Islander dance traditions, styles and techniques as well as the influences that have shaped the development of dance in Australia.

**Employment/Further Study Pathways**

Employment is usually based on further qualifications. Information is available regarding Tertiary Dance institutions in other States and Territories.

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4.2.3 **DRAMA (T/A)**

The study of drama is designed to develop and refine skills in creating, presenting and analysing theatre. This incorporates acting, directing, technical and stage design for scripted, improvised and self-devised pieces. Students studying a major, double major or minor in drama will gain experience in a wide range of styles and forms in order to ensure students are aware of the extensive array of elements that combine to create the subject of drama.

Drama promotes effective and creative ways to communicate confidently to an audience. It also develops emotional intelligence, presentation skills, technique, interpersonal skills, analysis, team work practices and an understanding of the elements and practitioners of theatre. It is offered at both T and A levels with some term units available.

**Dramatic Explorations (T/A)**

(*This is a semester long unit*)

This unit is designed as an introduction to college level drama. The emphasis is on communicating confidently and creatively to an audience, using dramatic techniques and elements. A range of performance styles, theorists, spaces and practitioners will be explored through workshop tasks. This unit incorporates scripted, improvised and student devised performances as individuals as well as ensemble.

**Voice & Movement (T/A)**

(*This is a semester long unit*)

The voice and body are an actor’s primary tools and this unit is designed so that students can explore and refine the way they use these. Erindale College’s Drama program encourages students to go beyond using their voice as simply a speaking tool for delivering lines - looking at exciting ways to create atmosphere, mood and character through voice technique. Key theorists and principals of physical theatre are also studied in order to expand a student’s repertoire of physical communication techniques for the stage. This unit allows students to demonstrate their understanding through scripted and devised pieces as an individual as well as ensemble.

**Actor and Director (T/A)**

(*This is a semester long unit*)

This unit allows students to take on the role of an actor and/or director and explore a range of specific techniques and styles used to fulfill this role successfully. A range of theories, practices, and artistic styles of expression will be studied, looking at influential practitioners of drama. This unit allows students to choose, interpret and perform a scripted piece using styles they find personally effective in communicating an intended message. Work will be centered on a major group project, with each team member focusing on fulfilling their specified role.
Realism vs. Expressionism (T/A)
(This is a semester long unit)
Realism is one of the most common styles of acting within the world of drama as we know it; it is the method used by most actors and performers of television, film and well-known stage productions. This unit allows students to study this method of acting through workshops, improvisations, characterisations and scripts. The more symbolic style of expressionism is also explored and analysed in this unit, with a focus on the influence this has had on contemporary scripts and performance. This is a good unit for the serious actor as it provides insight into some of the most influential theorists and practitioners of drama today.

Sound and Light Design & Design for the Stage (T/A)
(These are semester long units)
The study of drama and theatre goes beyond performing, directing and creating plays. The two design units offered at Erindale College provide students with the opportunity to explore the fundamental elements of lighting, sound, set, costumes, props and/or make-up design for specific scripts and performances. Theory is supplemented with hands-on workshops and experience to allow students the opportunity to explore, in detail, the effect of colour, space, texture, mood and atmosphere in production – leading to captivating results on stage!

Acting for Film & Television (T/A)
(This is a semester long unit)
Acting for stage is very different to acting for film and television. This unit provides students with the opportunity to study the style of acting in front of a camera; gaining experience in using voice, movement and techniques appropriately. Within this unit students study key practitioners and principles through practical workshops and analysis of texts. Understanding of conventions and practical elements of the style will be demonstrated through a major semester-long group project in conjunction with Media students.

Modern & Classical Tragedy (T/A)
(This is a semester long unit)
The Modern & Classical Tragedy unit delves into the physical, vocal and historical world of tragedy. Students explore the changing elements of tragedy over time, working with scripts from Classical, Shakespearean and Modern tragedy movements. Voice and physical skills are developed and refined so that students are able to communicate the intense characters and emotions portrayed in performances of tragedy. This unit will provide opportunities for students to develop skills in creating and performing monologues as well as ensemble pieces.

Performing Shakespeare (T/A)
(This is a semester long unit)
The focus of this drama unit is on taking Shakespeare’s words off the page and discovering his scripts as they were initially intended to be experienced; on the stage. This unit explores forms and conventions of presenting Shakespearean theatre through practical, hands-on workshops. Students take on, and explore, the complex characters of Shakespeare’s scripts; become familiar with the language, terminology and structure of his works; explore techniques used in translating Shakespeare for a wide range of audiences; and study the texts’ universal and enduring qualities. Students will experience Shakespeare’s work through the creation of their own tasks as well as through viewing other companies’ productions.

Experimental Theatre (T/A)
(This is a semester long unit)
This unit is designed for the discerning performer and designer who has an advanced understanding of dramatic elements and theatre conventions. Experimental theatre strives to break through the conventions of theatre as we know it with the intention of creating a powerfully new audience experience. Students will explore a range of interesting dramatic forms, performance styles, spaces, and works through individual and group tasks with the goal of creating their own experimental theatre piece.

Theatre Production and Performance (T/A & R unit available)
(This is a semester long unit)
The focus of this team oriented unit is to work collaboratively to develop a polished theatrical production to be performed to the public. The unit explores and practically applies general principles of production from all perspectives: performing, directing, design and technical production. It allows students to draw on knowledge and skills gained from previous drama
units as well as other performing arts subjects. This unit is open to anyone interested in being part of this live theatre experience.

**Independent Unit (T only)***

*(This is a semester long unit)*

The independent unit provides an advanced, high flying year 12 student with the opportunity to explore an aspect or area of drama that they have a personal passion for. The unit relies on strong research and performance skills as well as a sophisticated grasp of theatre elements explored in previous semesters. It involves an independent, disciplined approach over the entire semester with interviews and negotiated study with the drama teacher.

In order to qualify for enrolment into this unit a student must demonstrate a high level of achievement in at least three standard units of drama. This is a highly recommended challenge for fourth term, year 12 students intending on continuing their study of drama beyond college.

4.2.4 MEDIA (T/A)

The Media course has two main functions; to help you understand the nature of media communications and to teach you how to produce powerful multi-media texts. An understanding of media and media productions is a substantial benefit to all students who wish to prepare for a world impacted by dynamic and powerful media technologies.

All units include creating practical assignments and undertaking written and oral analysis of media products.

**Semester Unit Descriptions**

**Media Foundation**

This semester unit is composed of the two half-semester units Introduction to Media and Media Foundation Skills. Introduction to Media involves students in analysing the visual media closely to understand how photographers, photojournalists, art directors and cinematographers communicate through still and moving images. Practical exercises are involved. In Media Foundation Skills you will examine the impact of the mass media on attitudes and understanding. You will cover theories of mass communication, how specific media target audiences and the connections between media and politics, gender and nationality.

**Documentary**

*Please note: There is no mid semester entry point to this unit.*

In the Documentary unit students will look at a number of documentary films to study their features and development and to understand the processes involved in creating documentaries.

You will learn and apply practical skills related to video production such as camera work, editing and post-production sound as well as work as part of a team to produce your own video documentary.

**Video Production**

This semester unit is designed to teach you many of the skills and understandings needed to make quality video productions.

Much of today’s video equipment enables users to produce commercial quality productions. This unit gives students the opportunity to develop skills in video recording and production - beyond ‘point and shoot’. We look at how to use the more advanced features of digital still and video equipment, how to control light and sound, creating background music, effects and the post-production editing process. Students will have full access to a PC lab, HD digital video cameras, lighting and sound equipment.

**Popular Culture**

Students will investigate the creation, production, and marketing of cultural products and the organisations involved in this process. A number of social, political and cultural events will be used as starting points for identifying and interpreting the sets of rules, codes and conventions which determine cultural meaning.

Some examples that could be investigated are myths of Christmas and Easter, including ceremonial folk songs, the origins of Santa Clause and the Easter Bunny, hot cross buns and Hallmark cards; marketing, from square tennis balls, Mother’s Day and fast food for animals to Coca-Cola, sport, video games, Holden cars, Apple iPod and mobile phones. Students will produce their own popular culture products, such as a video clip, an interactive program or a web page, using a range of technologies, in conjunction with their critical study of popular culture.
Employment/Further Study Pathways

Media education prepares students for the world of work by encouraging effective participation in teams and working to deadlines. The Canberra Institute of Technology offers courses after Year 12 in public relations, marketing and radio and television production. They also work with the local industry. Employment is usually based on further qualifications. Media courses are offered locally at CIT, the University of Canberra and the Australian National University. Some areas of speciality are journalism, marketing, public relations, film and video production. Charles Sturt University in Wagga Wagga offers a course in television production that includes industry experience.

4.2.5  MUSIC (T/A/C)

MUSIC (A)

Rock and Pop (A)

Students study the development and origins of Pop and Rock music, and its place in society today. Students are required to participate in two performances. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Through the study of key repertoire, students compose their own Rock and Pop song for assessment.

Blues (A)

Students study the music and social context of the Blues from their origins through to modern Rock Blues. Students are required to participate in two performances, performing pieces of their own choice plus a set Blues. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Through the study of key repertoire, students compose their own Blues piece for assessment.

Ensembles (A)

Students study a wide variety of ensemble music from the 20th and 21st centuries for both instrumental and vocal configurations. Students are required to participate in two performances, performing pieces of their own choice plus a set Ensemble piece. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Through the study of key repertoire, students compose their own instrumental piece for assessment.

Funk (A)

Students study the music and social context of Funk from its origins through to its modern place in society today. Students are required to participate in two performances, performing pieces of their own choice plus a set Funk tune. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Through the study of key repertoire, students compose a number of excerpts in a Composition Portfolio for assessment.

MUSIC (T)

Early Jazz (T)

Through a practical approach to studying music, students learn to appreciate the various styles of Early Jazz. Students rehearse in small Jazz Combos and Whole Class Ensembles, and are required to perform a selection of standards from this period of Jazz for assessment. Students are encouraged to become familiar with scales and modes in several keys so as to develop their improvisation skills. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Students are given a Composition Task, where they apply their theory knowledge and conventions of writing music to their own Composition, in the style of Early Jazz. A broader appreciation of Early Jazz, the artists who contributed to this genre, and its place in society is developed through listening and history classes.
Swing Years (T)

Through a practical approach to studying music, students learn to appreciate the various styles of Swing, with an emphasis on Big Band music. Students rehearse in small Jazz Combos and Whole Class Ensembles, and are required to perform a selection of standards from this period of Jazz for assessment. Students are encouraged to become familiar with scales and modes in several keys so as to develop their improvisation skills. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Students are given a Composition Task, where they apply their theory knowledge and conventions of writing music to their own Composition, in the style of Swing. A broader appreciation of Swing, the artists who contributed to this genre, and its place in society is developed through listening and history classes.

Bebop (T)

Through a practical approach to studying music, students learn to appreciate the various styles of Bebop. Students rehearse in small Jazz Combos and Whole Class Ensembles, and are required to perform a selection of standards from this period of Jazz for assessment. Students are encouraged to become familiar with scales and modes in several keys so as to develop their improvisation skills. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Students are given a Composition Task, where they apply their theory knowledge and conventions of writing music to their own Composition, in the style of Bebop. A broader appreciation of Bebop, the artists who contributed to this genre, and its place in society is developed through listening and history classes.

Cool and Beyond (T)

Through a practical approach to studying music, students learn to appreciate the various styles of Cool Jazz and the direction of Jazz today. Students rehearse in small Jazz Combos and Whole Class Ensembles, and are required to perform a selection of standards from this period of Jazz for assessment. Students are encouraged to become familiar with scales and modes in several keys so as to develop their improvisation skills. Regular classes in music theory and aural help deepen the students appreciation of music and their understanding of the elements of music. Students are given a Composition Task, where they apply their theory knowledge and conventions of writing music to their own Composition, in the style of Cool Jazz. A broader appreciation of Cool, Fusion, Free Jazz, Bossa Nova, the artists who contributed to this genre, and its place in society is developed through listening and history classes.

MUSIC INDUSTRY (C)

This is vocational course which focuses on the practical application of the many aspects of the music industry, including:

- Music Performance
- Audio/Sound
- Music Literacy
- Occupational Health and Safety
- Developing Creative Arts Industry Knowledge

After two years students may receive a Certificate II in Music (CUS20109).

All students wishing to achieve a Major in Music Industry are required to undertake a one-week Structured Workplace Learning Placement in the industry which may be in the area of Performance, Audio Production, Education, Promotion or Retail.

The units offered in the Music Industry Course are:

**Year 11**

- Breaking into the Music Industry
- Recording on Both Sides of the Glass

**Year 12**

- Earning Your Way in the Music Industry
- Headlining the Gig

4.2.6 PHOTOGRAPHY (T/A)

**Unit Description**

*All units are of one semester duration. Introductory Digital Photography (A) is a prerequisite for all tertiary and accredited units. Semester units are studied in sequential order.*

**Introductory Digital Photography (T/A)**

The content of this unit covers basic photographic skills relevant to digital photography. You will take photographs using a DSLR camera, and learn the basics of Photoshop CS5. Photographic appreciation looks at the historical development of photography as well as the elements of photographic composition. Each student will develop an electronic portfolio of photographs based on elements of composition and viewpoint. When studying this unit at an
accredited level greater emphasis is placed on acquiring practical skills.

**Foundation Digital Photography (T/A)**

*(Half semester unit)*

The content of this unit covers basic photographic skills relevant to digital photography. You will take photographs using a DSLR camera and learn to manipulate images using Photoshop CS6. Photographic appreciation looks at the elements of photographic composition.

**Continuing Digital Photography (T/A)**

The content of this unit further develops photographic skills relevant to digital photography. You will also explore a variety of creative techniques associated with digital photography and digital manipulation in Photoshop. Photographic appreciation includes the study of twentieth century photographers’ work with specific reference to composition and design elements. Each student will develop a portfolio of photographs exploring creative applications. When studying this unit at an accredited level greater emphasis is placed on acquiring practical skills.

**Photographic Applications (T/A)**

The content of this unit develops photographic skills relevant to the use of light, exploring both low light and studio light applications. Photographic appreciation includes the study of applications of photography in society such as advertising and commercial photography and photojournalism. Each student will develop a portfolio of photographs exploring both lighting techniques and photographic applications in society. When studying this unit at an accredited level greater emphasis is placed on acquiring practical skills.

**Art Photography (T/A)**

*Prerequisite: Introductory Digital Photography and a minor in Photography*

The content of this unit covers the relationship between photography and art, exploring the many creative applications such as Performance, Installation and Conceptual Art. Photographic appreciation and theory will study the work of contemporary artist photographers. When studying this unit at an accredited level greater emphasis is placed on acquiring practical skills. This unit provides students with the opportunity to work in an independent area of study based on the creative and technical exploration of the medium of photography. Each student negotiates an individual theme and time management program in consultation with their teacher. A final folio will be produced with all images suitable for presentation at a final exhibition. The emphasis will be on creative self-expression, technical skills and presentation.

**Fine Art Photography (T/A)**

*(Half semester unit)*

The content of this unit covers the relationship between photography and art, exploring the many creative applications such as Performance, Installation and Conceptual Art. Photographic appreciation and theory will cover the work of contemporary artist photographers. When studying this unit at an accredited level greater emphasis is placed on acquiring practical skills.

**Employment/Further Study Pathways**

Further Photography and Graphic Design courses are offered locally at the CIT, ANU and University of Canberra. Advertising agencies, graphic design studios, retail, manufacturing and service companies also employ photographers. Self-employment within the community is also an option. Whether you are trying to gain employment or looking to study photography further, you will require a portfolio of photographs presenting your skills in a variety of photographic techniques.

**4.2.7 VISUAL ART (T/A)**

The Visual Art course is designed to provide opportunities for beginning and experienced art students to participate in a variety of activities which enable them to improve their technical art-making skills and become creative and critical thinkers. Students will carry out teacher and student led practical projects, communicate their processes in a visual diary and support their art-making practices by studying aspects of art history and critical analysis of art works.

*All units are one semester duration and have no prerequisites.*

**Exploring Visual Arts (T/A)**

The unit Exploring Visual Arts, will introduce you to those aspects of visual art which are essential for a broad based Art course. You will study practical projects such as drawing, painting, sculpture and printmaking in this introductory unit of Visual Art. The emphasis is on an experimental and imaginative approach which revises previous art understanding and introduces new concepts.
Art appreciation studies will relate to the practical areas of learning and will focus on Australian Art in particular. The unit is available in Semester One of the academic year.

Painting (T/A)
Study and create artworks through responses to themes, concepts and visual problems. You will explore and experiment with a range of painting mediums and be introduced to different painting styles such as realistic (landscapes, portraits, cityscapes), perspective (aerial, linear), abstract, Australian Aboriginal art, Asian painting and murals. Art appreciation studies will relate to the practical areas of learning.

Sculpture (T/A)
Study past and present trends in sculpture and installation within a range of sculptural techniques and mediums - selecting from carving, modelling, casting, construction, assemblage & installation techniques and exploring a range of mediums such as clay, stone, plaster, wax, wire, or recycled objects in practical investigation work. Art appreciation studies will relate to historical timelines and social trends that have impacted on sculpture and installation art.

Printmaking (T/A)
Explore a variety of printing techniques such as relief printing (lino, wood cut, collagraph), silkscreen printing, monotype and etching, to produce a portfolio of prints. Art appreciation studies will relate to the practical areas of learning.

Drawing (T/A)
Extend drawing skills through a variety of mixed media responding to ideas generated through personal aesthetics and decisions. You will select appropriate techniques to independently develop a project or body of work and look at art movements, cultures and technologies, including animation, through the study of drawings.

Illustration (T/A)
Study illustration as an area of graphic design, artistic expression and communication using drawing techniques, the print media, and animation of simple images. You will evaluate the work of artists and designers in history, from other cultures and current technologies.

Protest Art (T/A)
Explore the power of Protest Art throughout history and how it is used in today’s current media. Look at ethical issues such as Art Versus Propaganda and the relationship between the Arts and Media. Image and text will be manipulated in a variety of media including print, digital, construction and illustration to produce major projects in 2D and 3D.

Portfolio Preparation (T/A)
This unit is available to students as the fourth unit in a major.
This unit is for students with a commitment to the study of Art & Design and will assist you in developing a portfolio for tertiary studies. Life drawing will be available, where possible, as part of this unit.
5. INTERNATIONAL STUDIES ACADEMY

5.1 INTRODUCTION TO THIS ACADEMY

Courses taught in this academy focus on the way society operates. Students study: behaviour in terms of individual and group reaction; legal and community rights and responsibilities; philosophical ethical ideas and how these have influenced societies: modern and ancient history: and business and economic responses to varied stimuli. Vocational training is available in Business Administration and Social and Community Work.

The academy takes students beyond the classroom by using action learning principles and valuing student learning through experience. A number of excursions and partnerships have been developed within the wider community.

5.2 COURSES

It is widely held that success in people-oriented careers and tertiary studies depends heavily upon the essential research principles, formal writing ability and skills attained in the disciplines offered in Human Sciences. Students are advised to complete at least one course in the International Studies Academy to achieve a balanced package and a foundation for career success.

5.2.1 BUSINESS (T/A)

Business involves a variety of disciplines relevant to the business environment of employees, employers, consumers and those dealing with business. Much of the course work is familiar to students in that they interact with businesses all the time in their daily life, either as consumers or as workplace participants. The course supports development of a range of skills including business acumen and enterprise and literacy competence with emphasis on the language of business. The skills and attitudes gained from studying these units will prepare students for a variety of entry points to employment, in employee or employer roles, or allow them to continue on at tertiary level. Students will experience a variety of learning and teaching strategies including simulations, competitions, guest speakers, seminars and excursions. By completing the required number of units students will be awarded a minor or a major.

Unit Description

All units are of one semester duration. Units constructed from two half-semester units to allow early exit or late entry at the half-semester point are marked with an *.

There are no prerequisites required, but it is highly desirable that students select Small Business and Marketing as their entry unit and follow the order listed below.

Small Business and Marketing*

This unit combines the two half semester units Small Business and Marketing.

This unit is a general introduction to the role and significance of small business in Australia. By concentrating on all issues involved in starting a business you are able to cover the internal and external factors relating to a Business. Students will have the opportunity to conduct market research, develop a number of marketing proposals and projects, and to think critically about choosing an appropriate course of action from a range of alternatives.

Business Management and the Business Plan*

This unit combines the two half semester units Business Management and The Business Plan.

This unit covers the nature of management, management skills, current theories of management and how to manage change effectively. Students will also cover all the elements of the business plan.

Globalisation and the Future of Business*

This unit combines the two half semester units Globalisation and The Future of Business.

This unit covers the concept of globalisation, current trends in the global trade, global business influences and the factors that drive expansion. Students will also cover the history of business, opportunities for growth and entrepreneurship, and sustainability.

Human Resources, Ethics and Business*

This unit combines the two half semester units Human Resources, and Ethics and Business.

This unit explores the nature of human resources. Students will learn about the impact of aspects of human resources on business. In addition to this, students will analyse the different aspects of a range of ethical dilemmas that face business today.
Employment/Further Study Pathways

Studies in Business can lead to employment in private enterprise and CIT offers Certificates II, III, IV and Diplomas of Business Administration. Both Canberra University and the Australian National University offer degrees in Commerce, Banking and Finance and Business Administration. The study of business is also vital to the success of anyone starting or buying a business of their own.

5.2.2 BUSINESS ADMINISTRATION (A/V)

Business Administration is a course designed to train students to achieve essential competencies/skills that are nationally recognised by all employers and trainers. Competencies gained through Business Administration are transferable to several other courses at CIT, shortening the length of study necessary. Over a two-year period, students are able to gain a Certificate II in Business BSB20115 provided they have achieved all the competencies required. In Year 12, students are also able to achieve a Statement of Attainment for some units of competency from a Certificate III in Business (BSB30115). This versatile course will help students to develop computing skills and address the requirements of a career in administration/office work.

Unit Description

All units are of one semester duration. There are no prerequisites required, but it is highly desirable that students select Working in Business Administration I as their entry unit and follow the order listed below.

Working in Business Administration 1

(This is a semester long unit)

This unit combines the two half units The Work Environment and Working in Business.

In this unit you will work effectively in a business environment, develop keyboard skills, produce simple word processed documents, participate in Workplace Health and Safety processes, participate in environmentally sustainable work practices, communicate in the workplace, work effectively with others and deliver a service to customers.

Working in Business Administration 2

(This is a semester long unit)

This unit combines the two half units Business Operations and Business Finances.

In this unit you will process and maintain workplace information, organise and complete daily work activities, use business technology, handle mail, continue to develop keyboard skills and accuracy, create and use spreadsheets and communicate electronically.

Working in Business Administration 3

(This is a semester long unit)

This unit combines the two half units Using Business Documents and Creating Business Documents.

In this unit you will create and use databases, apply knowledge of Workplace Health and Safety legislation, continue to develop keyboard skills and accuracy design, produce desktop published documents, organise workplace information and produce business documents and write simple documents.

Working in Business Administration 4

(This is a semester long unit)

This unit combines the two half units Business Practices and Customer Service in Business.

In this unit you will produce spreadsheets, organise personal work priorities, continue to develop keyboarding speed and accuracy, deliver and monitor a service to customers, recommend products and services.

Employment/Further Study Pathways

Undertaking Business Administration studies at college can lead to employment from college, taking up a traineeship or to further study at CIT or with another training provider.

5.2.3 CAMBRIDGE INTERNATIONAL EDUCATION

Cambridge International Examinations prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. Erindale College is now a Cambridge International school.

Cambridge international qualifications, recognised by the world’s best universities and employers as giving students a wide range of options in their education and career. Their programs and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research.
Every year, nearly a million Cambridge learners from 10,000 schools in 160 countries prepare for their future with an international education from Cambridge.

Cambridge International General Certificate of Secondary Education (IGCSE) is the world’s most popular international qualification for 14 to 16 year olds. It is recognised by leading universities and employers worldwide, and is an international passport to progression and success. Developed over 25 years ago, it is tried, tested and trusted by schools worldwide.

Erindale College will be offering Cambridge IGCSE to gifted and talented students in Year 9 from Semester 2, 2015; and for Year 9 and 10 in 2016.

Cambridge IGCSE offers a flexible and stimulating curriculum, supported with excellent resources and training. Cambridge IGCSE helps improve student performance by developing skills in creative thinking, enquiry and problem solving.

http://www.cie.org.uk/cambridge-for/learners-and-parents/

Courses

Students will study courses in English Literature, Mathematics, Science Coordinated (Double), Global Perspectives and French - Foreign Language. The Cambridge curriculum will be fully integrated with the Australian Curriculum. In future years we plan to offer Cambridge AS Level and A Level to students in years 11 and 12.

English Literature

This course encourages students to read, interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. Students are encouraged to explore wider and universal issues to promote a better understanding of themselves and of the world around them.

Mathematics

The Mathematics course encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. This course aims to build students’ confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Students also gain an understanding of how to communicate and reason using mathematical concepts.

For students who are likely to achieve or who have achieved at the highest level (A*, A, B) at the Cambridge examinations, The Cambridge Additional Mathematics will be offered. This is a pure maths stream.

Science Co-Ordinated (Double)

The Co-ordinated Sciences gives students the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent course. It is a double award, earning two grades. Students gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

They learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.

Global Perspectives

Meeting government ministers, organising a local river clean-up project and writing to the United Nations about climate change, are just some of the activities students pursue through the Cambridge IGCSE Global Perspectives course. Cambridge IGCSE Global Perspectives is a ground breaking new course that is cross-curricular, stretching
across traditional subject boundaries. It taps into the way students of today enjoy learning, including group work, seminars, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

Global Perspectives is an innovative and stimulating skills-based programme that places academic study in a practical, real-world context.

**French - Foreign Language**

This course is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as the student progresses through their studies.

The course also offers insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

**CAMBRIDGE ADVANCED**

Cambridge Advanced which includes Cambridge International AS and A Level is typically for students aged 16 to 19 years who need advanced study to prepare for university and higher education. Cambridge Advanced builds on the foundations of Cambridge Secondary 2, or the International General Certificate of Secondary Education (IGCSE); although students do not need to complete that stage before enrolling in Advanced. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically completed in one year.

Cambridge International AS and A Level aims to develop students’ knowledge, understanding and skills in:

- In-depth subject content
- Independent thinking
- Applying knowledge and understanding to new as well as familiar situations
- Handling and evaluating different types of information source
- Thinking logically and presenting ordered and coherent arguments
- Making judgements, recommendations and decisions
- Presenting reasoned explanations, understanding implications and communicating them logically and clearly
- Working and communicating in English.

Students use Cambridge International AS and A Levels to gain places at leading universities worldwide including Australia and in the UK, Ireland, USA, Canada, New Zealand, India, Singapore, Egypt, Jordan, South Africa, the Netherlands, Germany and Spain. In countries such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

Research has been carried out to explore whether Cambridge International AS and A Levels predict readiness for and continued academic success at US universities. Findings from a number of research studies suggest that the Cambridge programme compares favourably with other, more established, acceleration programmes in the US including Advanced Placement (AP) and the International Baccalaureate (IB).
5.2.4 LEGAL STUDIES (T/A)

Legal Studies is a relevant course for students who would like a deeper understanding of current affairs in general and the law in particular. In almost every walk of life we are affected by the implications of the law. This course seeks to relate the laws in our society to our everyday lives, and makes use of court visits, visiting speakers and seminars to make the subject relevant and meaningful to students. Contemporary legal issues will be investigated throughout the course. Legal Studies is not a prerequisite for tertiary study in law. It is, however, a course of study that offers practical benefits for all students. Legal Studies can be studied as a major or minor.

Unit Description

All units are of one semester duration. As such they all have early exit or late entry points at the half semester point. There are no prerequisites, although Legal Systems and Australian Law is recommended as the first unit of study.

Legal Systems & Australian Law

(This is a semester long unit)

This unit combines the two half units Introduction to Legal Systems and Sources of Australian Law.

This unit develops an understanding of the structure of the Australian legal system including the rights and responsibilities of citizens. The two main sources of Australian law, the Parliament and the courts, are examined along with the powers of the Australian Constitution.

Crime & Justice

(This is a semester long unit)

This unit combines the two half units Crime and Justice.

This unit investigates various aspects of crime, what constitutes a crime, and law enforcement and sanctions in Australia. There will be an opportunity to analyse the cultural impacts of the law, important legislation, contemporary cases and media reports, and the review and change processes operating in the legal environment.

World Order & Human Rights

(This is a semester long unit)

This unit combines the two half units World Order and Human Rights.

This unit will focus on developing an understanding of the new World order and Human Rights from the wider local, national and international prospective. Students will analyse the proposition that all people have equal rights before the law, and compare it with the reality in Australian society as well as in a global context. Students will also investigate International law, and the difficulty the law has in balancing the rights of the individual with the need for national and global security.

Media, Politics & Current Issues

(This is a semester long unit)

This unit combines the two half units Media, Politics and the Law, and Current Legal Issues.

This unit investigates the relationship between media, politics and the law as well as exploring more current legal issues. The focuses include; political influences and media coverage, individual rights, the power of the press, participation in government and citizen rights against the state. Students gain an understanding of how media simultaneously reports on and influences political and legal issues.

Employment/Further Study Pathways

An understanding of the Australian Legal System is vital for those employed in business and government particularly in management or administrative roles. The study of business law is an important part of Business courses at CIT and University. A Degree in Law may be undertaken at both the University of Canberra and the Australian National University. Lawyers are employed throughout the community in private enterprise and government, and many lawyers operate from their own legal firms.
5.2.4 HISTORY T/A

History T and A courses provide students with opportunities to develop valuable thinking, writing and speaking skills whilst learning about important past events and cultures that have shaped the world we live in today. Students may elect to study senior secondary Australian Curriculum units in Ancient History, Modern History or a combination of both.

In addition to these courses, a Year 10 Program focused on the 20th Century is also offered under the Australian Curriculum.

MODERN HISTORY T/A

Unit Description

Each unit is semester length and there are no prerequisites.

Students currently studying Modern History are undertaking the following units:

**Unit 1: Understanding the Modern World**

**The American Revolution**

Students will examine the causes and effects of the American Revolution. They will also study the impact of the revolution on individuals and societies of the time.

**The French Revolution**

This unit explores the causes of the French Revolution as well as the consequences of this social change.

**Unit 2: Movements for Change in the 20th Century**

**Decolonisation**

Following on from the Age of Imperialism unit, in ‘Decolonisation’ we explore the struggles that colonised people undertook to gain their independence.

**Civil Rights Movement in the USA**

This topic focuses on developments in the 20th Century which saw greater recognition and power given to African Americans in the United States. The wider significance of this social and political change will also be explored.

It is planned that next year students will undertake the following units (this may be adjusted according to student and teacher preference):

**Unit 3: Modern Nations**

**Germany**

Beginning with Germany’s defeat in WWI and concluding at the end of WWII, this topic will examine key developments in Germany, including the rise of Nazism.

**China**

Building on the understanding of the Communist movement as it occurred in Russia, students will then explore important events and changes that occurred in China as a result of the rule of Mao Zedong and the Cultural Revolution.

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

**The Changing World Order**

This unit focuses on shift in the World Order during and after the Cold War. The roles and relations of significant nations and their leaders are examined to understand causes and consequences of developments in this period.

**The Search for Peace and Security**

This topic centres on significant issues in the recent past that have influenced global peace and security including the United Nations, international and civil wars, as well as terrorist groups.

ANCIENT HISTORY T/A

**Unit 1: Ancient Societies**

**Bronze Age Greece**

Students will investigate the geographical context, social and political structure and economic activities of the ancient Mycenaeans.

**Old Kingdom Egypt**

Students will explore the way of life in Old Kingdom Egypt, with a particular focus on belief and rituals.

**Unit 2: Investigating the Ancient World**

**Giza**

In this unit students investigate the ancient site of Giza, examining the significance of the pyramid structure. Students also explore issues relating to the preservation and conservation of ancient sites.

**Alexander the Great**

This is an in-depth study focused on the influence of Alexander the Great which explores his conquests and expansion. Students are also asked to interrogate the authentication and reliability of sources relating to Alexander.

It is planned that next year students will undertake the following units (this may be adjusted according to student and teacher preference):

**Unit 3: People, Power and Authority**

**Rome 133–63 BC**

This unit focuses on the social, political and economic structures of the late Roman Republic and the rise of the Roman Empire. The students will examine the nature of power and authority in Rome during this period.

**Julius Caesar**

In an in-depth study of this significant individual, students will explore his personality and his influence in Rome.
**Unit 4: Reconstruct the Ancient World**

**Julio Claudians and ‘Imperial’ Rome**

Students study Imperial Rome under the Julio-Claudians in the period AD 14 – 68. Students will also examine the interpretation and reliability of sources for this period.

**Pompeii and Herculaneum**

These two Roman cities were destroyed and preserved following the eruption of Vesuvius. Using the evidence found at these sites, students will piece together key information about various aspects of life and society in these locations.

**5.2.5 PSYCHOLOGY (T/A)**

Psychology focuses on human cognition and behaviour at the individual level, the differences and commonalities between people and how behaviour can be understood in a social and cultural context. Psychology is often defined as the science of the mind or of human behaviour. No other academic field so closely touches you or the human condition as does psychology. It concerns itself, for example, with how and why people do what they do; how young children perceive the world around them and why children may rebel; what enables us to remember how to ride a bike twenty years or more after our last ride. An understanding of others goes some way towards an understanding of ourselves. Not only do future social workers, childcare workers, sports people, health professionals, teachers, media and advertising professionals, parents, managers and business people profit by studying psychology, it gives enduring insights to us all.

**Unit Description**

All units are of one semester duration and are listed in the suggested order that students study them in a major.

All units marked * have early exit at the half-semester point.

**Infancy to Adulthood**

*This unit combines the two half units Infancy and Childhood and Adolescence and Adulthood.*

This unit is an introduction to the study of psychology as a discipline by looking at human development throughout the lifespan. Physical, cognitive, social, emotional and moral developmental milestones are studied at the various life stages including infancy, childhood, adolescence and adulthood. Some real life observations are undertaken where possible.

**Social Influences, Attitudes and Prejudice**

*This unit combines the two half units Social Influences and Attitudes and Prejudices.*

This unit focuses on the nature and development of attitudes and how attitudes are measured. Students also investigate what influences an individual’s relationships with others and how social and work groups function in terms of conformity, obedience and taking on different roles. Stereotyping, prejudice and discrimination is also studied using real life examples along with strategies to reduced anti-social behaviour.

**Personality & Abnormal Psychology**

*This unit combines the two half units Personality and Abnormal Psychology.*

This unit focuses on what personality is and how it is assessed. Students study the different theories put forward to explain the development of personality and the relative contribution of genetics, environment and experiences on personality. Students also investigate resilience and mental health, major mental disorders and the methods for diagnosing and treating mental illness. The co-morbidity of mental illness and substance abuse is addressed.

**Mental Abilities, Learning, & Memory**

*This unit combines the two half units Mental Abilities and Learning and Memory.*

This unit focuses on the various theories and processes of learning, how we remember information, and why we forget. Students also investigate the nature of thinking, intelligence and creativity and the factors that affect their development, including genetics and the environment. There is a particular focus on intelligence testing and emotional intelligence.

**Employment/Further Study Pathways**

The study of Psychology can lead to employment by governments in welfare, hospitals, industry and the defence forces. Psychologists are employed in private practice and by business in management and as human resource managers. Psychology is studied as a university degree course and is offered by most universities. Many psychology graduates do not necessarily choose to find work as psychology specialists but are employed in positions where they can use the skills learned through their psychology training in advertising, public relations, youth work, health, sport coaching and any management area.
5.2.6 SOCIAL AND COMMUNITY WORK (A/V)

If you like working with people, helping people, in an industry that incorporates working with children, young people, the aged, the disabled or the community generally, then this course will give you invaluable skills and knowledge to help you enter the workforce. This course can especially provide pathways into childcare, aged care, teaching, nursing and youth work. Year 11 is a general introduction to community services and examines key aspects of disability, aged and child care areas. Year 12 focuses on child development and the way children play as well as working with youth. Students can complete a Certificate II in Community Services (CHC20112) in 18 months. To do this they will successfully complete the competencies for each section of the course, and at least one Vocational Placement. If a student does not achieve the full certificate they will be given a Statement of Attainment which lists their completed competencies.

Unit Description
All units are of one semester duration and all units have early exit and late entry at the half-semester point. To gain Certification students must complete the unit Introduction to Community Services first.

Introduction to Community Services
This is a semester long unit

Comprising the two following half semester units:

Community Services Work
(Half semester unit)
Investigate who makes up the community and their needs. Look at the legislation governing them and develop an appreciation of the huge variety of jobs and employment opportunities in this area.

In this unit you will prepare to work in the community sector, communicate with people accessing the services of the organisation, participate in OH&S processes and provide first point of contact.

Participate in Community services
(Half semester unit)
Identify key community service industry organisations and be able to provide information and assistance. Enable students to identify future career opportunities and the importance of working in a team environment.

In this unit you will work with others, participate in OH&S processes, provide first point of contact and also complete volunteer work in a community service environment.

Aged care and Disability
(This is a semester long unit)

Comprising the two following half semester units:

Prepare for Disability Work
(Half semester unit)
Prepares students to work effectively in disability work and communicate with clients assessing services in the community.

In this unit you will prepare for disability work and gain an understanding of working with others.

Prepare for Aged Care Work
(Half semester unit)
Investigate the process of ageing, attitudes to ageing and aspects of the aged care industry.

Child Development and Play
(This is a semester long unit)

Comprising the two following half semester units:

Children’s Play and Learning
(Half semester unit)
In this unit you will look at the way children develop and the role of play in their learning. You will also gain an understanding of how to set up an age appropriate play environment for children.

Communicate Positively with Children
(Half semester unit)
In this unit you will look at the importance of consistent communication with children, the legal and ethical issues associated with work roles, safety measures to minimise risks to children and emergency response procedures.

Issues in Youth Work
This standard unit combines Work with Young People 0.5 and Prepare for Youth Work 0.5.

This unit looks at many issues facing the youth of today. It also allows students to develop knowledge of Community Services in the community to support youth. It also allows students to develop knowledge of alcohol and other drugs work.
5.2.7  SOCIOLOGY (T)

The aim of this course is to help students to understand and think critically about modern society, in particular Australian society, by focusing on the broader historical, social, structural and cultural forces that shape how we live today. Particular emphasis is given to understanding social change with the use of case studies and current issues. Sociology takes a broader approach to understanding human behaviour than does Psychology by examining how society works as a whole.

Unit Description

There are no prerequisites. Each unit can be completed in any order.

Sociology and Power
(This is a semester long unit)

This unit combines the two half units Introduction to Sociology and Sociology of Class and Power.

This unit is an introduction to the study of sociology as a discipline, its research methods and the critical and imaginative way of thinking about our society. Students are exposed to a range of theoretical perspectives that often challenge their assumptions about different social groups and the world in which they live.

Students will gain an understanding of the diverse relationships that relate to class, status and power within society they will critically analyse and evaluate the relevance of sociological theories to current developments.

Sociology of Deviance and Crime
(This is a semester long unit)

This unit combines the two half units Sociology of Deviance and Sociology Crime.

In this unit students will analyse the latest trends in crime and deviance statistics. They will study the social processes used by societies around the world to establish social conformity. They will also apply theoretical understandings of crime and deviance to think critically about modern day case studies.

Sociology of Media, Youth and Culture
(This is a semester long unit)

This unit combines the two half units Sociology of Media and Sociology of Youth and Culture.

This unit examines the role and importance of the media, in all its forms, in contemporary Australian society. Students will examine the central role of the media and develop a critical understanding of it as an agent of socialisation, particularly in the influence of young people. Past and modern day youth sub-cultures are also examined in depth as a sociological phenomenon.

Sociology of Ethnicity and Race
(This is a semester long unit)

This unit combines the two half units Concepts of Ethnicity and Race and the issues of Ethnicity and Race.

In this unit students will study modern conceptions of race, ethnicity and culture. Students will be asked to critically evaluate their society in terms of how it deals with the ongoing problem of racism. The impact of waves of post-war migration will be examined, including the current issues with asylum seekers. The changing nature and complexity of aboriginal – white Australian relations is also a key area of study in this unit.

Employment/Further Study Pathways

The study of sociology at this level lends itself to working in the community and social welfare work. CIT provides courses for further study in these areas. Overall, the courses offer the benefit of understanding the unique position all individuals occupy within society and the constraints that may impact on life choices. Further study at university can lead to careers in demography, health policy and research, personnel consultancy, or many other fields that value sociological insight.

5.2.8  THEORY OF KNOWLEDGE (T)

This course introduces students to many of the philosophical ideas and how they have influenced society. Students explore the concept of knowledge and how it can be acquired. Students also explore many of the ethical and moral dilemmas facing today’s society. This course requires a high level of literacy. This course is only offered as a T minor.

Unit Description

All units are of one semester duration but are taught and delivered over three terms. There are no half standard units on offer. The course can also be studied as R units.

Introduction: Reason, Emotion and Self

This unit investigates knowledge: what it means to know something and how we acquire knowledge. Students explore the philosophical ideas on reason, emotion, self and genders are also explored.

Ethics

This unit investigates various ethical theories such as kantism, utilitarianism, virtue ethics and natural law theory. Alternative approaches to ethical thought are also covered as well as their application to moral dilemmas facing society today.
6. MATHS, IT and SCIENCE ACADEMY

6.1. INTRODUCTION TO THIS ACADEMY

The Maths, IT and Science Academy offers courses in Mathematics, Biology, Chemistry, Earth Science, General Science, Electronics, Physics and IT. The Mathematics area is designed to allow us to support our approach to teaching Mathematics at Erindale College. Our focus is centred on allowing students to construct their own knowledge while still covering the curriculum and assessment according to the Australian Curriculum and BSSS policies and procedures. As we refine our delivery methods Science is also adopting similar approaches.

6.2. MATHEMATICS COURSES

There are four Mathematics courses: Specialist Mathematics, Mathematical Methods, Mathematical Applications, all T Accredited; and Essential Mathematics which is A Accredited. Students wishing to study Specialist Mathematics must also complete a major in Mathematical Methods.

6.2.1 ESSENTIAL MATHEMATICS (A)

Integrating the Australian Curriculum

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

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

Unit 1 provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity, and the interpretation of graphs. Teachers are encouraged to apply the content of all topics in contexts which are meaningful and of interest to their students. A variety of approaches could be used to achieve this. Two contexts which could be used in this unit are Mathematics and foods and Earning and managing money. However, these contexts may not be relevant for all students, and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

Unit 2 provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Teachers are encouraged to apply the content of all topics in contexts which are meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Two possible contexts which could be used in this unit to achieve this goal are Mathematics and cars and Mathematics and independent living. However, these contexts may not be relevant for all students, and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

Unit 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs, and data collection. Teachers are encouraged to apply the content of all topics in contexts which are meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Two possible contexts which could be used in this unit to achieve this goal are Mathematics of finance and Mathematics of travelling. However, these contexts may not be relevant for all students and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.

Unit 4 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs, and data collection. Teachers are encouraged to apply the content of all topics in contexts which are meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Two possible contexts which could be used in this unit to achieve this goal are Mathematics and design and Mathematics and medicine. However, these contexts may not be relevant for all students and teachers are encouraged to find a suitable context that will make the mathematical topics of this unit relevant for their particular student cohort.
6.2.2 MATHEMATICAL APPLICATIONS (T)

Integrating the Australian Curriculum

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

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

Unit 1 has three topics: ‘Consumer arithmetic’, ‘Algebra and matrices’, and ‘Shape and measurement’. ‘Consumer arithmetic’ reviews the concepts of rate and percentage change in the context of earning and managing money, and provides fertile ground for the use of spreadsheets. ‘Algebra and matrices’ continues the F-10 study of algebra and introduces the new topic of matrices. ‘Shape and measurement’ extends the knowledge and skills students developed in the F-10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2 has three topics: ‘Univariate data analysis and the statistical investigation process’, ‘Linear equations and their graphs’, and ‘Applications of trigonometry’. ‘Univariate data analysis and the statistical investigation process’ develops students’ ability to organise and summarise univariate data in the context of conducting a statistical investigation. ‘Applications of trigonometry’ extends students’ knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression, and bearings in navigation. ‘Linear equations and their graphs’ uses linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.

Unit 3 has three topics: ‘Bivariate data analysis’, ‘Growth and decay in sequences’, and ‘Graphs and networks’. ‘Bivariate data analysis’ introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process. ‘Growth and decay in sequences’ employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. ‘Graphs and networks’ introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations such as a rail or social network.

Unit 4 has three topics: ‘Time series analysis’, ‘Loans, investments and annuities’, and ‘Networks and decision mathematics’. ‘Time series analysis’ continues students’ study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. ‘Loans and investments’ aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. ‘Networks and decision mathematics’ uses networks to model and aid decision making in practical situations.

Employment/Further Study Pathways

The course is suitable if you intend to undertake tertiary studies in disciplines that involve quantitative reasoning such as Nursing, Technology, Education or Administration.

6.2.3 MATHEMATICAL METHODS (T)

Integrating the Australian Curriculum

Mathematical Methods is designed to provide students with techniques in abstract reasoning, calculus and other mathematical procedures, which provide a foundation for further study in areas where mathematical modelling plays a major role. By completing the required number of consecutive units you will be awarded a minor (2 to 3 standard units) or a major (3.5 or 4 standard units) in Mathematical Methods. You cannot do a major/minor or a double major in this course.

There are no formal prerequisites for this course. However, it is expected that students will have satisfactorily completed Advanced Level Mathematics (or equivalent) at high school.

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

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

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an ‘instantaneous rate of change’. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

In Unit 3, the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

In Unit 4, the logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

Employment/Further Study Pathways

The course is suitable if you intend to undertake tertiary studies in disciplines that involve significant amounts of Mathematics, such as Economics, Psychology, Biology, Sociology, Geography, Accounting, Commerce, Applied Sciences or Computing Studies.

6.2.4 SPECIALIST MATHEMATICS (T)

Integrating the Australian Curriculum

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

Specialist Mathematics is structured over four units. The topics in Unit 1 broaden students’ mathematical experience and provide different scenarios for
incorporating mathematical arguments and problem solving. The unit provides a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction. For example, vectors in the plane are introduced in Unit 1 and then in Unit 3 they are studied for three-dimensional space. In Unit 3, the topic ‘Vectors in three dimensions’ leads to the establishment of the equations of lines and planes, and this in turn prepares students for solving simultaneous equations in three variables.

**Unit 1** contains three topics that complement the content of Mathematical Methods. The proficiency strand, ‘Reasoning’, of the F–10 curriculum is continued explicitly in the topic ‘Geometry’ through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students’ studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic ‘Combinatorics’ provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic ‘Vectors in the plane’ provides new perspectives on working with two-dimensional space, and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students’ mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

**Unit 2** contains three topics, ‘Trigonometry’, ‘Matrices’ and ‘Real and complex numbers’. ‘Matrices’ provides new perspectives for working with two-dimensional space, ‘Real and complex numbers’ provides a continuation of the study of numbers. The topic ‘Trigonometry’ contains techniques that are used in other topics in both this unit and Units 3 and 4. All of these topics develop students’ ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

**Unit 3** contains three topics, ‘Complex numbers’, ‘Vectors in three dimensions’, and ‘Functions and sketching graphs’. The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3 the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in Mathematical Methods is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students’ knowledge of calculus from Mathematical Methods. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

**Unit 4** contains three topics: ‘Integration and applications of integration’, ‘Rates of change and differential equations’ and ‘Statistical inference’. In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students’ previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

**Employment/Further Study Pathways**

The Specialist Mathematics course is suitable if you intend to undertake later tertiary studies in disciplines in which Mathematics plays a major role, such as Pure and Applied Mathematics, Statistics, Physical Sciences, Actuarial Studies, Engineering or Economics.

**6.3 INFORMATION TECHNOLOGY (T/A/V)**

At Erindale College the following units are offered in Information Technology.

- Digital Media Foundations, Audio & Video (1.0)
- Digital Media Graphics and Animation (1.0)
- 3D Modelling, Animation and Texturing (1.0)
- Website Design (1.0)
- Dynamic Website Construction (1.0)
- Programming Fundamentals (1.0)
- Robotics and Intelligent Systems (1.0)
- Computer Games Programming and Design (1.0)
- Systems Analysis Design (1.0)
- Excel and Relational Databases (1.0)

The sequence of units offered in 2016 will depend on student interest and staff availability.

For more detailed information on each unit you can visit the Board of Senior Secondary Studies website at [http://www.bsss.act.edu.au/curriculum/courses](http://www.bsss.act.edu.au/curriculum/courses) or talk to the Information Technology teacher at the College Information Evening or when enrolling.
6.4 SCIENCE COURSES

Science is a prerequisite or assumed knowledge for engineering, architecture, environmental studies, and health sciences (including nursing, medicine and dentistry). Students with a Science subject on their Year 12 Certificate are often favoured by the CIT and, most trades prefer students who have Science in their background.

Science offers you six courses. These are designed to meet a range of interests, abilities and career needs. There is a significant choice of material to be studied and several courses are closely related to further study at a tertiary institution. You should consult the Careers Adviser to establish which science courses are essential (prerequisites) or desirable in order to follow your career path.

6.4.1 BIOLOGY (T)

Integrating the Australian Curriculum

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. There are four units:

Unit 1: Biodiversity and Interconnectedness
Unit 2: Cells and Multicellular Organisms
Unit 3: Heredity & Continuity of Life
Unit 4: Maintaining the Internal Environment

In Units 1 and 2, students build on prior learning to develop their understanding of relationships between structure and function in a range of biological systems, from ecosystems to single cells and multicellular organisms. In Unit 1, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. In Unit 2, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

In Units 3 and 4, students examine the continuity of biological systems and how they change over time in response to external factors. They examine and connect system interactions at the molecular level to system change at the organism and population levels. In Unit 3, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations. In Unit 4, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

(This is a semester long unit)

This unit of work will interest students who want to know the science behind inheritance. Classical Mendelian genetics, pedigrees, chromosome mapping, DNA, genetic disorders and the very topical issues of genetic engineering will be covered. This genetic theory will be applied to understanding the mechanisms of evolution.

6.4.2 CHEMISTRY (T)

Integrating the Australian Curriculum

In Chemistry, students develop their understanding of chemical systems, and how models of matter and energy transfers and transformations can be used to describe, explain and predict chemical structures, properties and reactions. There are four units:

Unit 1: Chemical Fundamentals
Unit 2: Molecular Interactions and Reactions
Unit 3: Equilibrium, Acids and Redox Reactions
Unit 4: Structure, Synthesis and Design.

In Unit 1, students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions. In Unit 2, they continue to develop their understanding of
bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

In Units 3 and 4, students further develop their knowledge of chemical processes introduced in Units 1 and 2, including considering energy transfers and transformations, calculations of chemical quantities, rates of reaction and chemical systems. In Unit 3, students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems. In Unit 4, students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

6.4.3 EARTH SCIENCE (T)

Integrating the Australian Curriculum

In Earth and Environmental Science, students develop their understanding of the ways in which interactions between Earth systems influence Earth processes, environments and resources. There are four units:

- **Unit 1**: Introduction to Earth Systems
- **Unit 2**: Earth processes
- **Unit 3**: Living on Earth
- **Unit 4**: The Changing Earth

In Units 1 and 2, students are introduced to the Earth system model and to the ways in which the Earth spheres interact and are related by transfers and transformations of energy. In Unit 1, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy.

In Units 3 and 4, students use the Earth system model and an understanding of Earth processes, to examine Earth resources and environments, as well as the factors that impact the Earth system at a range of spatial and temporal scales. In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments.

6.4.4 ELECTRICITY AND ELECTRONICS (A)

This course is aimed at students who wish to get a good grounding in the electrical industry. This course is only offered as a minor.

**Unit Description**

All units are half-semester units and there are no prerequisites.

**Introduction to Electrotechnology**

This unit deals with the history of electricity, career opportunities, OH&S and a study of simple circuits and Ohm’s law in relation to the electrotechnology industry.

**Basic Electrotechnology**

This introduces the student to the tools of the trade including accessories, cable identification and interpretation of plans and drawings.

**Alternating Current**

This unit covers alternating current, its features and uses plus the structure and operation of the oscilloscope.

**Electromagnetism**

This unit looks at magnetism and electromagnetism in detail. It also examines electromagnetic devices including generators, motors and transformers.

**Introductory Electronics**

This unit deals with the history of electricity and career opportunities in the electronic industry. A study is made of the common components and measuring instruments.
Semiconductor Devices
The student is introduced to common semiconductor components such as diodes and transistors. Simple circuits are built and analysed.

Analog Electronics
Integrated circuits are introduced with special emphasis on op-amps, 555 circuits and power supply analysis.

Digital Electronics
The binary system is introduced and the basics of the digital world are studied eg combinational circuits, CMOS, logic gates, truth tables, etc.

6.4.5 GENERAL SCIENCE (T/A)
This course is designed to meet the needs of students who enjoy science or who require a major in science for a university course. General Science covers the main areas of science including physics, chemistry, biology and earth science. It is offered as both a tertiary course and an accredited course. The General Science course is currently being rewritten to address the requirements of the Australian Curriculum for implementation in 2016. At this stage the 2016 units are not available, however, it is anticipated that the 2016 units will be similar to those currently offered. Units offered in the current course include Life and Crime, Beyond Earth, Our Perilous Planet and Chemistry Around Us.

6.4.6 PHYSICS (T)

Integrating the Australian Curriculum
In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena. There are four units:

- **Unit 1**: Linear motion and waves
- **Unit 2**: Thermal, nuclear and electrical physics
- **Unit 3**: Gravity and electromagnetism
- **Unit 4**: Revolutions in modern physics

In Units 1 and 2, students further investigate energy, motion and forces, building on the ideas introduced in the F–10 Australian Curriculum: Science. In Unit 1, students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. In Unit 2, students describe, explain and predict linear motion, and investigate the application of wave models to light and sound phenomena.

In Units 3 and 4, students are introduced to more complex models that enable them to describe, explain and predict a wider range of phenomena, including, in Unit 4, very high speed motion and very small scale objects. In Unit 3, students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves. In Unit 4, students investigate how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter, and the Standard Model of particle physics.

Employment/Further Study Pathways
Physics is a prerequisite for medicine, engineering, veterinary science, the air force (aircrew), and is desirable for architecture and most science or technology-based careers. The electronics component gives an additional grounding for computing and electronic engineering.
7. VOCATIONAL EDUCATION

7.1 AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASbA)

ASbAs offer students the opportunity to achieve a nationally recognised qualification by combining paid work and training as part of their education program during Years 11 and 12.

A Certificate II qualification requires a minimum of 8 hours in the workplace and a minimum of 3 hours off the job training per week. ASbAs are also available for some Certificate III qualifications. Undertaking an ASbA contributes towards your Year 12 Certificate.

ASbAs can be undertaken in a number of industry areas. They are a valuable experience and provide pathways to future training and employment.

The VET coordinator and Transitions and Careers Officer are available to assist you to explore ASbA options and opportunities.

7.2 NATIONALLY RECOGNISED VOCATIONAL COURSES

Erindale College is a Registered Training Organisation and as such has the capacity to grant national industry certification under the Australian Qualifications Framework. Students are provided with access to this national certification in all vocational (V and C) courses available at the college. Nationally recognised vocational courses at Erindale College offer students excellent opportunities to develop real skills for the workplace, as well as pursuing a Year 12 Certificate. These courses integrate college-based learning and training with structured workplace learning. Courses have a practical focus and include significant on the job training opportunities. They are continually being updated in line with National Training Packages, so that students acquire skills and knowledge which have recent endorsement from industry.

Nationally recognised Certificates at Level I and Level II are awarded where participants meet the required standard of industry competence. Students will also receive recognition for partial completion of certificates through a Statement of Attainment. The excellent training facilities in the Erindale area allow the college to present a diverse range of vocational options, providing pathways either directly into the workplace or to further training.

Recognition of Prior Learning

Students with skills and/or experience which may be relevant to a vocational course in which they are enrolling are entitled to seek acknowledgment of this through a Recognition of Prior Learning (RPL) process.

National Recognition

Qualifications and Statements of Attainment issued by any Registered Training Organisation (RTO) are accepted and recognised by Erindale College. A learner’s qualifications and part qualifications are portable and can be recognised anywhere in Australia.

Credit Transfer

Credit transfer is used when a person seeks credit or status for a course or subject they have already completed. It involves assessing a previously completed subject or units of competency to see if it provides equivalent learning or competency outcomes to those required within your current course of study. The purpose of credit transfer is to make it easier for students to move between courses and institutions and to gain credit for previous study so they can complete their current qualification more quickly.

Vocational Courses offered at Erindale College are:

- Business Administration
- Furniture Construction
- Hospitality
- Information Technology
- Music Industry
- Social and Community Work
- Sport, Fitness and Administration
- Tourism and Event Management
The following qualifications are available to students from participation in the above courses:

- BSB10115 Certificate I in Business
- BSB20115 Certificate II in Business
- CHC20112 Certificate II in Community Services
- SIS20313 Certificate II in Sport and Recreation
- MSF10113 Certificate I in Furnishing
- SIT10213 Certificate I in Hospitality
- SIT20113 Certificate II in Hospitality
- SIT20312 Certificate II in Kitchen Operations
- ICT10115 Certificate I in Information, Digital Media and Technology
- ICT20115 Certificate II in Information, Digital Media and Technology
- CUS20109 Certificate II in Music
- SIT20112 Certificate II in Tourism

Refer to the relevant sections in this guide for more detail about each course.

7.3 WORK EXPERIENCE

Work experience is an educational program designed to give students the opportunity to experience the working environment associated with a particular industry / occupation. Students will also gain valuable insights into the world of work, training pathways and may make contacts which will assist them in finding an apprenticeship/traineeship or work when they leave school. Students are encouraged to complete two placements each year at the end of each semester. The Work Experience Coordinator can assist students arrange a placement to suit their needs.

8. YEAR 10 PROGRAM

8.1 INTRODUCTION TO THIS PROGRAM

In 2012 Erindale College introduced two Year 10 programs, Summit for talented Mathematics and Science students and TSP (Talented Sports Program) for talented sports students. Students with demonstrated talent in both areas can enrol in both programs.

To be accepted into the Year 10 Program, students must be able to demonstrate talent in either Mathematics and Science or Sport, as well as provide evidence of high self-management skills and commitment to their studies.

Students who are interested in the program for 2016 must complete a Year 10 application form, available from the Erindale College website. Students and their parents are also required to attend an interview with the Deputy Principal and the Program Coordinators.

8.2 YEAR 10 COURSES

Students in Year 10 complete a Year 10 Mathematics course, either mainstream or Summit, and mainstream Year 10 English, History and Science classes. All Year 10 students are enrolled in a Year 10 Link class where their progress at college is closely monitored and supervised.

TSP students are enrolled in an appropriate sporting squad which runs as a Sports Development (A) class.

Once these compulsory classes are allocated, with negotiation, Year 10 students are able to choose from the range of subjects available to Year 11 and 12 students at the college. Students may choose to enrol in a full load, which means classes on all lines, or with parent permission may elect a study line. This is particularly advantageous to students with extensive extra-curricular requirements, for example intensive sports training, as it allows them to complete revision, homework and assignments during school hours.
Year 10 students who meet all the requirements will be awarded a Year 10 Certificate at the end of the year.

8.2.1 YEAR 10 ENGLISH
The Year 10 English course at Erindale College is guided by the Australian National Curriculum. The three strands of Literature, Literacy and Language will be taught concurrently in both semesters. Students will study a variety of novels, plays, poetry, short stories and film. They will be assessed in both receptive (listening, reading, viewing) and productive (speaking, writing, creating) modes using the National Curriculum achievement standards.

8.2.2 YEAR 10 HISTORY
The Year 10 History program of study will focus on Australia in the Modern World and will provide an overview of the modern period along with in-depth studies which might include: Australia’s involvement in World War I, post-war migration to Australia, the civil rights movement in the United States or apartheid in South Africa compared with Indigenous rights in Australia, the Cold War and the fall of the Berlin Wall, the influence of globalised American culture on Australia and elsewhere, decolonisation of the Asia-Pacific and the growth of environmentalism.

8.2.3 YEAR 10 MATHEMATICS
Year 10 Mainstream Mathematics (R)
Year 10 students enrolled only in the Talented Sports Program complete this level of Mathematics. The curriculum for this Year 10 course of study meets all the requirements of the new Australian Curriculum for Year 10 Mathematics.

Topics include: Using Units of Measurement; Patterns and Algebra; Data Representation and Interpretation; Chance; Geometric Reasoning; Linear and Non-Linear Relationships; Pythagoras and Trigonometry; Money and Financial Mathematics.

On successful completion of this unit students would be well placed to study either Mathematical Applications or General Mathematics in Year 11. Student progress is assessed through testing, homework assignments and classwork.

Year 10 Summit Mathematics (R)
Year 10 students enrolled in the Summit Program complete this level of Mathematics. The curriculum for this Year 10 course of study meets all the requirements of the new Australian Curriculum for Year 10 A Mathematics, which is the advanced strand.

This level of Mathematics includes advanced concepts for the topics listed for the Year 10 Mainstream Mathematics course as well as additional concepts including Real Numbers and Logarithms, Polynomials, The Unit Circle and Circle Geometry.

Further extension is provided to students through the Australian Mathematics Trust Enrichment Series. Students in this course will complete enrichment questions designed to develop the essential mathematical skills of problem solving and communication, as well as to encourage curiosity about Mathematics. This program will be used in conjunction with tests to assess student progress in the unit.

8.2.4 YEAR 10 SCIENCE
Students in Year 10 Science study one science unit per term. These units include Biology, Chemistry, Earth and Space Science and Physics as per the Australian Curriculum. Through these units students will also learn about the development of science as well as the use and influence of science. They will develop the science inquiry skills of questioning, predicting, planning and conducting experiments, as well as processing and analysing the data collected and evaluating their conclusions.
9. MINDYIGARI CENTRE

Erindale College has an excellent reputation for supporting Aboriginal and Torres Strait Islander students with their education, vocational training and sporting careers. In 2011, Erindale College was the winner of a National Australia Bank Schools First Award ($50,000) and the ACT Government Education and Training 2011 ACT Training Excellence Awards in the VET in Schools Award category in recognition of the support the school provided to Indigenous students. To further improve student education, training and career pathway outcomes, Erindale College has established an Indigenous Centre of Excellence; the Mindyigari Centre.

The Centre provides:

- Dedicated staff to provide individual tutoring, homework and assignment support
- Regular meeting times and a meeting place for students, teachers and visiting guests to assist with cultural connections and career pathways
- Australian School-based Apprenticeship applications and ongoing support
- Post-school transition assistance including help with accessing university, technical and further education traineeship/apprenticeship applications and career pathway planning
- Links with community agencies and organisations and timely communication with family
- Cultural programs and excursions
- Assistance with university entrance and scholarship applications
- Opportunities to engage in special projects for Indigenous students including:
  - CIT Cultural Arts Certificate I and II
  - Landcare ‘Village Nursery’ Project
  - Core of Life Transition Program with ACT Health
  - Leadership programs
  - Student Aspirations Program
  - Australian Indigenous Mentoring Experience Program (AIME)
  - Mentoring

University of Canberra Success Program

In 2015, Erindale College and Dickson College are participating in the University of Canberra Success Program which is part of the ACT Indigenous Success (ACT-IS) foundation course; a joint initiative of the University of Canberra (UC) and the Australian National University (ANU), funded through a Commonwealth grant awarded to the University of Canberra. The foundation course aims to build the skills and confidence needed to transition from high school to university. This program provides:

- Literacy and numeracy support
- Skills relevant to work or study pathways
- Community mentors
- University mentors to assist in the move from college to university.

Students who successfully complete the 20 week program are guaranteed entry into one of the 80 undergraduate courses currently offered at UC. Students can also enter the Higher Education Diploma of Liberal Studies at Australian National University.
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