



Course Guide 2020



CAMBRIDGE
International Examinations

Cambridge International School



Erindale College



ACT
Government
Education



Our vision is to graduate world-class learners who will succeed in a changing global environment.

To support every student to get to where they want to go!

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.



WELCOME FROM THE PRINCIPAL

At Erindale College we value all members of our education community and have an enduring focus on learning in a safe and caring environment.

We provide a wide range of courses to meet your needs and 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.

We are a proud member of 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 is now in partnership with Wanniasa School and Wanniasa Hills Primary School to provide a P-12 Cambridge pathway. This exciting adventure offers students the chance to engage with a truly global curriculum and assessment regime.

Enrolments into the International General Certificate of Secondary Education (IGCSE) with Cambridge are by application and students are invited for selection into the program.

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.

The Aviation Science course has been introduced to Erindale College as part of our Science, Technology, Engineering and Mathematics (STEM) program. The Aviation Science course will provide a variety of career pathways for our students within the aviation industry such as; pilots, ground engineers, air traffic controllers, cabin and ground crew. The Erindale STEM program will continue to evolve to encompass other courses such as; robotics, drone technology, coding, enterprise education and virtual reality (VR) technology.

College Link is designed to provide mentors for students and is based within Academies. College Link 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 with 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 component of the program.

The incredibly successful Talented Sports Program (TSP) is a feature of the Erindale Sports Academy. TSP encourages students 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. Our partnerships with professional league teams ensure talent identification and selection opportunities. In 2020 Erindale College will partner with Sydney FC to become the second satellite Sydney FC Academy School program outside of the Sydney metropolitan area joining Illawarra Sports High School in Wollongong.

The Talented Dance Program is designed to extend and develop the talents of students in the performing art of dance. Students will be extended in this challenging course with highly qualified staff and visiting tutors. Students involved in the program will continually develop their technique, composition, performance and analytical skills.

In 2012 Erindale College introduced the Year 10 in College program. To be accepted into the Year 10 Program, students must be able to demonstrate talent in (one or more area) of the academies, Talented Sports Program or Talented Dance Program, as well as provide evidence of high self-management skills, academic success and commitment to their studies.

Erindale College leads exciting initiatives within the Tuggeranong Network of Schools. The Tuggeranong Sustainable Living Trades Training Centre allows students access to Certificate III pathways in Building Construction, Automotive, Hospitality and Horticulture as well as other vocational learning.

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.

Jessie Atkins– **Principal**



Priority Enrolment Areas:

Chisholm, Fadden, Gilmore, Gowrie, Hume, Kambah, Macarthur, Monash, Oxley, Tharwa, Wanniasa

ENGLISH and HUMANITIES ACADEMY

INTRODUCTION TO THIS ACADEMY

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

The Humanity 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 and 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 the Business Services course.



ENGLISH COURSES

There are four major courses in English: Essential English A, Contemporary English A, English T and Literature T.

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.

Unit Description

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.



CONTEMPORARY ENGLISH (A)

The Contemporary 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, social issues such as city living and the role of social media. 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 Contemporary English 1.

Unit Description

Contemporary English (A)

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

Unit 1: Contemporary English 1

This unit 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 and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. 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: Contemporary English 2

This unit 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 and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. 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 3: Contemporary English 3

This unit 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 and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. 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 4: Contemporary English 4

This unit 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 and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. 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.

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

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.

LITERATURE (T)

Australian Curriculum Course

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

Unit 1 Ways of Reading and Creating

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 Intertextuality

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 Power of Literature

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 Literary Interpretations

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.



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

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. In addition to courses outlined above, a Year 10 ESL Program is available to selected students.

ESL T/A

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

Unit 1: Language and Culture

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.



Unit 2: Perspectives in Texts

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Unit 3: Communication

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective

and independent research skills are consolidated throughout the unit.

Unit 4: Issues and Attitudes

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.



HUMANITIES 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.

ACCOUNTING (T/A)

Note: this course is dependent on student interest

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

Accounting courses provide a continuity with many pathways into tertiary and industry studies.

AUSTRALIAN AND GLOBAL POLITICS (T/A)

Note: this course is dependent on student interest

Australian and Global Politics is the study of power, influence, authority, legitimacy, conflict and political systems at both national and global level. Through this study, students explore concepts institutions, processes and practices in a political context in order to investigate, question, critically analyse and evaluate their personal view of national and global political issues, problems, movements, events and the forces that shape these and responses to them. By analysing power and political systems, students become informed active citizens who are empowered to engage in shaping society's collective future.

Students develop an appreciation of the diversity of human attitudes and beliefs within and across cultures. and gain understanding about the significance of politics and governance. This course may lead to further study in Politics and a range of other areas.

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 study of business enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally. 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. As such they all have early exit or late entry points at the half semester point. There are no prerequisites and units can be completed in any order and students cannot study the same unit twice.

Unit 1: Changing Business Environment

Topics that could be covered during the semester include: ethics of business, nature of business, globalisation and entrepreneurship. The unit is a general introduction to the role and significance of 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 and the impact Business has on a local, national and international perspective.



Unit 2: Relationship Management

Topics that could be covered during the semester include: ethics and marketing, media and communication, marketing and market research. The unit explores various aspects and the importance of marketing in business.

Unit 3: Planning for Current Context

Topics that could be covered during the semester include: financial planning, operations management and business plan. The unit explores various aspects and importance of managing finances and elements of business plans.

Unit 4: Business Challenges

Topics that could be covered during the semester include: change management, issues facing business and developing people. The unit explores the various aspects and importance of various types of employment, adapting to change and issues affecting business.

Unit 5: Negotiated Study Unit

This unit enables students to investigate various electives not studied previously and topics are discussed to ensure there is no duplication.

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 University of Canberra and the Australian National University offer degrees in Commerce, Banking, Finance and Business Administration. The study of business is also beneficial to the success of anyone starting or buying a business of their own.

BUSINESS SERVICES (A/M/V)

Business Services is a course that will provide students with the knowledge, skills and understanding of business practices, procedures and concepts relevant to working in a business service and/or business industry environment. Industry consists of firms which

provide business services to other companies. Business Services from an occupational perspective includes employees in all industries who are providing a business service within their organisation.

Students will cover concepts such as technical information, materials, sustainability, equipment and work health & safety (WHS) as they relate to the Business Industry.

Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training.

Provided students meet the requirements, the following VET Qualifications can also be obtained

- BSB10115 Certificate I in Business
(for students undertaking an M course only)
- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business

Unit Description

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

Unit 1: Navigating the Business Environment

This unit combines the two half units

Students learn how to produce business standard word processed documents and presentations, provide customer service and the procedures and responsibilities relating to workplace sustainability, health and safety. They learn oral and written communication skills for the workplace. Students learn what is required to interact with others in a work environment. They develop self management skills and knowledge to assist in success at work.

Unit 2: Business Environment and Services

This unit combines the two half units

Students learn how to engage with others in a business environment, contribute to workplace innovation, manage conflict and develop effective workplace relationships. Students will also learn how to use business technology, and develop oral and written skills to communicate information with others.

Unit 3: Implementing Best Practice in Business

This unit combines the two half units.

Students will learn a range of technological skills to design and produce documents and desktop published articles. They will develop keyboarding skills to support the creation of these.

Unit 4: Business Services Pathways

This unit combines the two half units Business

Students will learn how to create simple databases for storage and retrieval of information. They will also learn how to identify customer needs, deliver and monitor customer service and identify improvements in the provision of customer service. Students will learn what is required to organise workplace information, their own work schedules and to monitor and obtain feedback on their work performance.

Employment/Further Study Pathways

Undertaking Business Services studies at college can lead to employment from college, taking up a traineeship or to further study at CIT or with another training provider. CIT offers Certificates II, III, IV and Diplomas of Business Services.



ECONOMICS (T/A)

Note: this course is dependent on student interest

Economics is a study of the actions of individuals and societies, particularly as they relate to choices about satisfying needs and wants, and the utilisation of scarce resources. It uses theories and models to attempt to explain these behaviours.

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

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

LEGAL STUDIES (T/A)

Legal Studies is a relevant course for students who would like a deeper understanding of how legal systems impact the lives of people, seek to balance the rights and responsibilities of individuals, community, and governments, in an effort to achieve justice and equality for all. 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, mock trials, debating and seminars to make the subject relevant and meaningful to students. 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 and units can be completed in any order and students cannot study the same unit twice.

Unit 1: Crime, Justice & the Legal System

Topics that could be covered during the semester include: The Criminal Justice and Political System, Sentencing, incarceration, prisons and detention, Justice and vulnerable people, and Criminology. The unit explores various aspects of the Australian criminal justice system, its limitations in achieving justice for all and the tension between community interests and individual rights and freedoms.

Unit 2: Civil Law & Resolution of Disputes

Topics that could be covered during the semester include: The Civil, Legal and Political System, Entertainment and the law, Employment, business and the law, civil wrongs, Property law and Family and the law. The unit explores various rights and responsibilities that exist between individuals, groups and organisations and the resolution of civil disputes through courts and other mechanisms.

Unit 3: Law, Government & Society

Topics that could be covered during the semester include: The Australian Legal and Political System, Politics and the Law, Birth, Life and Death, Consumers and the Law, Rights and Freedoms, Young People and the Law. The unit explores the legal rights and responsibilities in everyday life from different political, economic and social perspectives, and investigate how the law attempts to balance the rights and responsibilities of the individual with the best interests of the wider community.

Unit 4: International Relations & the Law

Topics that could be covered during the semester include: International relationships between Australia and the World, International crime, conflicts and terrorism Displaced Persons and the Law, Sea, Sky and Space and Environmental Law. The unit explores the significance of Australia's international legal and political responsibilities from different political, economic and social perspectives and how the law attempts to balance the rights of individual states with their responsibilities in the wider global community.

Unit 5: Negotiated Study

This unit enables students to investigate various electives not studied previously and topics are discussed to ensure there is no duplication.

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.



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. As much as possible, we allow student interest to determine which unit we study each semester.

MODERN HISTORY (T/A)

Unit Description

Each unit is semester length and there are no prerequisites.

Students undertake a selection of units, such as:

Unit 1: Understanding the Modern World

The French Revolution

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

The Age of Imperialism

This unit examines the expansion of colonial powers and their impact around the globe with a focus on two case studies: Congo and Vietnam.

Unit 2: 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.

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 China, students will 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: Investigating the Ancient World

Ancient Thera

Students will investigate the island of Ancient Thera (Santorini). They will explore issues of conservation and preservation of ancient sites on Thera and investigate potential links between this ancient civilisation and Plato's Atlantis.

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.

Unit 2: Ancient Societies

Sparta, c. 700 – 371 BC

In this unit students investigate Spartan society with a focus on their weapons and warfare.

Persia, 559 – 330 BC

Comparing and contrasting with Sparta, students investigate their foes in Persia to understand their society, also with a focus on weaponry and warfare.

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 this 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.

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 scientific study of the

mind and behaviour. No other academic field so closely touches you or the human condition as does psychology. It concerned with issues such as, how psychological researchers conduct experiments; 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.

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

Unit Description

All units are of one semester duration and are not necessarily delivered in the order shown. A major comprises all four units. A minor is two units

Unit 1: Individual Differences

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

Unit 2: Into the Mind

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

Unit 3: Psychology of Wellness

In Unit 3, students study the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research

and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

Unit 4: Psychology in Society

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

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.



SOCIAL AND COMMUNITY WORK (A/M)

If you enjoy working and supporting people, in an industry that incorporates working with children, young people, the elderly, and people with disabilities 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.

Unit Description

All units are of one semester duration. It is possible to enter or exit the course at the end of each term.



Work in Community Services

This is a semester long unit

Comprising the two following half semester units:

Work in Community Services a

This unit combines the two half units, Work in Community Services (a) and Work in Community Services (b).

This unit investigates who makes up the community and their needs. It looks at the legislation governing the community service industry and the huge variety of jobs and employment opportunities in this area.

In this unit students will participate in WH&S processes and provide first point of contact.

Work in Community Services b

This unit identifies the key community service industry organisations and enables students to identify future career opportunities. This unit emphasises the importance of working in a team environment as well as the importance of volunteering in the community.

In this unit you will participate in WH&S processes and also complete volunteer work in a community service environment.

Disability and Aged Care

This unit combines the two half units Disability and Aged Care (a) and Disability and Aged Care (b).

Disability Work a

In this unit students will learn the importance of working effectively in the disability sector and with diverse people in the community.

Aged Care Work b

This unit investigates the process of ageing, attitudes to ageing and aspects of the aged care industry. Students will learn strategies to empower the older generation.

Interact with Children

This unit combines Interact with Children (a) and Interact with Children (b).

Interact with Children a

In this unit students will look at the way children develop and the role of play in their learning. They will also learn strategies to effectively communicate in the health and community service industry as well as the importance of organisation in daily work activities.

Interact with Children b

In this unit students will look at the importance of consistent communication with children, the legal and ethical issues associated with work roles, and how to identify and respond to children and young people at risk.

Work with Young People

This unit combines Work with Young People (a) and Work with Young People (b).

This unit looks at many issues facing the youth of today in the community development framework. It also allows students to develop knowledge and skills to respectfully engage with young people and also manage personal stress in the workplace.

SOCIOLOGY (T/A)

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 and only one unit is offered in each semester.

Unit 1: Identity

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that

society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.



Unit 2: Sociology of Social Justice

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

Unit 3: Cultural Icons

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

Unit 4: Power & Institutions

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

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.

GLOBAL STUDIES (T)

Global Studies gives students the opportunity to explore the political, economic, social and cultural relationships of the world. The course helps students develop a global perspective and provides them with opportunities to study other cultures in relation to their own. Students are able to select their own specific research topics within the broad themes of the course, investigating and developing their own solutions to a range of global issues.

The Global Studies course teaches students to think critically about key global issues and to develop an understanding of international politics, global economic forces, intercultural relationships, international cooperation, and global citizenship.

This course requires a high level of literacy. This course is offered as a T major or minor.

Unit Description

Each unit is semester length and there are no prerequisites.

Big Ideas and You

This unit investigates what people know, think and believe. Students explore how people around the globe develop different perceptions and understandings to make meaning of the world around them.

Forces of Cultural Change

This unit aims to equip students with the knowledge and skills to explore and analyse contemporary issues in a particular country or region through the prism of historical events that helped shape the social, economic and political structures in that society.

International Relations

This unit explores the institutions, organisations and agencies that exercise power and influence across the world. Students will explore the motives for action and inaction, and the major causes of division and alliance.



Global Challenges

This unit ideally consolidates knowledge and skills acquired in the foundation units of the course. Students examine current global issues and hypothesise possible solutions and communicate their ideas to others. The design and delivery of this unit places a strong emphasis on collaboration and authentic learning. Extra-curricular activities including community activism are suggested components of the unit, as part of action-based research.

LANGUAGES

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.

Advanced Chinese

This course (consisting of four units) enables proficient students of Chinese to further develop their Chinese language skills. The units focus on advanced written and oral communication skills in Chinese and a deeper insight into Chinese culture and way of life.

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.

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.

JAPANESE (T)

Beginning Japanese

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 Japanese relating to situations such as shopping, travelling, going out and discussing interests. Students learn about Japanese culture and Japan.

Continuing Japanese

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





TECHNOLOGY & CREATIVE ARTS ACADEMY

TECHNOLOGY

Within the Technology & Creative Arts Academy (Technology) the following courses are offered:

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

The majority of these courses 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 life long leisure interests and independent living.

This 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 refurbished textile workshop.

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

- Textiles and Fashion (T)

COURSES

NB: Units offered are dependent on enrolments and biannual rotation.

Unit Descriptions

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.

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.

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.

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.

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.



FURNITURE MAKING (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 Making units have a strong practical focus with students developing skills and knowledge through the manufacture of a number of projects and activities.

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

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

Trade Skills

This unit has the following additional emphasis:

- introduction to timber finishing
- workplace communication
- use of timber joints
- working in a team

Joinery and Finishing

This unit has the following additional emphasis:

- preparing surfaces for finishing
- use of solid timber joints
- participating in environmentally sustainable work practices

Project Assembly

This unit has the following additional emphasis:

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



HOSPITALITY INDUSTRY (C)

Hospitality Industry 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, Trading as ACTIVE Tuggeranong) 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 SIT - 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 in 2020 are:

- Certificate I in Hospitality SIT10216
- Certificate II in Hospitality SIT20316
- Certificate II in Kitchen Operations SIT20416

All students must commence the course with the unit - Hospitality Industry Fundamentals, as this unit contains the unit of competence SITXFSA001 Use hygienic practices for food safety. This unit of competence is a prerequisite for 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

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

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 service ware and utensils

Year 12

Kitchen 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



Kitchen 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.

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 eg. 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.

Introduction to Metal Technology

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



Metal Light Fabrication

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

Metal Welding and Thermal Cutting

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

Metal Machining

This unit expands the skills even further to produce metal based projects and covers more experience in WH&S, 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.

TEXTILES and FASHION (T/A)

Most units are for the duration of one semester. It is possible to leave after one term however students leaving after one term must complete two of the four assessment tasks.

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:

Design Aesthetics

This unit examines aesthetics and design theory. Students engage with established methodologies for generating creative textile design concepts, to investigate and experiment with strategies for idea generation and creative product development.

Design for Purpose

This unit examines how designers create for end purpose. Students engage using a range of textile mediums to design and create products with consideration given to needs, purpose and performance.

Design for Futures

This unit examines the future of design within the context of textiles. Students examine technological tools and processes to create products for the 21st century, with special consideration given to sustainability.

Design for Communication

This unit examines communication methodologies and meanings that effectively disseminate ideas and convey visual messages in textiles and design.

Negotiated Study

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

TOURISM AND EVENT MANAGEMENT (A)

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



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

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

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

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
- Australian destination information and advice
- International destination and advice
- Workplace communication – telephone and word processing



CREATIVE ARTS

The culture of any nation is born and developed through the arts, and at Erindale there is no exception. The Technology & Creative Arts Academy (Creative Arts) 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.



COURSES

DANCE (T/A)

NB: Units offered are dependent on enrolments and biannual rotation.

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.

Please note

It is recommended that students study one of the following units: Dance Foundations 1.0 and/or Classical Dance 1.0, and/or Contemporary Dance 1.0

Dance Foundations

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.

Classical Dance

This unit will focus on the study of both Classical Ballet and Neoclassical Ballet, recognising the historical development of the styles. Students will also study the personal and cultural contexts of these styles, such as by analysing the Ballets Russes and its influence on the development of classical dance in Australia.

Contemporary Dance

This unit includes the study of pioneers of modern dance, postmodern dance and beyond. Students will study the technique of contemporary dance 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 Martha Graham, Merce Cunningham, Jose Limon and Doris Humphrey. They will also explore subsequent contemporary choreographers and dance companies, and their contribution to contemporary dance in Australia or overseas, such as Meryl Tankard, Alvin Ailey and Graham Murphy.

World Dance

This unit includes the study of Ritual Dance and dance from other cultures. 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 & Entertainment

This unit includes jazz technique and could also include tap, ballroom, K pop, commercial and musical theatre styles. 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, from Bob

Fosse, Agnes Demille and Jerome Robbins to Wade Robson, Tyce Diorio and Jason Gilkison.

Dance Production

This unit includes theatre elements in dance and process to performance. 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. Students will study key practitioners and their works (eg. Chunky Move, Busby Berkly, ADT) This unit may also include the development of the school's performance for the ACT Youth Dance Festival and other school productions.

Dance and the Media

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.

Dance in the Community

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 Our Time

Students will study dance styles relevant to our current world, such as Jazz/Funk/Hip-Hop (JFH), hip hop and/or Contemporary Dance. They will learn the techniques of various styles and develop and perform original work in these genres popular in today's society. Students evaluate dance in contemporary society recognising the social, historical and cultural influences on its development.

Dance in Australia

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, including colonial bush dance. They will also evaluate the influence of key Australian dance companies and practitioners, such as Bangarra Dance Theatre, Sydney Dance Company and ADT.



Self-Directed Dance Studies

This unit may be offered to Year 12 students studying Dance as an A or T course who wish to complete a Major, Major Minor or a Double Major. Students must have completed 3 standard units of Dance before undertaking this unit. Students may negotiate to undertake a major project in a specific area of interest of their choice. Emphasis will be on linking research and practical studies to areas of study completed in previous units. This unit may include study outside of the college.

Dance Pathways

It is highly recommended that students undertaking this unit participate in Work Experience style placement at a suitable dance related business or institution. The unit looks at applications of dance and the dance practitioner.

Talented Dance Program (A)

This is a program of excellence designed to extend and develop the talents of students in the performing art of dance. Students will be extended in this challenging course with highly qualified staff and visiting tutors. Students involved in the program will continually develop their technique, composition, performance and analytical skills. Students will have the opportunity to prepare for auditions and create show reels for tertiary dance institutions and other careers in the field of dance.

Employment/Further Study Pathways

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

DRAMA (T/A)

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

In broad terms, learning in Drama involves making and responding. Students learn as artists, by making Drama works that communicate to audiences. They learn as audiences, by responding critically to Drama. These actions are taught together as each depends on the other. The study of drama equips students with life skills while also providing continuity with many tertiary and industry courses.

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.

NB: Units offered are dependent on enrolments and student interest



Dramatic Explorations

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

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

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

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.

Modern & Classical Tragedy

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

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.



Sound and Light Design & Design for the Stage

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!

Devising an Ensemble Production

This unit is designed for students to work as an ensemble to create and present original theatrical work/s for an intended target audience either within the school community or for regional or interstate theatre festivals. The content studied will be determined by the production requirements and may draw on a wide range of both conventional play building techniques and/or specific art forms such as masked theatre, physical theatre or puppetry.

Theatre Production and Performance

The focus of this unit is to work collaboratively to develop a polished theatrical production. The unit explores and practically applies general principles of a production from all perspectives: performing, directing, design and technical production. The unit provides opportunities to create work specifically designed for performance in front of a live audience. Focus is on team/ensemble work as part of a cohesive production team.

Independent Unit (T only)

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.

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.

Media Foundation

This unit is recommended as an introductory unit. It is intended to provide a foundation for the commencement of media studies and is designed as a generalist unit in which the basic codes and conventions of media communication and production are identified and developed. It focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production, post-production and distribution. Practical exercises are involved.

Documentary

In the Documentary unit students will analyse a number of documentary films to study their features and understand the processes involved in creating documentaries. Fictional forms of the documentary genre (mockumentary) may be included along with a variety of documentaries, short documentaries, docudramas and selected examples of reality television. Students will create their own media product and evaluate and reflect on the production process through pre-production, production and post-production. Students will learn and apply practical skills related to video production such as camera work, editing and post-production sound as well as working as part of a team to produce their own video documentary.

Video Production

This semester unit is intended to teach many of the skills and understandings needed to make quality video productions. It is designed as an introduction to the

industry-standard requirements of video production from established creative techniques to organisation and ethical regulations. Students will explore a wide variety of techniques related to camera, camera movement, lighting and sound within the context of industry expectations in a real or simulated environment. Students will evaluate their creative process through pre-production, production and post-production.

Popular Culture

The focus of this unit is to examine the concept of culture, ideology, systems of representation and the role of media in a cultural context. Students will undertake a study of popular culture, its links with media organisations and the nature of specific popular culture sectors such as the music industry, cyber culture, augmented reality, emerging technologies and mass marketing. 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. The unit focuses on theory (communication, history, issues) and skill development for the creation of media products in a variety of mediums and a range of genres and target audiences. Students will evaluate their creative process through pre-production, production and post-production.

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.

MUSIC (T/A/C)

At Erindale College, students can engage with Music as absolute beginners through to experienced players. Regardless of the level a student enters, their understanding of music will be developed and challenged throughout their time at the college. Through their engagement with the Music course, students will have the opportunity to participate in a creative pursuit that enriches their lives well beyond their school years. At Erindale College, three distinct music courses are offered:

- **Accredited (A)**
- **Tertiary (T)**

- **Vocational (C)**

For the more serious music student, a double Major in Music option is available, combining either the A or T Music course with the C course. The following descriptions of the three types of Music courses offered at our school describe the content and focus of each course:



MUSIC (A)

Accredited Music courses are designed for a wide range of students, from beginners to those who have studied music in High School, or privately. With an emphasis on practical music making, students enrolled in the Accredited Music Course study the following musical styles and their influence on today's music and society. Regular classes in music history, theory and aural help deepen the student's appreciation of music and their understanding of the elements of music. The four semester units in Accredited Music are:

Blues	(A)
Ensembles	(A)
Australian Music	(A)
Rock Music of the 70s and 80s	(A)

MUSIC (T)

Tertiary Music courses are designed for students who have a background in music and are interested in extending their understanding. Through a practical approach to studying music, students rehearse in small groups and whole class ensembles, and are required to perform a selection of specific repertoire from the following genres for assessment. Students are encouraged to become familiar with scales and chords to develop their musicianship and improvisation skills. A broader appreciation of the following styles, the artists who contributed to these genres, and the place of music in society is developed through listening and history classes. Regular classes in music theory and aural help deepen the student's appreciation of music and their understanding of the elements of music. Students are given a Composition Task in each unit, where they apply their theory knowledge and conventions of writing music to their own Composition.

The Tertiary Music Course is delivered over four semesters from the following five units:

Blues (T)

Ensembles (T)

Australian Music (T)

Swing (T)

Cool and Modern Jazz (T)

MUSIC INDUSTRY (C)

Music Industry is a vocational course, which means students work towards achieving a set number of competencies each semester. Depending on how many competencies a student has achieved whilst at college, they may achieve either a Statement of Attainment, or the full Certificate II in Music Industry (CUA20615)*. This is an additional qualification to their Year 12 certificate.

The Music Industry course focuses on the practical aspects of the Music Industry. Students either work individually or form groups in class in which they rehearse repertoire of their own choice. They are required to participate in performances in class throughout the semester, either playing/singing or audio/sound. The theory for this unit covers all aspects of the Music Industry, including occupational health and safety (OH&S), Music Technology and Arts Industry Knowledge. The Music Industry Course is delivered over four semesters from the following five units:

Performance Skills

Working in the Music Industry

Ensembles and Audio Skills

Music and Technology

Music Culture and Sound Editing

**All students wishing to achieve the Certificate II are required to undertake a one-week Structured Workplace Learning Placement in the industry.*



PHOTOGRAPHY (T/A)

Unit Description

All units are of one semester duration. Photography Practice (A) is highly recommended for all tertiary and accredited units. Semester units are studied in sequential order.

Digital Photography

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 CC 2015. 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 and written skills.

Digital Photographic Practice

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.

Contemporary Photography

The content of this unit covers contemporary photographic ideas and allows you to recognise and articulate the placement of your own work in that contemporary context. You will explore a range of different digital capture devices with the aim of producing a series of images that interpret contemporary issues. Each student will investigate

advanced lighting and exposure techniques and gain experience in critically evaluating their own work.

Photographic Applications

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 photo journalism. 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

Prerequisite: 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.

Photography Negotiated Study

In this unit you will be able to investigate areas not studied previously. There must be procedures and documentation that clearly outline decisions made as a result of the negotiation process. It is expected that decisions would be agreed within two weeks of the commencement of a unit of work and be published in the Unit Outline. This then becomes the document from which you and the teacher operate for that unit.

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.

VISUAL ART (T/A)

Selection of Units

NB: Units offered are dependent on enrolments and student interest

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 have half units available and have no prerequisites.



Exploring Visual Art

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

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

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

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

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

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

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.

Culture and Identity

This is an introduction to thematic approaches to creating artworks, such as Australian identity - stories, myths and legends of the past and present; positive and negative stereotypes and how they are used in constructing cultural stories; multiculturalism in Australia and the role of tradition, personal stories and family history, empathy and alienation and historical timelines.

Mixed Media

Using mixed media to create artworks, you will learn techniques of application. This unit looks at art movements, periods and styles, as well as the cultural and technological aspects of the use of mixed media.





ERINDALE SPORTS ACADEMY

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.

COURSES

EXERCISE SCIENCE (T/A)

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 each term.

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

ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY

The structure and function of musculoskeletal and cardio respiratory systems and analyse how these systems adapt and adjust to the demands of physical activity.

FACTORS AFFECTING PERFORMANCE

The physiological, psychological and behavioural theories that influence athletic performance. The science underpinning the management of sports injuries and athletic mindset.

PREPARATION FOR TRAINING AND PERFORMANCE

The training and nutritional guidelines and how they contribute to the improvement of athletic performance.

THE BODY IN MOTION

The biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production

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.

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. It is possible to enter or exit the course at the end of each term. Entry into each unit is based on selection.

Each unit title provides a description of the theory component. The course is approximately 60% practical and 40% theory.

Unit Titles & Description

- *Personal Development in Sport*
Students will explore time-management, lifestyle balance, academic pursuits, training, work and

social interactions in the context of developing and maintaining an elite athlete.

- *Building an Elite Athlete*
Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the in the context of developing and maintaining an elite athlete.
- *Athletes in Society*
Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.
- *Performance Analysis*
Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.

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.



PHYSICAL EDUCATION (A)

Physical Education Studies are the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including physical literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain relationships, and to make decisions to enhance their health and physical participation.

Physical Education Studies provides students with skills and knowledge to learn about and practice ways of maintaining active healthy lifestyles and working with others and improve physical and team skills through theory and practical activities. It assists students in preparing for lifelong physical well-being. Research studies show adolescents with fundamental sports skills are more likely to continue physical activity later

in life. This course aims to promote and develop such skills, values and positive attitudes to physical activity in, about and through movement.

This has the potential for students to enhance their own health and well-being in varied and changing contexts.

Unit Description

Sports Skill Acquisition

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

Leisure and Recreation

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

Building and Improving Teams

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

Sport, Activity, Culture and Society

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



OUTDOOR EDUCATION (A/R)

Note: this course is dependent on student interest

Course Outline

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

Outdoor Education Two 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.

SPORT, RECREATION AND LEADERSHIP (A/V)

The Sport, Recreation and Leadership 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. Successful students will achieve a Certificate II in Sport and Recreation (SIS20115) in 2019. 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.

Sports Coaching and Management

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.

Community Activities and Events

This unit will enable students to co-ordinate community events, including sporting carnivals. An emphasis on planning and communicating to a diverse group, including local sporting clubs, officials and participants, will form key components of this unit. Students will learn how to organise events, manage budgets and build timetables/draws.

Sport and Recreation Industry

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.

Active Lifestyles and Sports Leadership

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.

Structured Workplace Learning

A Structured Workplace Learning placement is highly recommended for students aiming to achieve the Certificate II in Sport and Recreation. An “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

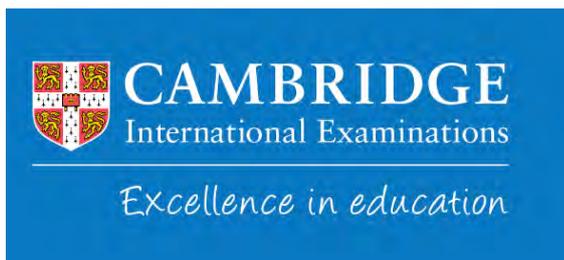
The College has developed a strong partnership with the Active Leisure Centre in which students undertaking the Sport, Recreation and Leadership course will have access to the centre’s facilities. This will assist students in completing the necessary assessment requirements of the course as well as gaining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

Cert III in Fitness – E Course.

In 2020 we plan to offer this course. Students who are interested in becoming Personal Trainers or working in the fitness industry will benefit from this 2-year course. Direct entry to a Cert IV in Fitness is available to students who successfully complete this course.

Students who undertake this course must commit to the full 2 years ie students in year 12 in 2020 cannot undertake this course. A course fee of \$300 is required upon enrolment. Students will be trained by qualified staff utilising the facilities of the Active Leisure Centre to support learning. Erindale College is unique in offering this course in the ACT to College students.

Both Tertiary and Accredited students can enrol. Each student will have a Major at the completion of the 2-year course.



CAMBRIDGE INTERNATIONAL EDUCATION

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

Cambridge international qualifications are 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.

Erindale College offers International General Certificate of Secondary Education (IGCSE) to gifted and talented students in Year 10 (for more information please refer to pages 49-51)

Erindale College offers Cambridge AS and A levels to gifted and talented students in Year 11 and 12. Subjects on offer include English-Literature, English – Language, Mathematics, Chemistry, Physics, Biology, Global Perspectives and Research, Physical Education* and Environmental Management*.

CAMBRIDGE ADVANCED (Year 11 and 12)

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 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).



Subjects

English Literature

Students will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Students will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

English Language*

Students will study a wide variety of different texts, both written and spoken. They gain pleasure and awareness of how language works in different ways, for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail.

Mathematics

Students have three different routes to Cambridge International AS Level Mathematics: Pure Mathematics only, Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics. Students choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability and Statistics, or both, in the broad area of 'applications'. Ideally both the AS and A level course should be delivered and assessed in year 11 for students who intend to study Further Mathematics.

Further Mathematics

This syllabus is intended for very high ability learners who have achieved, or are likely to achieve, a high grade in the Cambridge International A Level Mathematics examination. This course enables students to extend the mathematical skills, knowledge and understanding developed in the Cambridge International A Level Mathematics course.

The content of the syllabus covers the areas of Pure Mathematics, Mechanics and Statistics.

Chemistry

Students cover the main theoretical concepts which are fundamental to the subject. Topics include Physical chemistry, Inorganic chemistry, Organic chemistry and Applications of chemistry. This course has a strong emphasis on advanced practical skills.

Physics

Students cover the main theoretical concepts which are fundamental to the subject. This course has a strong emphasis on advanced practical skills. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge Physics is ideal for learners who want to

study physics or a wide variety of related subjects at university or to follow a career in science.



Biology

The Biology syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

Global Perspectives and Research

This course prepares students for positive engagement with our rapidly changing world. Students broaden their outlook through the critical analysis of - and reflection on - issues of global significance. This course is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course enable students to meet the demands of twenty-first century learning and to make a successful transition to study in higher education.

Physical Education

The Cambridge International AS and A Level Physical Education syllabus is both practical and theoretical. As well as fostering enjoyment in physical activity, it will encourage students to develop an understanding of the interaction between theory and practice by focusing on the performer and performance. Students learn about anatomy and physiology, movement skills and contemporary studies at Cambridge International AS

Level. This provides a firm foundation for the further advanced study of exercise, physiology, psychology of sport performance and the study of the Olympic Games from a global perspective. The syllabus provides an excellent grounding for students intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management and professional sport.

Environmental Management*

This syllabus is designed to encourage a broad, thought provoking study of the environment, focusing on key issues in its management for sustainability. It includes a focus on environmental issues and their management at local, regional and global levels.

Issues such as global warming, industrial pollution, the impacts of rapid population growth and urbanisation are balanced with successful environmental management strategies such as National Park creation, sensitive urban design as well as management and development for sustainability.

NOTES

*We propose to offer this course at the AS level in 2020 depending on student numbers and mapping to the Australian Curriculum.



MATHS, IT and SCIENCE ACADEMY



INTRODUCTION TO THIS ACADEMY

The Maths, Science and IT Academy offers courses in Mathematics, Biology, Chemistry, Physics, Flight and IT.

MATHEMATICS COURSES

There are four tertiary Mathematics courses: Specialist Mathematics, Specialist Methods, Mathematical Methods, and Mathematical Applications. Students wishing to study Specialist Mathematics must also complete a major in Specialist Methods.

There are two accredited Mathematics courses: Essential Mathematics and Contemporary Mathematics.

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 containing several topics. Teachers endeavour to apply the content of all topics in contexts that are meaningful and of interest to their students and a variety of approaches are used to achieve this. In Essential Mathematics, students use their knowledge and skills to investigate realistic problems 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.

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.

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.

Unit 4 provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, and loans and compound interest.

CONTEMPORARY MATHEMATICS (A)

Integrating Australian Core Skills Framework Level 3 Numeracy

The major themes of Contemporary Mathematics are the numeracy skills students require in employment post college and managing their personal finances. This course aims to develop students' numeracy skills and their capacity to communicate using mathematical language, interpret mathematical and statistical information and improve their ability to solve problems related to the real world.

Unit 1 investigates numeracy in the workplace. Topics include income and payroll maths, workplace problem solving and Mathematics for industry and vocational education.

Unit 2 investigates financial numeracy. Topics include money management, banking and financial planning and loans.

Unit 3 investigates numeracy skills for living. Topics include budgeting and tenancy, and mathematics of transport and travel.

Unit 4 investigates the numeracy skills required in health and fitness. Topics include mathematics in health, mathematics in sport, and maths for nursing and aged care.

Note: Enrolment in the Contemporary Mathematics course is based on teacher recommendation.



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* use 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. *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 are applied 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* introduce 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* aim 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* use 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.



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.

SPECIALIST METHODS (T)

Integrating the Australian Curriculum

Specialist Methods is similar in content to Mathematical Methods but aims to extend students further than the standard Methods course. Specialist Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Specialist 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 Specialist Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist 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 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. The study of probability begins with a review of the fundamentals and the introduction to the concepts of conditional probability and independence. The study of probability and statistics allows students to further develop their counting techniques in combinatorics in Specialist Mathematics.

In **Unit 2** exponential functions and logarithms as their inverses 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 logarithmic function is studied in more detail. 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. Derivatives of logarithmic and exponential functions are explored.

In **Unit 4** simple linear regression is considered for bivariate data. 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. 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.

SPECIALIST MATHEMATICS (T)

Integrating the Australian Curriculum

Specialist Mathematics provides opportunities, beyond those presented in Specialist 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 Specialist 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. It can only be taken in conjunction with Specialist Methods.

Specialist Mathematics is structured over four units and there is a progression of content, applications, level of sophistication and abstraction.

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* provide 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 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, particularly 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.



INFORMATION TECHNOLOGY (T/A)

Courses within the Technology framework are currently under consultation with the Board of Senior Secondary Studies. Courses in this learning area provide students with the tools and skills required to actively engage in a technologically diverse world, encouraging students to make informed, social and ethical decisions when using technology and accommodate the rapidly changing nature of IT and the engagement of new and emerging technologies.

The use of problem-solving methodologies, including critical analysis, design, development and evaluation to extend students with an interest in digital technologies and provide a basis for further education and employment in the IT industry in a range of fields.

Units offered within the Digital Technologies course may include *Digital Assets, Programs and Platforms* and *Digital Solutions*. Units offered within the Robotics and Mechatronics course may include *Robotics and Mechatronic Systems* and *Applications of Robotics*. Units offered within the Digital Products course may include *Desktop Applications, Digital Media Foundations* and *Managing Data and Clients*.

The courses and units offered will depend on staff availability and student interest. Further information will be available once the courses within this framework have been adopted.



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.

There are five Science courses offered, 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 to follow your career path.

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. Unit 2 is a pre-requisite for Unit 3 and 4 and can benefit students' understanding of the concepts in Unit 1, hence it is taught first.

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.

Employment/Further Study Pathways

Biology, Ecology, Botany/Horticulture, Zoology/Veterinary Science, Nursing/Medical/Healthcare/ Dentistry, Immunology/Virology, Nutrition, Marine Science, Genetics.

HUMAN BIOLOGY (T/A)

Human Biology covers a wide range of ideas relating to the functioning of the human body. Students learn about themselves, relating structure to function. They learn how integrated regulation allows individuals to survive in a changing environment and maintain homeostasis. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction and the development of the foetus are studied to understand the sources of variation that make each of us unique

individuals. Students investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors. Students use science inquiry skills to explore relationships and develop skills in constructing and using models to describe and interpret data, and to make predictions.

The Human Biology course uses the human life cycle to create a close link between personal experience and theoretical content for students. Health issues that relate to life cycle stages are explored with relation to the structure and function of the human body. This connects theory to practice and provides real world examples. A wide range of factors that affect the homeostatic balance of the human body are explored. These include: pathogenic attack, immune responses, hormonal imbalances, environmental factors, mental health issues and chronic disease because of life style choices.

These skills enable students to make informed decisions about their pathways into tertiary studies in the fields of medicine and allied subjects including nursing, nutritional health, occupational therapy, osteopathy, para-medicine and physiotherapy, for example.

There are four units:

Unit 1: The Essentials of Human Life

Unit 2: The Aging Human Body

Unit 3: Human Health & the Environment

Unit 4: Treating the Human Body

In the unit *The Essentials of Human Life* students are introduced to the study of human embryonic tissue and its specialisation and development as well as the health implications and the latest developments in gene therapy and stem cell research. Students explore how evidence from multiple disciplines and the use of ICT and other technologies have contributed to developing understanding of the development of the human embryo and the structure and function of tissue types.

In the unit *The Aging Human Body* students study the human body from reproduction, through foetal development and each stage of aging. Students learn about the mechanisms of transmission of genetic materials to the next generation, the role of gametes in reproduction, the development of the embryo and tests for screening for abnormalities.

In the unit *Human Health & the Environment* students examine the relationship between environmental conditions and human health, focussing on physical, biological, chemical and social risks. Students investigate the impact of environmental conditions upon the health of humans both at the individual and population level.

In the unit *Treating the Human Body* students study the exponential growth of research and knowledge about the functioning of the human body that informs the Western mode of treating illness and consider alternative ways of treating illness in Australia. Students investigate the traditional methods of diagnosing illnesses and cutting-edge techniques and new developments that will potentially allow for treatment of a larger range of ailments.

CHEMISTRY (T)

Integrating Australian Curriculum and Cambridge International 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. At Erindale, we offer 5.5 units of chemistry allowing students to complete a major minor. There are four core units which cover the Australian Curriculum Chemistry content:

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.

An additional 1.5 units are offered over a year and a half to expose students to the chemical theories to succeed in the Cambridge International Educational A levels:

Unit 5: Chemical Fundamentals

Unit 6: Molecular Interactions and Reactions

In the additional Units 5 and 6, students are exposed to the CAIE content that is not contained within Units 1-4. Unit 5 includes extension on the topics of Physical Chemistry and Inorganic Chemistry, including: coordinate bonding, chemical energetics, electrolysis, partition coefficients, reaction kinetics, nitrogen and sulfur, transition elements, groups 2 and 7 (17), and period 3. Unit 6 includes extension on the topics of Organic Chemistry through halogenalkanes and their derivatives, hydroxyl compounds, carbonyl compounds, carboxylic acids and their derivatives, nitrogen containing compounds and organic synthesis.

Employment/Further Study Pathways

Chemistry is a prerequisite for pharmacy, medicine, dentistry, paramedics, and materials conservation, and is recommended for a wide range of subjects including all science degrees, nursing/medicine, engineering and forensic science.

PHYSICS (T)

Integrating Australian Curriculum and Cambridge International Curriculum

In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena. At Erindale, we offer 5.5 units of Physics allowing students to complete a major minor. There are four core 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.

An additional 1.5 units are offered over a year and a half to expose students to the chemical theories to succeed in the Cambridge International Educational A levels:

Unit 5: Materials and Wave Applications

Unit 6: Further Electronics

In the additional Units 5 and 6, students are exposed to the CAIE content that is not contained within Units 1-4. Unit 5 includes extension on the topics of the Avogadro Constant, Turning Effects and Equilibrium of Forces, Density, Pressure, Deformation of Solids, Ideal Gases, Oscillations, the Doppler Effect, Ultrasound, and Communication. Unit 6 includes extension on the topics of Capacitance, Sensing Devices, Electronics, Nuclear Magnetic Resonance Imaging (NMRI), Rectification, Band Theory and X-Rays.

Employment/Further Study Pathways

Physics is a prerequisite for, medicine, engineering, environmental studies, physiotherapy, the air force (aircrew), and is desirable for architecture and most science or technology-based careers. Physics is an assumed knowledge for aspects of the GMSAT and UMAT. The electronics component gives an additional grounding for computing and electronic engineering.



FLIGHT (T/A)

This course will provide students with the scientific inquiry skills, capacity for creative and critical thought, and scientific literacy that will assist them in pursuing a career in the aviation or other highly technical, science-based industries. Students explore scientific concepts, build scientific skills and develop scientific literacy within an aviation context. The emphasis on technological, scientific and data literacy will support students who seek further education in science, engineering and aviation.

Many students who enrol in the Flight Course are fascinated with the discipline, although only a small proportion of these students will gain the appropriate aircrew licence to operate aircraft. The course provides a rigorous background in quantitative and qualitative scientific methods as students explore the fundamental principles of flight.

The Flight course requires students to use the mathematical skills they have developed through the F-10 Australian Curriculum: Mathematics, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Australian Curriculum: Science. Student who undertake this course at a tertiary level, are encouraged to also study Physics and tertiary Mathematics.

There are four units:

Unit 1: Aviation Science

Unit 2: Navigation and Flight Planning

Unit 3: Meteorology and Human Factors

Unit 4: Commercial Aviation

In the unit *Aviation Science* students will study the principles underpinning flight, focussing on the history of manned aircraft, the physics of flight, lift and control,

and the structure of powered and non-powered aircraft.

In the unit *Navigation and Flight Planning* students will study the principles and practices of aircraft navigation, including the relationship between longitude and time, chart reading skills, route planning and the use of radio navigation aids.

In the unit *Meteorology and Human Factors* students will study meteorology and its application to aviation and the limitations of aircraft operation and design based on human physiological limitations.

In the unit *Commercial Aviation* students will study specific aspects of the aviation industry and aircraft operation, including the operation of rotary wing aircraft. Students use mathematics in the quantitative and qualitative observations on the physics of flight.

VOCATIONAL EDUCATION

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 10, 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 ACT Senior Secondary 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.



NATIONALLY RECOGNISED VOCATIONAL COURSES

Erindale College, trading as ACTIVE Tuggeranong, 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 an ACT Senior Secondary 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.

External courses

As part of their Year 11 and 12 studies, Erindale College students can enrol in an External (E)

Course. This is an externally delivered course which leads to a nationally recognised vocational qualification this is delivered by an external Registered Training Organisation (RTO), for example, The Canberra Institute of Technology CIT.

Students should see the VET/Careers team to discuss how an E Course may contribute to their ACT Senior Secondary Certificate.

Vocational Courses offered at Erindale College are:

- Business Services
- Furniture Construction
- Hospitality
- Music Industry
- Sport, Recreation and Leadership

The following qualifications are available to students from participation in the above courses:

BSB10115	Certificate I in Business
BSB20115	Certificate II in Business
SIS20115	Certificate II in Sport and Recreation
MSF10113	Certificate I in Furnishing
SIT10216	Certificate I in Hospitality
SIT20316	Certificate II in Hospitality
SIT20416	Certificate II in Kitchen Operations
CUA20615	Certificate II in Music Industry

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



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.

YEAR 10 PROGRAM

INTRODUCTION TO THIS PROGRAM

Erindale College also offers a Year 10 program, for students who can demonstrate the capacity to start college early.

To be accepted into the Year 10 Program, students must be able to demonstrate high self management skills, academic success, a commitment to schooling

and their suitability for either the Talented Sports Program, Talented Dance Program or the Cambridge Program.

Students who are interested in the program for 2020 must complete a Year 10 application form, available from the Erindale College website, applications become available early in semester 2. Students and their parents are also required to attend an interview with the Deputy Principal and/or the Program Coordinators.

YEAR 10 COURSES

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

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

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.

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 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.

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.

YEAR 10 MATHEMATICS

Year 10 Mainstream Mathematics (R)

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 A 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.



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.

YEAR 10 TALENTED DANCE PROGRAM (A)

This is a program of excellence designed to extend and develop the talents of students in the performing art of dance. Students will be extended in this challenging course with highly qualified staff and visiting tutors. Students involved in the program will continually develop their technique, composition, performance and analytical skills. Students will have the opportunity to prepare for auditions and create show reels for tertiary dance institutions and other careers in the field of dance.

Students in Year 10 who are interested in the TDP for 2020 must complete a Year 10 application form, available from the Erindale College website. Students will be required to participate in an audition in order to gain selection for the TDP. Students and their parents are also required to attend an interview with the Deputy Principal and/or the Program Coordinators.



YEAR 10 TALENTED SPORTS PROGRAM

The Talented Sports Program provides Year 10 students with an environment where they are able to pursue excellence in their chosen sport. TSP enables students to achieve their potential in their academic studies at either Tertiary or Accredited level. It provides an environment where talented sports students are able to work with similarly minded students to maximise their development in both their academic and sporting pursuits.

A committee comprising the TSP coordinator, the Principal and representatives from the relevant sporting organisations consider all applications. Suitable students will then be offered a place in the Talented Sports Program.

YEAR 10 ELECTIVES

Students are able to select from the following subjects. Subjects that are offered are dependent on enrolments and student interest. Students can also select subjects from the Cambridge Program.

YEAR 10 DRAMA

Students in Year 10 Drama will experience a number of training approaches used to develop a range of modern acting skills. The elements of drama as they investigate characters and characterisation, and will analyse dramatic scripts with a view to understanding subtext and motivation. They will learn about Naturalism as a tradition and develop skills in this style of performance. They will also reflect in writing and will learn to evaluate their own work and the work of others in order to refine and improve performances and learning. At the end of the unit, each student will perform a prepared monologue for a public audience.

In this unit students will also develop an understanding of how to create character and construct dramatic stories through improvisation and group play building. Emphasis will be on drama as storytelling, and students will be encouraged and assisted in developing their creative and collaborative skills through a range of improvisation and play building activities. As part of assessment students will create a self-devised piece for a public performance.

YEAR 10 SPORTS SCIENCE

Students will study a variety of topics with the aim to prepare them for continuing their study in the year 11 and 12 Exercise Science course. Students will complete the following content.

Students will study

- Bones, muscles and body systems involved in sporting performance
- The principles of fitness and training methods
- Specific dietary requirements for athletic performance and the structure and function of the digestive system
- Energy systems, physiological adjustments to exercise and the physiology of training methods and principles
- Causes, management, preventative measures and rehabilitation procedures associated with sports medicine
- The principles of Sports Psychology and the impact this area has on sporting performance

YEAR 10 PE

The curriculum for this Year 10 course of study meets all the requirements of the new Australian Curriculum for Year 10 Health and Physical Education.

Focus areas to be addressed in year 10 may include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities



CAMBRIDGE PROGRAM YEAR 10

Opportunities in our Cambridge Program exist for all Year 10 students.

Cambridge International General Certificate of Secondary Education (Years 10)

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.

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 can study courses in English Literature, Mathematics, Combined Science (Single line), Coordinated Science (Double line), Global Perspectives and Physical Education. The Cambridge curriculum is fully integrated with the Australian Curriculum.

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.

Combined Science (Single)

Cambridge IGCSE Combined Sciences gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a single award qualification, earning one grade. Learners 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.

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.

Physical Education

The Cambridge IGCSE Physical Education syllabus encourages learners to develop knowledge, skills and understanding of a range of relevant physical activities. Students will have the opportunity to plan, perform and evaluate physical activities, as well as develop an

understanding of effective and safe performance. Students will learn about the role of sport and physical activity in society and in the wider world.

Candidates who are awarded grades A* to C in Cambridge IGCSE Physical Education are well prepared to follow courses leading to Cambridge International AS & A Level Physical Education in Years 11 & 12.

“Cambridge IGCSE provides a diverse curriculum catering to 21st century learning.”

Neville Sherman, Principal, The Westminster School, Dubai

“Cambridge IGCSE is challenging and prepares students well for further study.”

Dr Barkei, Secondary Coordinator, Yew Chung International School, China





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
- Access to computers and laptops and educational resources
- Regular meeting times and a meeting place for students, teachers and visiting guests to assist with cultural connections and career pathways
- Assistance with 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
 - Taster days for Flexible Learning Options through Greening Australia
 - 'Kickstart My Career Through Culture' – ACT Government & Greening Australia
 - Core of Life Transition Program with ACT Health
 - Leadership programs
 - Student Aspirations Program
 - Mentoring

COMPASS PROGRAM



The Compass Program is designed to support students with special needs. It provides individualised and diverse learning pathways that promote self-sufficiency and enable our students to acquire the skills they need to succeed in school, work and relationships. We do this through personalised pastoral care, inclusive educational programs, and small group instruction. Compass Program students are encouraged to engage in a mix of mainstream classes, small group Compass Program classes and reverse inclusion classes. All Compass classes are BSSS courses that have been modified to cater to the needs and strengths of the students in the class.

To qualify for the Compass Program students must have completed Year 10 studies in a disability education setting or be assessed by a school psychologist as meeting the criteria for access to a place in the program.

Life, Leisure and Learning

This course is offered to Compass Program students only. Life, Leisure and Learning (LLL) provides opportunities for students to gain the skills necessary to make a smooth transition to post school options and



to participate in society in a meaningful and effective manner. There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. These skills include communication, team work, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology skills. This course promotes the

development of these skills for all students, through active engagement in the learning environment, community or workplace experiences.

Food for Life

This course is run as a reverse inclusion class. A small number of 'mentors' join this class to provide social skill development at a peer level. Whilst this is a practically focused course which has been developed for students with an interest in food, health and well-being, it also aims to provide students with a platform to practise and develop their social skills through organic



interactions with their mentors. All students in this reverse inclusion class shop, cook, clean, eat and learn together.

PARTNERSHIPS

Erindale College students can have the opportunity to enrol in curriculum and vocational program shared with Lake Tuggeranong College. Examples of these include:

- specialised subjects that are only offered on one site (eg Hospitality, Auto, Building & Construction, Talented Sports Program)
- additional external opportunities where students from both colleges are enrolled in a course together (eg CIT-delivered courses)
- extension of common courses areas (eg Flight)
- utilising facilities and resources (workshops and/or teachers) to enhance the learning program for all students enrolled in courses.

Erindale College students also have the opportunity to work closely with their Feeder High Schools to:

- Develop leadership and mentoring capabilities
- Utilise the Centre for Innovation and Learning resources at Caroline Chisholm School



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