“Our college is committed to providing all students with the opportunities to connect, learn and achieve.

We provide an innovative approach to education where student wellbeing is given the highest priority, creating a dynamic, inspiring and supportive learning community for students wishing to excel at the highest level.”
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Welcome

Gungahlin College is a dynamic, inspiring and nurturing learning community dedicated to supporting all students to achieve their individual potential.

As a large college we are able to offer a broad and diverse curriculum, allowing students to study a program tailored to meet each student’s individual needs. A rigorous academic curriculum is offered to meet the needs of students seeking to excel at the highest level.

Our courses include all traditional academic programs, specialist language programs as well as programs unique to our college such as Science and Mechatronics, Flight and Talented Sports programs. Students at Gungahlin College have the opportunity to commence university undergraduate courses through the ANU Secondary College as part of their Year 11 and 12 program.

Students with a creative flair are well catered for within our purpose built Visual Arts studio, TV studio and Performing Arts theatre. Gungahlin College is also a Registered Training Organisation (RTO) offering eight nationally recognised Vocational Education programs. Students can complete vocational courses up to Certificate III level or undertake an Australian School Based Apprenticeship (ASBA) in their chosen field.

Our highly skilled staff are all experts in their fields with high expectations of student performance, attendance and behaviour. We ensure that during these two years of senior secondary education, all students reach their full potential.

This course information handbook provides you with detailed information regarding each course offered at Gungahlin College. Should you require any further information, please do not hesitate to contact the College.

I welcome you to our Gungahlin College learning community.

Gai Beecher

Principal
How we communicate with parents and students

Connect Teachers

Students work with one Connect teacher for their time at the school. The student/Connect teacher relationship is an essential part of the school's high quality learning environment. Through their expertise and experience, Connect teachers support and mentor students to plan and achieve their goals.

Every student at Gungahlin College has a Connect teacher. The Connect teacher aims to:

- provide a positive and meaningful teacher-student relationship
- be a source of advocacy for each student
- work with the student to develop an Individual Pathways Plan
- participate in the process of creating an Individual Learning Plan (ILP) for students with special needs
- track, monitor, report and evaluate student achievements, standards and progress

College email

We are a sustainable school and we try to reduce paper consumption where possible. We regularly communicate important messages through the College newsletter, and “What’s On” via email, so please ensure you provide the correct email details at enrolment.

College Website

Our College website is where you will find the most up to date information on events, and news, as well as College and Careers newsletter archives. Students and parents should visit the College website at www.gungahlincollege.act.edu.au for the latest information on what is happening in our learning community.

Facebook

We use the social media platform, Facebook, to disseminate detailed information about events, where relevant. We also promote the successes of our students through Facebook. Students and families who ‘like’ us on Facebook will receive regular updates.

Twitter

Twitter is used to communicate brief announcements to students. Follow @gngc_news to receive tweets.
Online Learning Platform (Schoology)

Information and Communication Technology (ICT) is used extensively in our learning programs. One integral part of our ICT approach is our online learning platform. In some subject areas this provides the majority of the course content and activities students need to achieve the goals of their course. In others it is used as a secondary resource for catching up on work that may have been missed, assignments, independent study and extension activities. All of our students have access to our online learning platform from home or from school. If students are having trouble accessing the College’s IT network or online learning platform they should contact our Information Technology Officer in the IT Staffroom.

Reporting

We generate a variety of student reports including: progress alerts (where applicable), mid-semester and comprehensive end of semester reports.

Parent/Teacher evenings

Parent/Teacher interviews are held at the College at the end of Term 1 and Term 3 each year. Details of dates are available on the College website.
Your key contacts at Gungahlin College

Your son or daughter’s Connect teacher  
gungahlincollege@ed.act.edu.au

Your son or daughter’s House Co-ordinator  
Draco – Colin Kelley

Hydra – Grant Davoren

Orion – Aine Keegan

Phoenix – Christine Trull

Transitions and Careers Officers  
Di Davidson, Kirsten DeMontis

Student Achievement and Wellbeing  
Steve Collins

Associate Principal Year 11 2016  
John Alston-Campbell

Associate Principal Year 12 2016  
Craig Edwards

Principal  
Gai Beecher

Faculty Directors

Arts  
Maria Stewart

Social and Behavioural Sciences  
Vicki Larkman

English and Humanities  
Michael Lemmey

Languages and ESL  
Sabina Imamovic

Mathematics  
Gavin Scales

Physical and Outdoor Education  
Steve Collins

Science  
Lisa Pluis

Design, Technology and VET  
Sue Birkett

Commerce and IT  
Bruce Fuda
The ACT Senior Secondary System

The ACT senior secondary system caters for students in Years 11 and 12. The ACT operates a system of school based curriculum and assessment within the policy and procedures of the ACT Board of Senior Secondary Studies (BSSS) (refer http://www.bsss.act.gov.au). The BSSS is a statutory authority responsible for the certification of senior secondary school studies in public and non-government colleges in the ACT. Colleges determine the courses (and units) that they offer to the students. Colleges are also responsible for the assessment of students over Years 11 and 12. This is undertaken in accordance with BSSS policies and course requirements. There are no examinations set by a central authority for any subject.

ACT Qualifications

Students at Gungahlin College study courses accredited by the ACT Board of Senior Secondary Studies (BSSS). Students may be issued the following qualifications and statements.

- ACT Senior Secondary Certificate and Record of Achievement
- Tertiary Entrance Statement
- Statement of Achievement
- VET Certificates and Statements of Attainment

Further information about these qualifications can be found on the BSSS website.

College Terminology

Course

A program of study in a particular subject area e.g. Beginning Japanese, Media.

Line

Spaces on the timetable each week for classes to operate. Students need 5.5 lines (i.e. five subjects plus Connect class) or 22 hours of timetabled contact as a minimum.

Unit

Courses are made up of units, which can either be a semester in length (1 standard unit) or a term in length (0.5 standard units).

Standard unit

A standard unit has a value of 1 and comprises a minimum of 55 hours of teaching or one semester
**A Course**

An accredited course considered by the BSSS to be educationally sound and appropriate for students studying in Year 11 and 12.

**C Course**

A C course is an accredited competency course based on an industry package. Students gain competencies in line with industry standards and are awarded a P, a pass grade, for successfully completing the unit rather than an A to E grade.

**T Course**

An accredited course considered by the BSSS to provide a good preparation for higher education. In considering T classification of a course, specific consideration is given to course content, presentation and methods of assessment.

**H Course**

Offered by a tertiary institution to college students. For example: Gungahlin College students participating in the ANU Extension Program.

**V Course**

A course that uses a combination of college education and on-the job training in the workplace to deliver nationally recognised vocational qualifications.

**AST**

This is the ACT Scaling test that all students in the ACT sit during September of Year 12 if they wish to obtain a Tertiary Entrance Statement (TES) and Australian Tertiary Admission Rank (ATAR).

**R Unit**

A program or activity that provides appropriate learning for students in Years 11 and 12. This is usually in the form of personal development, recreational or community service activities. Co-curricular activities like inter-college sport and the college theatrical production are examples of this.
**ACT Senior Secondary Certificate**

To be awarded an ACT Senior Secondary Certificate a student must complete a coherent pattern of study which includes the study of English and a minimum of 17 standard units forming at least four different courses (A, T, M, H or V) in a period not exceeding five years.

**Tertiary Entrance Statement**

The Tertiary Entrance Statement (TES) reports a student’s Australian Tertiary Admission Rank (ATAR) and information on the T or H courses the student studied. To be awarded a TES a student must complete a minimum of 20 standard units of which 18 standard units must be classified as A, T, V or H of which at least 12.5 standard units must be T or H. These units must be arranged to form at least 3 majors and 3 minors or 4 majors and 1 minor course (explained in *Study Programs and Course Patterns*). Of these courses at least 3 majors and one minor course must be T or H. The student must also sit the ACT Scaling Test (AST) in their final year of study. These studies must be completed in no fewer than 3.5 semesters and no more than 5 years. With the approval of the College Principal there may be one break in study of up to one year. Students intending to take longer than 2 years need to obtain the permission of the College Principal. For information on the special packages available for repeat students, older students and mature age students, refer to the BSSS Policy and Procedures Manual available on the BSSS website at: [www.bsss.act.edu.au](http://www.bsss.act.edu.au).

**Australian Tertiary Admission Rank (ATAR)**

A student’s ATAR is calculated from the student’s best 3 T or H major scaled course scores plus 0.6 of the next best scaled course score. These scaled course scores are added to form the Aggregate Score. Students are then ranked based on their Aggregate Score. The ATAR is calculated based on this rank and information supplied by the NSW Technical Committee on Scaling.

**Vocational Certificates**

Vocational qualifications are certificates that are achieved by students meeting the requirements as described in the relevant vocational training package. Gungahlin College is a Registered Training Organisation (RTO) delivering vocational qualifications certified by BSSS. In a vocational course, students can obtain competencies leading towards Certificate I, Certificate II and in some courses Certificate III levels. A Year 12 Certificate contains a complete record of student achievement in accredited and registered units. Vocational qualifications report the relevant competencies demonstrated by the student.
Study Programs and Course Patterns

A standard study load at Gungahlin College is six courses, one of which is Connect. All students elect five other subjects or courses by the time they complete their enrolment. Two of these courses must be English and Mathematics. Students who wish to gain a Tertiary Entrance Statement should elect to do a minimum of four T courses when they first enrol.

Courses are taught and assessed unit by unit. A course consists of a combination of units with a coherence of purpose. Courses (and units) have different classifications, which may be either T, A, M, R, or H. A/T/M courses may also be accredited as a ‘Vocational’ program (Refer to the section on Vocational Education for description of these courses). A unit’s value is based on time. One standard unit of study represents a minimum of 55 hours of class time generally over one semester. There are different course types depending on the number of standard units studied in that course:

**Minor:** a minimum 2 standard units (110+ hours)

**Major:** a minimum 3.5 standard units (220+ hours)

**Major Minor:** a minimum 5.5 standard units (330+ hours)

**Double Major:** a minimum 7 standard units (400+ hours)

The maximum number of standard units that one course can contribute to the ACT Senior Secondary Certificate is 8.

**ANU Extension Program (Formerly known as ANU Secondary College)**

The ANU Extension Program provides students with a taste of the university learning experience and an opportunity to study courses using facilities and staff located on the ANU campus. Courses are developed and delivered by ACT college teachers and ANU staff. Students who successfully complete the program will gain credit towards their studies at ANU in each of the subject areas completed. Completed units will also be listed on the Year 12 Certificate and a completed program can be counted towards the ATAR. Classes are presented in Mathematics, Physics, Chemistry, Conservation Biology and Japanese. The programs have been developed by ANU and ACT DET staff and will be presented by ACT Department of Education and Training staff in close collaboration with staff from ANU.

All students in Year 10 with a confirmed enrolment in Year 11 in an ACT government college or non-government school and who intend to study at least one of the subjects offered, at the top level, will be able to apply. Students must normally have studied the
subject at the highest level available at their current high school and achieved ‘A’ grades or equivalent standard.

Learning at Our College

Gungahlin College’s learning environment provides choices. Learners and teachers can work together to select and manipulate the environments to suit their needs. The spaces have been designed to connect, extend and integrate learning experiences. People, resources, technologies and spaces work together to enable students to achieve success and build a positive relationship with learning.

The learning spaces offer flexibility which encourages self-directed learning and allows teachers to regularly and effectively practise innovative teaching techniques. An increase in collaborative learning areas supports problem solving, project and inquiry-based learning. There are also a range of spaces that support independent and social learning in students’ personal learning time (times when students are not engaged in formal classes), which encourages interaction, promotes inclusivity and supports a ‘community of learners’ who are focused on achievement.

Uniform and Dress Standards

The College expects all students to wear school uniform as part of an overall dress standard that ensures appropriate and safe attire for learning. We believe that a uniform reinforces pride in student appearance, instils recognition of themselves as an integral part of the school community and assists in developing pride in representing the school. Issues of equality, health and safety as well as expense are factors that have contributed to the establishment of our Uniform and Dress Standards Policy.

Rationale

From the beginning of 2011 all ACT Public Schools are required to develop and implement a Dress Standard and Colour Code in accordance with ACT DET policy. At the time of writing, Gungahlin College is the only Year 11 and 12 government school to have a school uniform as part of their dress standard.

Our College believes the following are the benefits derived from the wearing of school uniform:

- A uniform forms a sense of community, improves school tone and atmosphere and helps develop a sense of pride in the school.
• Assists with student identification and safety, especially in our open environment and joint use library with members of the public.
• A uniform stops the anxiety associated with “what do I wear to college” each day as it reduces competition amongst students and removes pressure on families to provide “fashionable” items for daily wear.
• Promotes equality among students
• Maintains the high public and community regard for the school and its students
• Prepares students for expectations in general dress and uniform for work and post school life

What you are required to wear

All students must wear:

• A Gungahlin College top when they are on the College grounds, including the Public Library. A College top is:
  o Gungahlin College polo shirt (Girls and Boys versions available) in warm weather
  o Gungahlin College jersey, hoodie or jacket in cold weather
• Safe and Sun smart attire:
  o Safe and appropriate footwear (e.g. no thongs)
  o No jewellery or body ornaments that could be potentially dangerous
  o No singlets (you must wear a College top)

A full copy of our Uniform and Dress Standards Policy can be found on our website.

Attendance

In every college each student is given a timetable schedule showing their enrolled classes at the beginning of each unit. Each class has set times allocated for lessons each week. Students are required to attend all classes in their program of study. The ACT Board of Senior Secondary Studies and the college have strict rules for class attendance.

If a student is away from school they must communicate reasons for their absence directly to the front office by phone or email and submit their notes to their Connect teacher, immediately following their absence. In cases of serious illness the Connect teacher should be informed first so that our Student Achievement and Wellbeing office can be informed. Grades and the Year 12 Certificate are likely to be affected by frequent or prolonged absences.

Participation in learning is critical for student achievement

Absences from College seriously affect a student’s level of achievement and in some cases an A-E grade may not be possible. Depending on the circumstances, the student may be
awarded a ‘non-assessable’ or V grade. Units of study that receive a V grade do not contribute to standard units needed to achieve an ACT Year 12 Certificate or Tertiary Entrance Statement.

The BSSS policy is that students are to be given a V grade if they do not attend at least 90% of classes for a unit, or if they fail to complete at least 70% of the assessment for a unit, without a satisfactory explanation. If a student has a valid reason for missing classes or not submitting an assessment task, they must provide adequate documentary evidence to their classroom and Connect teacher as soon as possible. Parents may request attendance information from the college at any time.

**Personal Learning Time**

Our students have access to a wide range of learning spaces within the College. Students can access these spaces at any time to complete assignments, study and work independently. The College encourages all students to access and use these facilities when they are not engaged in normal timetabled classes. These spaces include:

- Open spaces on the mezzanines for group work and discussion
- Resource nodes or study centres for quiet reading, homework, study and computer access
- College rooms and private study rooms in the joint use library

**Learning at Gungahlin College is a student’s full time job**

All students attending College should realise that achieving a Year 12 Certificate in two years (or less for students wishing to move to alternate training pathways or employment sooner) is our highest priority. It should also be theirs. Students need to balance their commitments carefully. As a general guide students should:

- Work no more than 10 hours per week in their part-time job
- Complete 15 hours per week of study or assignments outside of class time (Personal Learning) if they are to achieve an ATAR that allows them to enter university.
- Continue with sport and other interests outside (or as part of co-curricular activities at the college) the school

A standard study load for a student at Gungahlin College is approx. 22 hours a week. With the inclusion of the recommended amount of personal learning time this is 37 hours a week (i.e. 22+15). It is a full time job.
Assessment

Assessment in the ACT senior secondary system is ongoing and students receive grades (A to E) and scores (for units in a T course) on a semester by semester basis. There is flexibility within the system but potentially all semesters can count equally towards the calculation of an ATAR. Although some subjects do have end of term and semester tests, assessments can be given at any time during the semester and all contribute to the final semester grade or score. With the exception of the ACT Scaling Test (AST) which is given to Year 12 students in September of Year 12, to moderate College results across the ACT, there is no large board based exam at the end of Year 12 like the HSC exams which operate in NSW. Students need to be aware that every semester is important, from the start of Year 11 to the end of Year 12.

Assessment Policies

Further information on assessment policies can be found on the BSSS website http://www.bsss.act.edu.au

Late Submission of Work

In accordance with BSSS guidelines work submitted late will be penalised at the rate of 5% (of possible marks) per calendar day late (including weekends and public holidays) to a maximum of 35% of the total available marks. Submission after the 7th late day will be awarded a notional zero. A notional zero is a mark calculated by the teacher at the end of the unit in accordance with BSSS policy and will be lower than the lowest actual score. Work cannot be submitted on a weekend or public holiday.

Assessment Tasks

If an absence from an assessment task is unavoidable, the teacher concerned should be told as soon as possible prior to the task being due. Absence from a test requires the presentation of a medical certificate or other acceptable explanation. Tests must be taken on the scheduled day except in the case of illness, where the student is required to supply a doctor’s certificate. All extenuating circumstances will be given due consideration (conditions for special consideration may apply). If a student fails to complete more than 70% of the required assessment they will receive a V Grade.

Plagiarism (the copying of work in any form without acknowledgement of sources)

Plagiarism is a serious offence and it is the responsibility of all students to ensure that they do not commit this breach of discipline, whether intentionally or otherwise. Students may be required to substantiate or verify the authenticity or integrity of completed
assignments, reports, etc. Students are therefore advised to keep all the material used in preparing their work such as notes, references, photocopied material, and drafts until the end of the semester. (For more information please refer to the BSSS website).

**Recognition of prior learning**

Students transferring from other states or countries may have completed units and courses which may be recognised and credited towards their ACT Senior Secondary Certificate. Students must supply satisfactory evidence such as academic transcripts and school reports to initiate the process.

Students with existing vocational competencies may also have these recognised and accredited to the appropriate vocational certificate following the supply of satisfactory evidence.

For more information on transferring from outside the ACT please see the All Colleges Handbook at [http://www.det.act.gov.au](http://www.det.act.gov.au)
Student Achievement and Wellbeing

Student Support

Student Achievement and Wellbeing supports students at our College in a range of different ways. This team consists of:

- Director in charge of Student Achievement and Wellbeing
- Counsellor
- International Students Coordinator
- Special Needs Coordinator
- Defence Transition Mentor
- Transitions and Careers Officer
- Student Administration Officer
- Information Technology Officer
- Student Welfare Officer

This team of people all work together to provide a high level of support for students, the College Connect program and its teachers.

Study Support Centre

Gungahlin College has set aside a substantial number of school resources to enable the establishment of a free, supervised Study Support Centre (SSC) for all of our college students. Students will have access to range of services including:

- English, Mathematics and Science tutorial assistance
- General assignment help
- Organisational and personal time management support
- College transition support
- Student welfare services
- Careers advice services
- IT support services

Student Access

Students can access the SSC in one of two ways:

1) Drop-in Centre – Students who need occasional support that falls into one of the above categories can access the SSC as and when required.
2) Enrolment – Students who need regular, ongoing support may enrol for either a Tuesday session, and/or Thursday session for up to 4 hours a week. Students who choose the enrolment option will be awarded points towards their ACT Senior
Secondary Certificate provided they meet their attendance commitment each semester. (0.5 point for 2 hours a week, 1 point for 4 hours a week.) Further, parents may contact the SSC Manager for updates on student progress.

**Opening Times**

From Week 2 of Semester 1, the SSC will be open on Tuesday’s from 8:30 until 9.45 and Thursday’s from 2:00 until 4:30.

**Extension Opportunities**

Gungahlin College provides students with a broad range of enrichment opportunities aimed at extending our students to reach their full potential. Connection to school and community are principles that we value and believe are essential for student success.

**Gungahlin College Selective (GCS)**

GCS is a program for high-achieving students. Enrolment in GCS enables our staff to better meet the specific needs of high-performing students and to promote high academic expectations. This begins with a tailored enrolment interview based on information presented in the GCS application (available on our website). We will pair students up with staff who have specific training and experience in working with Gifted and Talented students.

From the beginning of Year 11, students who elect to become part of GCS will be placed in Connect groups of like-minded students with similar academic ambitions including graduates from our own Year 10 SMART Program. The Connect group will be staffed by the same person who undertook your enrolment application to ensure continuity and a smooth transition to college.

The GCS Connected Learning course will then aim to go beyond bare minimum requirements for an ACT Tertiary Entrance Statement. Inspired by successful programs for exceptional students we will guide candidates through academic achievement to leadership and then community projects. The richness of their educational experience will place GCS students in good stead for university scholarships upon graduation.

**ANU Extension Program (Formerly known as ANU Secondary College)**

The ANU Extension Program provides students with a taste of the university learning experience and an opportunity to study courses using facilities and staff located on the ANU campus. These courses are called ‘H’ courses and allow students to enrich their study in a range of which include mathematics, science, engineering, languages and music.
The Arts

- The Ausdance Dance Festival
- ACT Public Schools Arts showcase event ‘Step into the Limelight’
- College theatrical productions
- A range of opportunities to exhibit work and be exposed to visiting artists
- Gungahlin College TV
- Fast and Fresh
- Performing Arts Immersion Stream:
  An extension course based on the Live Performance and Entertainment Training Package. Students undertake a range of performing arts intensive experiences, including participating in the college productions leading to a Certificate III in Community Dance, Theatre and Events

English

English Honours Programme

The English Honours Programme is a unique opportunity for students to extend themselves in the study of literature and modern forms of English communication in a variety of text types. Students who have a deep interest in the study of English literature, or who have consistently earned A or B grades in level one English should apply. Students will undertake a double major (English and Literature) and will engage in a variety of extension activities such as:

- Guest Lectures
- Film and Book clubs
- Targeted Excursions
- Creative Writing Camp
- Writing competitions
- Performance Poetry
- Plays

Mathematics

- Specialist Mathematics Double Major
- Mathematics Tutorials
- Participation in Mathematics competitions and University Mathematics days
- Maths Camp
Languages

- ACER National Languages Tests
- Speech, essay and film contests
- Global language proficiency tests
- Overseas excursions

Science

Honours Program

Gungahlin College Science Faculty caters for students who have ability, interest and talent in Science by offering an Honours Program in Science. This program has been designed to enrich and enhance student learning.

Throughout the year, students attend lectures by eminent speakers and participate in enriching and extending learning opportunities such as:

- National Youth Science Forum (NYSF)
- Questacon Explainers Program
- CSIRO CREST
- Titration competition
- Science competitions

Student Leadership

All Gungahlin College students have the opportunity to become actively involved in our school community through a range of leadership roles. These roles create the important ‘student voice’ that creates our positive school culture. Some of these roles include:

- Student Leadership Group
- The Green Team
- School Board Representation
- House Captains

All leadership groups are supervised by a teacher, meet regularly with the College Principal and participate in school and community projects.
Choosing a study program

When selecting your Courses and units, you are advised to consider your career aspirations, abilities and interests. You should also note the following advice:

- Students are expected to enrol in at least five units per semester and participate in Connect. That is approximately 22 hours of class contact time per week. This ensures that you can accumulate 20 standard units by the end of 4 semesters at College.
- Students are expected to complete at least a minor in English during their two years at college.
- Students are advised to enrol in a balanced academic program.
- Students are strongly encouraged to complete at least a minor in Mathematics during their two years at college.
- Students need to be aware of the requirements of employers. Most employers expect students to have studied both English and Mathematics.
- Students intending to enrol in more than 5 T courses should consider having one of these at A, V or R level. This is to help to keep homework loads to a reasonable level.
- All courses are equally available and relevant to the needs of both male and female students. Consideration of gender stereotypes is not relevant to your course selections.
- Students aiming for tertiary studies should be aware of current tertiary course prerequisites.

Please Note: Your initial choices can be changed.

Our Timetable

Our College offers a timetable that is flexible and operates over an extended time-frame, which allows for longer or extended lessons. This arrangement allows students to deepen their knowledge and progress faster so that extension opportunities, work experience and other special programs can operate for students at the end of the semester.

The College timetable and course selection process allows students some flexibility to ‘build their own timetable’ to suit their individual arrangements. This includes choosing the option to attend classes in the evening which will free up additional time during the day for other pursuits. A copy of the College timetable and a Senior Studies planner has been included in the appendix of this handbook to help students prepare for their course selection interview.
Our College will continue to explore flexible learning options for all students whether their pathway is towards university, a trade, employment or other training.

Course Selection Information

All enrolling students will be given a course selection interview at the College. This interview is with students, their parents and is conducted by a member of our teaching staff. It is important that you begin to plan the package of subjects that you would like to study. During the course selection interview you will have the opportunity to discuss in detail with our staff the different subjects and subject levels.

These discussions and your own research will help you to complete the selection process.

Questions you should consider

- What courses are you really interested in?
- Will you be seeking a T package and an ATAR (to gain entry to University) at the end of Year 12?
- Are you looking to study at CIT at the end of Year 12?
- Do you want to start on an ASBA during Year 11 and 12?
- Do you want to get a job or a traineeship at the end of Year 12?
- What was your performance in Year 10 like?
- What level of study are you able to cope with?
- Are your goals realistic?
- What lines do you want as your study lines?

Make sure you prepare answers to these questions prior to your enrolment interview. See table at the end of this handbook.
Course Information

Arts

Dance (A/T)

This course approaches the study of dance from the three key areas of choreography, performance and evaluation, exploring a variety of styles including Contemporary, Jazz, Hip Hop and Street Dance. Through creating dance, you will explore ideas using the elements of dance, stylistic conventions and choreographic tools. Through presenting dance, you will have the opportunity to gain skills in using expressive techniques to convey the choreographer’s intent to an audience. By evaluating dance, you will apply critical analysis to further understand and appreciate the work of others.

Dance offers opportunities for students to increase physical fitness and health, as well as derive a sense of wellbeing, self-esteem and the necessary social skills to work effectively, both individually and collaboratively.

Course Patterns

Available as a Minor, Major, Major-Minor

Note: There are no pre-requisites. However, Dance Foundations is suggested as the first unit of study.

Sample of Dance Units (A/T)

- **Dance Foundations**: An introductory unit which familiarises students with commonly used technical dance movements, choreographic devices and a conceptual basis for choreography. Students will participate in physical dance classes, the creation of their own pieces and analysis of dance work presented by others.

- **Dance in Our Time**: A unit in which students will learn and experiment with contemporary styles of street dance, particularly styles of Hip Hop. They will undertake research and analysis of the history of these styles, their response to social events and their role in current society.

- **Theatrical Styles**: A unit in which students will explore technique in jazz, tap and other musical theatre styles. Students will learn about musical theatre, its role in society and evolution throughout history.
• **Contemporary Dance**: A unit which undertakes an in-depth analysis and understanding of dance technique and dance works, developed by practitioners considered to be pioneers in the “modern-dance” movement. Students will learn through both research and analysis, and physical experience of the practitioners’ styles. They will be required to apply this knowledge to their own dance piece creation.

• **Dance in the Media**: This unit focuses on the relationship between dance and the media. Students will be involved in creating dance appropriate for use in the media and utilising different forms of media to present or promote dance.

• **Dance Production**: A unit focused on the creation of a staged production featuring dance. Students will undertake learning in the elements of production including costuming, make-up, sets, lighting, administration, music, staging, props or multi-media within a dance context.

**Drama (A/T)**

This course combines a study of the practice and theory of drama and theatre. Students will study concepts and develop skills in performance and workshop situations through role play, improvisation and play building, movement and voice, script analysis and interpretation. Units in theatre design will be offered and these will give the opportunity to use lighting, sound, staging and costume design. Our state of the art facilities are available for students to use in performance work.

Drama offers skills which are invaluable for future career pathways. You will improve your confidence, physicality, emotional awareness and team work.

**Course Patterns**

**Available as a Minor, Major, Major-Minor, Double Major**

**Note:** There are no pre-requisites. However, **Dramatic Explorations** is suggested as the first unit of study.

**Sample of Drama Units (A/T)**

• **Dramatic Explorations**: The focus of this unit is to provide students with an understanding of the fundamental elements of drama.

• **Theatre for Young People**: The focus of this unit is to explore and appreciate the value of theatre designed and intended for young people. Students are provided with the opportunity to devise and perform theatre to inform, entertain and educate their audience. This unit will explore the importance of establishing interaction and rapport between the young performers and their audience.
- **Comedy:** The focus of this unit is to explore the many facets of comedy in performance. Students will develop a knowledge and understanding of theatrical styles such as Commedia dell’Arte and melodrama and experiment with techniques such as farce, satire, status and comic timing.

- **Principles of Acting & Directing:** The focus of this unit is to explore the role of the actor and director and their relationship to each other and the audience in making theatre.

**Media (A/T)**

Media students at Gungahlin College have the opportunity to analyse and produce a range of television, film, print and digital media. The media course provides students with a real world introduction to possible careers in journalism, film, television, multimedia, sound design, special effects, motion graphics, and media production. Students gain experience using industry standard digital media solutions, including the television studio, digital editing suites and a variety of cameras used in the media industry. Media students are also introduced to special effects compositing and motion graphics, utilising the television studio green screen and dedicated special effects software. Students work collaboratively on practical projects, working as directors, camera operators, sound designers, vision switchers, editors, writers and storyboard artists. Media is a subject which focuses on communication skills, creativity, technology and working with others.

**Course Patterns**

**Available as a Minor, Major, Major-Minor**

**Note:** Media Foundation is suggested as the first unit of study. Most units do not have pre-requisites, except Process to Production which requires students to have successfully completed at least two standard units of media.

**Sample of Media Units (A/T)**

- **Media Foundation:** This introductory unit is designed to provide new Media students with a foundation for the commencement of media studies. You will learn about the media industry and develop practical skills in camera operation, editing and post-production.

- **Video Production:** This unit focuses on the practical aspects of video production, building on skills in camera operation, video editing, sound design, motion graphics, directing and scriptwriting. The unit concludes with the final production of a large piece of work which is screened to a public audience.

- **Documentary:** The focus of this unit is to provide students with a theoretical and practical understanding of the documentary genre. They will study film and
television documentaries and develop and produce your own original documentaries.

- **Animation**: This unit examines the nature of, and concepts related to, traditional and computer-assisted animation. Students will view, examine and criticise a range of animated films, study animation production and processes, and produce short animated films.

- **Process to Production (Year 12 Only)**: This unit is designed to provide Media students with the opportunity to showcase the skills acquired through prior units by producing a significant media project in their chosen medium. Students may produce an original idea or adapt an existing work in the medium of their choice.

**Music (A/T)**

The Music Course is designed for students who wish to engage in the study of music as an expressive but disciplined art form and who may wish to study music after college. It is based upon the study of the elements of music and is centred on creating music and the practice of theory and performance. They will study historical perspectives as well as develop and improve skills in performance, creating composition work through music recording, notating scores, listening analysis and other aural components. It is recommended that students have some musical interest for the study of courses at the A level. For the study of T Music it is desirable for students to have a background in music. Within the course the styles of Classical, Jazz, or Contemporary music are offered and students may wish to study modules in one or in a combination of styles.

Students will have the opportunity to use the most contemporary software with ‘Sibelius’ for composition work and ‘Garage Band’ for recording.

**Course Patterns**

**Available as a Minor, Major, Major-Minor**

**Sample of Music Units (A/T)**

- **Introduction to Music**: The focus of this unit is to provide students with an understanding of the elements of music and to explore these concepts through listening analysis, composition, research and performance.

- **Rock and Pop Music**: The focus of this unit is to explore, understand and appreciate the various genres throughout the history of rock and pop music. Students will explore the importance of the artists, the culture in regards to each style and learn to make aesthetic judgements through listening analysis. Students will be provided with the opportunity to interpret these styles in individual and
group ensemble performance work as well as create and improvise using some of the specific composition tools.

- **Music for Theatre:** The focus of this unit is to explore the development of vocal entertainment and examine and appreciate the various styles throughout the history of musical theatre. Students will explore the composers and develop skills in analysing, understanding and interpreting music in a wide variety of social, cultural and historical contexts in verbal and written form. Students will be provided with the opportunity to interpret these styles in individual and group ensemble performance work as well as create and improvise using some of the specific composition tools.

- **Australian Music:** The focus of this unit is to explore the development of Australian Indigenous, folk music, classical, rock, pop and experimental music. Students will develop skills in analysing, understanding and interpreting musical works in a wide variety of Australian social, cultural and historical contexts in verbal and written form. Students will be provided with the opportunity to interpret these styles in individual and group ensemble performance work and as well as create original works that will demonstrate an understanding of various styles of Australian music.

- **Film Music:** The focus of this unit is to explore the function and importance of music to film and to examine the impact of technology for the composer in all genres. Students will explore the types of film music and the role and development of the composer in film through analysing, understanding and interpreting music in a wide variety of social, cultural and historical contexts in verbal and written form. Students will be provided with the opportunity to interpret these styles in individual and group ensemble performance work as well as increase technical practical skills through performance of solo/ensemble works at a standard appropriate with their level of study.

- **Music and the Media:** The focus of this unit is to explore the important role of music in films, television series and advertisements and develop an understanding and appreciation for the way in which music is used to enhance film, television and advertising. Students will learn how to create music suitable to a particular mood or audience and record music. Students will be provided with the opportunity to perform themes and jingles from familiar films and television programs.

**Photography (A/T)**

Photography challenges our students to express themselves creatively. They learn technical precision, communication through images, problem solving and critical analysis. Students explore all aspects of digital photography including lighting techniques and digital imaging production processes. Skills in communication, observation and analysis are a
major focus of our teaching. Students also investigate the historical, social and cultural contexts of photography.

Course Patterns

Available as a Minor, Major, Major-Minor

Note: There are no pre-requisites; however, Introduction to Digital Photography is suggested as the first unit of study.

Sample of Units (A/T)

Year 11

- **Introduction to Digital Photography**: In this unit students will use a scanner, digital camera, computer and appropriate software to acquire, manipulate and produce original photographic images. They will demonstrate an understanding of the works of contemporary photographers, artists and designers who use digital technology and generate ideas to produce digital photographic images.

- **Continuing Digital Photography**: In this unit students will generate their own ideas to produce a series of images exploring a variety of contemporary photography applications. They will also be expected to demonstrate an advanced knowledge and understanding of composition and design elements in constructing photographic images.

- **Contemporary Photography**: In this unit students will develop a contemporary approach to the production of their own work and choose appropriate media and presentation for the style of work. They will also present a series of images that interpret contemporary issues.

- **Photography Negotiated Study**: In this unit students will negotiate their own learning outcomes in relation to production of their own photographic images. They will select an appropriate form of presentation for their work and produce a series of images suitable for a portfolio.

Live Production & Services (C)

This course is offered to students who have an interest in backstage work for theatre, film, and event management. It is a vocational course which will enable students to gain up to a Certificate II/III in Live Production & Services (an Australia wide recognised qualification) and gives the opportunity to follow career pathways through apprenticeships, CIT and University. Graduating students have gone on to apprenticeships within the ACT, Australia and overseas. They have also engaged in University training in stage management at Charles Sturt University, and the technical course at NIDA. This is an exciting course which will give students the opportunity to develop team work skills, creativity and leadership.
Students will learn about lighting, sound, costuming, prop making, scenery design and construction, stage and film make up and special effects and stage management.

Students are also expected to complete two Structured Work placements, one of which is working as backstage crew for Limelight. They will work as an operating crew for shows in the Gungahlin College Theatre.

Course Patterns

Available as a Minor or Major

Sample of Live Production & Services Units (C)

- **Core Skills in Live Production and Services:** The focus of this unit is on the compulsory competency of Occupational Health and Safety. This competency underpins all of the work undertaken in the theatre or on a film set. Students will also learn the basics of sound, lighting, height safety and manual handling.

- **Developing Knowledge and Skills in Production-Lighting:** The focus in this unit is on developing your understanding of lighting and sound and the role technology plays in a production. You will be given the opportunity to apply your learning to real events. You will learn how to setup and operate for music and theatre events.

- **Developing Knowledge in Production- Stage Design and Developing Knowledge and Skills in Production- Costuming:** The focus of this unit is on the construction of sets, scenery and props and the design and application of make-up and costume design. You will be given the opportunity to explore design elements for a production and see these applied to a show.

Visual Art (A/T)

Students studying Visual Arts at our College experience self-expression through a range of media including Painting, Drawing, Printmaking, Ceramics and Sculpture. Students learn and develop a wide range of skills that allow them to be effective communicators of ideas, while exploring diverse media. Students also display their work within the College and in the wider community through exhibitions and competitions.

Course Patterns

Available as a Minor, Major, Major-Minor and Double Major (using Ceramics)

Note: There are no pre-requisites; however, Exploring Visual Arts is suggested as the first unit of study.
Sample of Visual Arts Units (A/T)

- **Exploring Visual Arts**: In this unit students will experiment with a variety of art media and techniques and explore a variety of art movements, periods and styles. This unit has a focus on introducing students to the basic elements of art and design – colour and tone, shape and form, line and texture and on exploring a variety of media.

- **Painting**: In this unit students will generate ideas for painting through personal aesthetic responses and decisions. Students will experiment with a variety of painting media, and develop a range of painting skills. Students will be encouraged to develop skills in the use of visual language and concepts. Students will also investigate the historical, social and cultural contexts of painting.

- **Drawing**: In this unit students will experiment with drawing techniques that may include traditional mark making and alternative techniques. Students will also experiment with a variety of drawing media including paper, canvas and board.

- **Portfolio Preparation**: This unit enables students to develop a body of work and a visual dairy for a portfolio. Students experiment with a range of visual media and techniques. The unit aims to address photographing and presenting work, students talking about their work at interviews and critiquing and selecting works for their portfolio.

Ceramics (A/T)

This stream of units comes from the Visual Arts course detailed above and is for students wishing to specialise in Ceramics or do a Double Major in Visual Art using these extra units.

**Course Patterns**

**Available as a Minor or Major**

**Note**: There are no pre-requisites. However, **Exploring Ceramics** is suggested as the first unit of study.

Sample of Ceramic Units (A/T)

- **Exploring Ceramics**: In this unit students will be introduced to the properties of clay, its preparation and reconstitution. They will explore the clay construction methods of pinch, coil, slab and thrown forms, their purposes and functions. They will also be introduced to appropriate surface treatments e.g. glaze, texture, additions (handles, spouts, lids) and introduced to firing procedures for bisque and glaze firings.
• **Ceramics Decoration and Firing:** In this unit students will explore the elements and principles of design using various drawing and sketching techniques and investigate ancient influences, surface finishes, patterns and images. They will also experiment with a range of firing techniques e.g. sawdust, pit or raku firings.

• **Ceramics Sculpture and Mixed Media:** In this unit students will investigate, apply and manipulate ceramic sculpture and mixed media through the introduction of engineering aspects and construction of sculptural forms. They will also explore the technical skills involved in forming hollow and solid construction methods and mixed media applications within a ceramic context.

• **Ceramics Negotiated Study:** This unit is only available to Year 12 students. Its emphasis is to extend prior knowledge and experience. Students will negotiate their area of study with their teacher. Students will submit a detailed proposal and unit outline to cover their learning and assessment tasks.

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**English and Humanities**

Gungahlin College offers a wide variety of Tertiary and Accredited courses to students in the subject areas of English and Humanities. Our open and IT rich learning environment enables innovative teaching practice and encourages students to learn through greater collaboration.

**English (A/T)**

A course in English is required for an ACT Senior secondary Certificate. English at Gungahlin College and is integral in developing lifelong literacy skills. It is offered under the newly developed *Australian Curriculum for English* in three distinct courses; **Essential English** (Accredited), **English** (Tertiary) and **Literature** (Tertiary). Students should enrol into an Accredited or Tertiary course option depending on high school results, NAPLAN results and teacher advice.

The A course is a key component in the Year 12 certificate and offers students a thorough grounding in all literacy skills.

**Essential English (A)** is designed to develop students’ literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. Essential English develops and refines students’ language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.
The two T courses are designed to not only prepare students to sit the AST and provide them with an ATAR for university entrance, but also to challenge and engage students with a variety of classical and modern literary forms and genres.

**English (T)** is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. English extends students’ language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

**Literature (T)** provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Literature deepens students’ understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students’ understanding of human experiences and the capacity for language to communicate those experiences.

The two T courses are thought-provoking, stimulating and innovative that encourage students to utilise the English language in its myriad forms for maximum impact.

**Essential English (A)**

**Course Patterns**

**Available as a Minor or Major**

**Note:** All units are offered in a set sequence ranging through Year 11 and Year 12 for both the Accredited and Tertiary courses. The following are sample sequences only and are subject to change.

**Sample two year sequence of English (A) Units (each unit is a semester in length)**

- **Unit 1: Comprehending and Responding A - “Short Stories, Suspense and Reading for Enjoyment”**: Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. They will be guided by the thematic construct “Short Stories, Suspense and Reading for Enjoyment”. 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.
• **Unit 2: Making Connections A - “Images of Australia, Sport and War”:** 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 will be guided by the thematic construct “Images of Australia, Sport and War”. Students will explore what it means to be an Australian, how sport is a part of the Australian way of life and how war has shaped the very history, identity and culture of this nation.

• **Unit 3: Understanding Perspectives A - “Children’s Literature, Science Fiction and Fantasy”:** 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. Students will be guided by the thematic construct; students will learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context.

• **Unit 4: Local and Global A – “Print and Multimedia Texts, Contemporary Issues and The Journey”:** Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students’ reasoned responses to them. 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.

**English (T)**

*Sample two year sequence of English (T) Units (each unit is a term in length)*

• **Unit 1: Communication of Meaning:** Unit 1 is the introductory unit for studying English at a tertiary level. Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity.

• **Unit 2: Representations Through Texts:** In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. 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. Students will select from five genre foci that will direct their learning through world and human experience in this unit:

a. **Gothic and Modern Horror**
b. **Crime and Espionage**
c. **Children’s Literature**
d. **Images of War**
e. **Life stories**

- **Unit 3: Comparison of 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 in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

- **Unit 4: Perspectives:** In Unit 4, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses. Students will select from five genre foci that will direct their learning through a myriad of world perspectives and attitudes in this final unit:

  a. **Speculative fiction**
  b. **Perspectives of Gender**
  c. **Comedy and Satire**
  d. **North American Texts**
  e. **Journeys and Quests**
Sample two year sequence of Literature (T) Units (each unit is a semester in length)

- **Unit 1: Ways of Reading and Creating – “Shakespeare, Plays and Poetry”**: 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. 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.

This unit aims to explore the fundamentals of poetic and dramatic form and context with an emphasis on the work of William Shakespeare. It provides students with a thorough grounding in the techniques of rhyme and metre, focusing on the ways in which the sonnet form has been adapted to suit different moods and ideas over the course of the modern world. Students will examine Shakespeare’s Hamlet as the apogee of verse drama and the ways in which the play has affected theatrical practice through to the present day. The second half of the unit re-focuses Shakespeare in the historical context of Elizabethan drama: it uses the comedy, Twelfth Night, to showcase the reasons for the Elizabethan-Jacobean period as the finest flowering of theatrical energy in history.

- **Unit 2: Intertextuality – Literature of the Romantic Period**: 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. 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.

Literature of the Romantic Period: At the turn of the century, fired by ideas of personal and political liberty and of the energy and sublimity of the natural world, artists and intellectuals sought to break the bonds of 18th-century convention. Writers and artists searched for a meaning in life whilst grappling with a burgeoning industrialisation of the Western World and an inexorable movement away from nature - the very thing that sustained and gave life. Students will explore the works
of such writers as Wordsworth, Coleridge, Keats and Shelley and explore the very nature of humanity as on one hand, it was reshaped by the advancement of technology, science and learning and yet on the other, discovering the miracle of the simplicity of life.

- **Unit 3: Power of Literature – “Modern 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.

This unit will focus on the literature that emerged in the early twentieth century, spanning the period that saw the advent of the Great War and its aftermath. The modernist literary movement was driven by a desire to overturn traditional modes of representation and express the new sensibilities of the time in the light of a broad reassessment of the prevailing assumptions about society. Students will explore a range of literary texts that reflect these changing paradigms, with a focus on novels, plays, poetry, short stories and other forms of free form artistic expression in music and painting.

- **Unit 4: Literary Interpretations – “Contemporary Literature”**: 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. 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.

This unit focuses on the ways in which theoretical frameworks developed in the late twentieth-century directly inform the creative expression of authors themselves. From Nabokov to David Foster Wallace, from Roland Barthes to Michel Foucault, students will examine the ways in which theorists deconstruct the idea of the author as they explore the questions that frustrate creative and literary art as it exists in today’s aesthetic climate. A sub-theme of the unit is the voice of the displaced or dispossessed outsider – the European émigré in the west and the
post-colonial search for identity – as they connect to New Historicist and Cultural Materialist theories of literature and selfhood.

Global Studies (A/T)

Global Studies provides students with the knowledge and skills to understand and actively partake in an increasingly complex yet interconnected world. The course is designed to enable students to be active citizens of a global community. Through the study of topics such as philosophy, religion, political ideology, the environment, international relations, conflict, trade and technology, students will realise the complex interactions that take place every moment on this planet. They will discover how these interactions shape their everyday lives and influence how their futures will be lived, academically, professionally, socially and spiritually.

Course Patterns

Available as a Minor or Major

All units are sequential ranging through Year 11 and 12 and are built from the Global Studies course. The following is a sample sequence only and is subject to change.

Note: to do an independent study unit in Global Relations you must complete 3 units first.

Sample two year sequence of Global Studies (A/T) Units (each unit is a semester in length)

1. **Australia in the World**: Its history, government, ideologies, culture, geography all combine to create a unique Australian identity. What is Australia’s role in the world in the third millennium? This unit explores what it is to be Australian and how the nation interacts with the rest of the world.

2. **Asian Studies**: Australia always has and will be a part of Asia. The White Paper, “The Asian Century”, has left no doubt that Australia’s future prosperity lies in fostering constructive and trusting relationships with its Asian neighbours. Students will appreciate the long history Australia has had with Asia countries and that now, more than ever, we must re-define and embrace our place in the Asian region.

3. **International Relations**: As an introductory international politics unit, students will explore the nature and history of world politics and how it has evolved to meet the challenges of the third millennium.

4. **Global Challenges**: Humanity and the world face a plethora of challenges that both perplex and inspire. From climate change, to peak oil, to war, to poverty; each challenge though seemingly impossible to overcome is a chance for humanity to
reach new heights. This final unit spurs students into action and asks, “What can you do to address these challenges?”

History (A/T)

Studying History at Gungahlin College is the study of human endeavour, discovery and conflict through courses of Ancient, Mediaeval and Modern History. Delivered under the new National Curriculum for History, students are introduced to historical investigation, primary and secondary source study, analysis and critical investigation. Students will be exposed to guest lecturers from the ANU, partake in excursions to exhibitions and learn to view history as a dynamic and evolving subject.

Course Patterns

Available as a Minor, Major, Major Minor or Double Major
All units are sequential ranging through Year 11 and 12 and are built under the Ancient, Mediaeval or Modern History courses. The following are sample sequences only and are subject to change.

Note: to do an independent study unit in History you must complete 3 units first.

Sample two year sequence of Ancient History (A/T) Units (each unit is a semester in length)

1. Investigating the Ancient World - Emergence of Human Culture: The story of human culture is a fascinating exploration into the archaeological evidence of neolithic human groups. Emerging from Africa and spreading across the globe, the development of our ancestral story is a tale of self-discovery and through the lens of Anthropology, asks students to look for common traits that make us human.

2. Ancient Societies - Heroes to Hellenism: The Ancient Greeks are seen as the fathers of modern western thought. Their lives, loves, conflicts and stories form the backdrop of countless civilisations and modern cultures. Students will discover that from the rich Greek culture, comes the story of Western society.

3. People, Power and Authority – Roman Revolution, Pompey to Augustus: One of the mightiest and enduring empires, it gave the world unforgettable leaders. Names such as Julius Caesar, Augustus Caesar, Mark Antony and the notorious emperors Nero and Caligula have been immortalised for all time. Students will have the opportunity to meet these and many more leaders of this great empire.

4. Reconstructing the Ancient World - The Land of the Pharaohs: Perhaps one of the greatest and most famous of the ancient civilisations, the Egyptian empire lasted for a thousand years and stretched from modern day Egypt into the heart of Africa.
Students will discover that the ancient Egyptians pined for immortality; their story being told today is in kind, a granting of their wish.

**Sample two year sequence of Mediaeval History (A/T) Units (each unit is a semester in length)**

1. **The Dark Ages**: The collapse of the Roman Empire marks the beginning of a tumultuous time in European history that would shape its foundations and set the scene for modern inventions, thought and nation states. Students will discover that the Dark Ages was anything but dark, and in fact is seen as the beginning of modern European civilisation.

2. **The High Middle Ages**: Europe rapidly grew in population, technology, religion and national identity during this dynamic period. Though knights, castles, religion and war are well known aspects of this time period, lesser known are the seeds of commerce, culture, government and learning that were sown and would grow into the modern society we have today.

3. **Death, Discovery and Renaissance**: A time of rapid change and discovery, where Christianity would come into conflict with a burgeoning science and the world suddenly seemed smaller through the discoveries of lands to the West and South. Students will explore this amazing period of time where Europe stood at the door of discovery. The Renaissance is seen by many as the greatest time in human development and achievement in the sciences and arts.

4. **Bloodlust and Persecution**: The Golden Age of Elizabeth Tudor is seen as one of the greatest periods of rule by a single monarchical family. From this line, the modern day aristocrats of the United Kingdom, the House of Windsor, can be traced. Students will discover a fascinating time in English history where a woman reigned supreme, playwrights were seen as criminals and the world was being carved up by the four superpowers of the age; England, France, Portugal and Spain.

**Sample two year sequence of Modern History (A/T) Units (each unit is a semester in length)**

1. **Understanding the Modern World - Revolutions in the Modern World**: Power rarely passes hands quietly, this unit explores the dynamics of national power and how the human narrative nearly always requires conflict and bloodshed to bring about a radical change of government.

2. **Movements for Change in the 20th century - The Sixties**: A time of radical change, as the world moved from post-World War Two conservatism. All of a sudden social mores and traditions were replaced with a progressive view of the world; power to
women, blacks and other minority groups became the new catch cry. Experimentation with drugs, sex, political and social ideology altered the course of modern western societies and gave rise to a new social consciousness.

3. **Modern Nations in the 20th century - The World Wars:** Two great wars that changed the course of human history. They brought untold death and destruction to millions across continents and oceans and gave rise to modern superpowers and international politics. World War One and Two is remarkable for not only its ferocity and unimaginable horror, but paradoxically, also for the resulting political ideologies and mechanisms that have brought relative peace ever since.

4. **The Modern World since 1945 - The Modern Middle East:** The spectre of international terrorism is a stark reminder of a bloody history that stains the Middle East. This unit examines the history of the Arab-Israeli conflict and asks whether a lasting peaceful solution will ever be possible.

**Philosophy (Theory of Knowledge) (T)**

Philosophy is primarily concerned with the question ‘How do you know?’ this course seeks to promote critical thought, insight and analytic depth in order to allow students to employ these abilities in other areas of study, such as History, Science, Mathematics and Art. The first unit of Philosophy course is an introductory unit (assuming no prior knowledge of the subject) that introduces students to Philosophy and seeks to enhance student understanding of the nature of knowledge, especially in relation to language, culture, history and the self. By building upon existing understanding and curiosity to establish a connection between students’ questions and traditional and contemporary philosophical theory, the course seeks to introduce students to the big questions of philosophy in a way that is continuous with their own lives and with questions that arise from local and world events.

**Course Patterns**

**Available as a Minor or Major.**

There are no compulsory units in the Theory of Knowledge; however it is recommended Year 11 students begin with the unit, “Introduction: Reason, Emotion and the Self” in Semester 1 and Year 12 students finish with “Aesthetics and Truth” in Semester 2.

**Sample of Philosophy Units (T)**

1. **Introduction: Reason, Emotion and the Self:** In this unit, students will be introduced to the general nature of philosophical enquiry, particularly its relationship to other disciplines and lived experience. They will also have the opportunity to reflect critically on a range of ways of interpreting knowledge with a
view to developing clarity of thinking and their own philosophical position. Recognising the main questions of epistemology and reflecting critically on knowledge and justifications for truth claims, value positions and world views will also be encouraged.

2. Language, Meaning and Ethics: This unit will allow students the opportunity to identify relationships between language and enduring universal and individual dilemmas (e.g. Who am I? How does language shape my perception? How does language shape reality?) with a view to critical reflection upon and rational justification of their personal philosophical positions. Students will investigate the nature of language in relation to culture and history, along with reflecting critically upon knowledge and justification for positions on the nature of language.

3. Ways of Knowing: Students undertaking this unit will study the nature of knowledge in relation to language, culture, history and the self. They will examine the source, limitations and lexicons of the various forms of knowledge, particularly the nature of the academic disciplines. The role and politics of education will also be considered.

4. Aesthetics and Truth: The study of this unit will allow students to consider the relationships that exist between philosophy and enduring universal and individual questions relating to the nature of the aesthetic experience. The nature of aesthetic knowledge and truth, especially in relation to relativism and subjectivism, will also be considered in this unit.
Languages and English as a Second Language (ESL)

Or English as an Additional Language and Dialect (EALD)

Our students have the option of studying six languages as well as ESL at Gungahlin College. The six languages offered are Chinese, Japanese, Korean, French, German and Italian. All are offered at Beginning, Continuing and Advanced levels. The Beginning courses can be studied as A or T courses. Our courses offer structured practice with emphasis on the four macro-skills in language learning; listening, speaking, reading and writing. Information Technology is also integrated into teaching as well as cultural aspects of the target language.

Learning a language is rewarding; it is challenging but opens up new opportunities and gives perspectives that one might never have otherwise encountered. It also augments interpersonal skills by developing ability to interpret, discuss, interact, and recognize patterns of social cues. It opens the door to understanding the way how other cultures think.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Eligibility</th>
</tr>
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<tbody>
<tr>
<td>Beginning</td>
<td>Students who do not have prior knowledge of a language, or those who have had a little experience of a language in their previous schooling</td>
</tr>
<tr>
<td>Continuing</td>
<td>Students who have completed four years of study of a language at high school or have overall skills (listening, speaking, reading and writing) in a language spoken at home</td>
</tr>
<tr>
<td>Advanced</td>
<td>Students who are native speakers</td>
</tr>
<tr>
<td></td>
<td>Students who are non-native speakers with considerable skills in the chosen language</td>
</tr>
<tr>
<td></td>
<td>Students who have spent time (one year or more) in the country where the language is spoken</td>
</tr>
<tr>
<td>ESL/EALD</td>
<td>Students who have less than seven years of experience living in English spoken country, and those who were enrolled in ESL/EALD class in Year 10</td>
</tr>
<tr>
<td></td>
<td>Students whose status is International Private Students (IPS)</td>
</tr>
</tbody>
</table>

There are many reasons why students choose to study a language. One popular reason is that it enables the students to acquire the appropriate communication skills when travelling overseas or simply interacting with visitors from another country in their local area. Often the learners are not aware that learning another language also helps them to develop further understanding of their own language such as an increased awareness and knowledge of vocabulary and grammar.
Students who wish to gain an ATAR should select one of the T Courses, where a strong foundation for tertiary study will be provided. The Beginning A Course is designed for students who have an interest in the language and its culture, but who do not wish to study the language in depth.

Regular features of all Languages/ESL (EALD) courses include study of formal and informal language, comprehension, writing, oral presentations and research through individual and collaborative learning. Analytical and creative components are a comprehensive part of ESL (EALD).

At Gungahlin College, students benefit from language teachers who are highly qualified, competent and fluent speakers in their language/s. Our teachers have considerable in-country experience or are native speakers who have translation and interpreting capabilities. Students can enter courses at different levels depending upon their previous language learning experience and background. Students may take up two languages at Gungahlin College in various combinations. Our language students also participate in a range of extra-curricular activities.

Chinese (T), French (T), Italian (T), Japanese (T), Korean (T), German (T)
These courses are available at beginning, continuing or advanced level.

Chinese (A), French (A), Italian (A), Japanese (A), Korean (A), German (A)
These courses are available at the beginning level for all languages and at the continuing level for Chinese and Korean.

Course Patterns

Each language is available as a Minor or a Major and students can take up to two languages

Note: All language units are sequential and the following units are the same for each language and level. Depth of language understanding is greater as the level increases (see the above table).

Sample of Language Units (A/T)

- **The Individual’s Experience:** Themes in this unit include Personal Identity and Travel and Tourism.
- **The Society and Community:** Themes in this unit include Education and Working Life and German-speaking communities.
- **World Around Us:** Themes in this unit include Health and Leisure and Global Issues.
• **Lifestyle and Traditions:** Themes in this unit include Arts and Entertainment and Cultural Identity and Diversity.

**English as a Second Language**

or ESL (A/T) / English as an Additional Language and Dialect (EALD)

Students are strongly encouraged to continue their ESL/EALD study for more than three semesters in order to be awarded a major, as ESL/EALD is equivalent to mainstream English, which is compulsory for entry to many University or CIT courses and selected occupations.

**Course Patterns**

**Available as a Minor or a Major**

**Note:** Units are sequential

**Sample of sequential Units (A/T)**

1. **Introductory Research and Writing Skills:** Content in this unit includes library use, research techniques, sentence structure, topic sentences, paragraph writing, essay writing and genre and register.

2. **Exploring Literary and Formal Texts:** Content in this unit includes short literary texts, language of Australian literature, formal register, report writing, direct and indirect speech, referencing and plagiarism.

3. **Research Skills, literature and Film:** Content in this unit includes effective writing skills, referencing & bibliographies, effective oral communication skills, reading and viewing a variety of texts.

4. **Issues in Literature and Culture:** Content in this unit includes revision of essay structure, expository and argumentative genre, model analysis and multicultural literature.
Mathematics

The study of mathematics is considered crucial at Gungahlin College and so students are expected to achieve at least a minor in either Tertiary or Accredited Mathematics. This will assist them in vocational, CIT or University courses and in work in general.

Gungahlin College delivers the Australian Mathematics Curriculum to its senior secondary students.

There are four courses in mathematics:

**Essential Mathematics A**

**Mathematical Applications T**

**Mathematical Methods T**

**Specialist Mathematics T (must be done in conjunction with Mathematical Methods)**

Your choice will be dictated by your:

- Ability and interest in Mathematics
- Performance in Years 9 and 10
- The mathematical requirements of any career you are interested in

Before making a decision talk with your High School or College teacher and your careers advisor. Please note that it is possible to change in Year 11 if an inappropriate choice is made.

The **Senior Secondary Australian Curriculum**: Mathematics consists of four courses in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

**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.

**Mathematical Applications** focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and
navigation. It also provides opportunities to develop systematic strategies, based on the statistical processes, for answering questions that involve comparing groups, investigating associations and analysing time series.

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.

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

Essential Mathematics (A)

This course is designed for students wishing to improve their numeracy skills.

Course Patterns

Available as a Minor or Major

Essential Mathematics Units (A)

- **Unit 1**: Calculations, Percentages and Rates, Measurement, Algebra and Graphs.
- **Unit 2**: Representing and Comparing Data, Percentages, Rates and Ratios and Time and Motion.
- **Unit 3**: Measurement, Scales, Plans and Models, Graphs and Data Collection.
- **Unit 4**: World travel; Sport; buying a property.

Mathematical Applications (T)

This course is designed to provide background for students wishing to enter University, CIT or TAFE studies in courses which involve the use of some but not a great deal of mathematics. Such subjects could include Nursing, Education and Administration.
Course Patterns

Available as a Minor or Major

Note: All units in Mathematical Applications are sequential.

Mathematical Applications Units (T)

- **Unit 1:** Consumer Arithmetic, Algebra and Matrices, and Shape and Measurement.
- **Unit 2:** Univariate Data and the Statistical Investigation Process, Linear Equations and their Graphs, and Applications of Trigonometry.
- **Unit 3:** Bivariate Data Analysis, Growth and Decay in Sequences and Graphs and Networks.
- **Unit 4:** Time series analysis, Loans, Investments and Annuities and Networks and Decision Matrices.

Mathematical Methods (T)

This course is designed to prepare students for study at University where courses require mathematics and particularly calculus. These courses might include Architecture, Business and Economics.

Students who enrol in this course should have a high level of interest in mathematics. They should also be passing the hardest mathematics course offered or be achieving very high grades in the next best course.

Course Patterns

Available as a Minor or Major

Note: The course is sequential (must be done if you are studying Specialist Mathematics)

Mathematical Methods Units (T)

- **Unit 1:** Review of Basic Algebraic concepts, Introduction of Functions, especially Trigonometric functions, and their Graphs, review the fundamentals of Probability and Introduction of Conditional Probability and Independence.
- **Unit 2:** Exponentials and Logarithms, Rates of Change, Average and Instantaneous, Calculus begun through study of the Derivative.
- **Unit 3:** Calculus continues, Derivatives of Exponential and Trigonometric Functions, Integration and the Fundamental Theorem of Calculus and Statistics particularly Discrete Random Variables.
• **Unit 4:** Calculus continues, Derivatives of Logarithmic Functions, Statistics and Probability continued through Continuous Random Variables and the Normal Distribution.

**Specialist Mathematics (T)**

This course is designed to prepare students for study in University courses where a high degree of mathematical knowledge is needed, such as courses in Engineering or Actuarial Studies.

Students who enrol in this course should have demonstrated a very high level of interest in Mathematics and should be achieving high grades in the hardest mathematics course available at their high school.

**Course Patterns**

Available to make a Major Minor or Double Major (You must do Mathematical Methods with this course and it is designed to complement the Mathematical Methods units)

**Note:** The course is sequential

**Specialist Mathematics` (T)**

• **Unit 1:** Combinatorics, Vectors in the Plane and Geometry
• **Unit 2:** Trigonometry, Real and Complex Numbers and Matrices
• **Unit 3:** Vectors in Three Dimensions, Complex Numbers and Functions and Sketching Graphs
• **Unit 4:** Integration and Application of Integration, Rates of Change and Differential Equations and Statistical Inference.
Information Technology

The study of Information Technology focuses on developing the capabilities of students to create digital solutions to complex problems. This is achieved through a variety of study options that cover the breadth of Computer Science and Information Technology concepts. Many of these ideas are fundamental to success in the IT industry, and in formal university qualifications and research.

The study of Information Technology also provides students with opportunities to develop competencies that work towards Vocational Education Certification in Information Technology that complement future studies at CIT. This includes the option of undertaking Structured Workplace Learning (SWL) or engagement in an Australian School Based Apprenticeship (ASBA).

Information Technology (T/A/V)

Students choosing to study this course can select from a variety of units that explore a range of topics. Students are able to combine these units in any combination, allowing them to tailor their studies in IT to best address their interests.

Computer Programming (T)

A series of computer programming units are available to students. These are designed to develop computer programming skills and apply them to interesting and fun situations typical of real world situations. The focus is on project-based learning and logical problem solving to design, plan, make and evaluate effective solutions. These units are beneficial for those interested in the information technology industry, project management, engineering, computer science research, academia or anyone wishing to expand their logical and problem solving skills.

Sample Programming Units

- **Unit 1**: Programming Fundamentals
- **Unit 2**: Intermediate Programming
- **Unit 3**: Advanced Programming
- **Unit 4**: Major Project

Games Development (T)

This series of units provides an opportunity to apply simple technical skills in programming and design. Students will learn the fundamentals of game design by working in project teams to develop games of different genres. These units are suitable
for those interested in computer graphics, games design, project management or anyone with an interest in creating engaging user experiences.

**Sample Games Development Units**

- **Unit 1:** Programming Fundamentals
- **Unit 2:** 3D Modelling, Animation and Texturing
- **Unit 3:** Computer Games Programming and Design
- **Unit 4:** Major Project

**Web Design (T)**

This series of units is designed to give students sound technical skills and experience in developing rich applications for the web. Students will design, plan, make and evaluate creative products to satisfy given scenarios. These units are suitable for those wanting to get into the information technology industry in areas such as web design, user experience design, or anyone with an interest in creating effective integrated online content.

**Sample Web Design Units**

- **Unit 1:** Website Design
- **Unit 2:** Programming Fundamentals
- **Unit 3:** Dynamic Website Construction
- **Unit 4:** Major Project

**Accredited Information Technology (A)**

This series of units is targeted specifically to students completing an accredited package who intend to go on to complete additional study at CIT or through another vocational education provider. It provides students with a range of skills and experience with a number of basic information technologies that encompass media, animation and games development.

**Units in the Accredited IT Stream**

- **Unit 1:** Digital Media, Graphics and Animation
- **Unit 2:** Website Design
- **Unit 3:** 3D Modelling, Animation and Texturing
- **Unit 4:** Computer Games Programming and Design
Other Units

In addition to the units detailed above, students may also have the opportunity to complete other units offered as intensive short courses, night classes and flexible delivery options. In addition to those already listed, these may include:

- Relational Databases and/or Spreadsheets
- Systems Analysis and Design
- Robotics and Intelligent Systems
- Structured Workplace Learning (SWL)
- Vocational IT Project

Course Patterns

Minors – Any two units from those listed.

Recommended Majors

- Computer Programming, Web Design or Games Programming (T)
- Accredited IT (A)

Recommended Major-Minors*

- Students completing a major-minor do a selection of units from across all 3 Information Technology streams, tailored to their interests.

Recommended Double Majors*

- Students completing a double-major do a selection of units from across all 3 Information Technology streams, tailored to their interests. It is advised they select one stream as a focus area, and discuss other units with their teacher(s).

Other combinations are possible depending on a student’s individual timetable of study.

*Note: It is advised that student completing an accredited package only select IT as a major (i.e. one line of study across the two years) and build a package comprised of a variety of subjects and courses from across the school.
Physical Education and Outdoor Education

Exercise Science (A/T)

Exercise Science examines sport from a scientific perspective. It is predominantly a theory based course. The course looks at performance in sport, at a cellular level, the function of muscles and bones, through to factors that affect performance such as training techniques and sport psychology. Students will find this course useful if they are considering courses in nursing, physiotherapy and associated medical/health areas or teaching.

Course Patterns

Available as a Minor or Major

Note: Basic functional anatomy and physiology is recommended as the first unit of study.

Exercise Science Units (T)

• **Basic Functional Anatomy and Physiology:** Students will study the anatomy and physiology of the circulatory, respiratory, skeletal, muscular and nervous systems. They will also analyse movement using practical methods.

• **Sports Performance and Nutrition:** Students will measure their fitness levels and identify components of fitness and nutrition levels. They will also focus on training and conditioning programs. Practical gym sessions will be undertaken and training methods will be analysed. They will also gain an understanding of the relationship between food intake, energy expenditure and metabolism, identifying specific dietary requirements for a variety of athletic performances.

• **Exercise Physiology and Sports Medicine:** Students will investigate exercise physiology and muscle contraction. Practical training sessions will be held in the gym. They will gain knowledge of the structure of those areas of the body most susceptible to sporting injuries, the most common sporting injuries, the management and rehabilitation procedures of injuries, the promotion of safety in sport and the prevention of sporting injuries.

• **Biomechanics and Sports Psychology:** Students will study biomechanics, which looks at the body in motion, including Newton’s Laws, forces and levers. Students will identify and critically analyse aspects of, and relationships between, psychological influences affecting physical activity and sport.
Outdoor Education (A)

Our students can select from a broad range of exciting adventure activities. These activities foster personal and interpersonal development, an understanding of safe adventure, excitement and fun. The majority of the assessment occurs on camps or expeditions, which are usually for three days. Students are prepared for each expedition through learning activities that build their knowledge and practical skills and are essential for successful participation and achievement. Units are non-sequential.

Course Patterns

Available as a Minor or Major

Note: Camps are a compulsory component of this course and incur a cost.

The average cost of an Outdoor Education field trip is between $350-$450.

Sample Outdoor Education Units (A)

- **Sea Kayaking:** In this unit students will be introduced to the skills of sea kayaking. They will participate in a three-day coastal excursion, team building activities, paddling skill development and refinement, marine awareness study, minimal impact studies, care of equipment, hazard awareness and incident prevention and response. Students will need to display satisfactory swimming proficiency and participate effectively in part-day paddling sessions prior to the three-day camp.

- **Introduction to Water Sports:** In this unit students will be introduced to the skills of a range of water sports. They will participate in a 3 day coastal/river camp and participate in a range of activities that may include rafting, surfing, kayaking, swimming, snorkelling and canoeing. Students will need to display satisfactory swimming proficiency and participate in a range of water safety activities.

- **Foundations in Outdoor Education:** In this unit students will be introduced to a range of skills associated with outdoor pursuits. They will participate in a 3 day camp and will explore a range of activities that may include bushwalking, water-based activities, camping skills, bushcraft and safety and preparing and cooking food.

Outdoor Education (T)

Our students can complete a Tertiary major in an action packed course. This course is aimed at students who have an interest in outdoor recreation and the natural environment, or who may be considering careers in the recreation/environment or related industries.
This may include entry to various outdoor education, recreation or environmental studies courses at University, teaching courses with a recreation component, recreation leadership courses at CIT, tourism, land management, resort employment, parks and wildlife etc.

There is a balance of theory and practical. Content includes recreation skills (skiing, snorkelling etc.), knowledge of the natural environment (marine, alpine, bush etc.) and personal and interpersonal skills.

Course Patterns

A major or minor must include Outdoor Education 1 and Outdoor Education 2.

It is recommended that units 1 to 4 be studied in sequence.

Units in sequence

1. **Fundamental and the Ocean (Year 11/12):** Students will develop knowledge and skills in relation to marine recreation activities including snorkelling, surfing, underwater physics and human physiology, environmental conditions and demonstrate minimal impact practices whilst participating in supervised outdoor activities.

2. **Risk Management and Snow (Year 11/12):** Students will examine the principles of risk management relating to outdoor recreation and demonstrate knowledge, skills and experience of first aid, and emergency procedures relating to outdoor recreation activities. Students will also refine and extend their personal and interpersonal skills as a result of their participation in and reflection on alpine recreation activities.

3. **Leadership and Rock (Year 12):** Students will develop their personal and interpersonal skills in leadership of outdoor recreation activities. They will gain knowledge and skills to safely participate in rope based recreation activities. They will also explore the natural processes operating in cliff, cave and canyon environments and human impacts on these processes.

4. **Wilderness and the Bush (Year 12):** Students will examine and explore concepts of wilderness. They will demonstrate knowledge and skills to safely participate in bush recreation activities. They will also explore the natural processes operating in bush environments and human impacts on these processes.

Field Trips

Typical field trips include:

- Snorkelling (Jervis Bay)
- Climbing (ACT, Nowra)
• Downhill skiing and boarding (Snowy Mountains)
• Nordic skiing (Snowy Mountains)
• Hiking (Australian Alps, South Coast)
• Sea Kayaking (Batemans Bay, Durras)
• Canyoning (Blue Mountains)
• Surfing (Wollongong)

One major expedition of approximately two weeks is also likely to be offered to students as an optional course activity each year.

**Physical Education (A)**

This course is designed for students with an interest in physical activity, personal fitness, sport and recreation. The course does have some minor theory work but practical activities dominate the program. Students have the opportunity to develop physical fitness, as well as coaching skills through related activities. Units are non-sequential.

* This course will also be offered as a girls-only class for interested girls.

**Course Patterns**

**Available as a Minor or Major**

**Sample Physical Education Units (A)**

- **Field Sports and Sports Competitions:** Students in this unit will develop an understanding of the rules and skills required to enjoy a number of field sports. Students in this unit will also be exposed to a variety of competition formats.
- **Football Codes and Individual Sports:** Students in this unit will explore a variety of football codes such as touch football, futsal, Australian Rules. In addition, students will participate in a range of individual sports including tennis, badminton and golf, in order to demonstrate participation and physical skills.
- **Fitness and Minor Games:** Students will participate in skill and technique development in a variety of fitness activities. They will also use a range of game situations to practise and refine hand/eye coordination used through minor games.
- **Recreation and World Sports:** Students will participate in skill development in various international sports and games to develop team and individual skills. These sports could include; Australian football, touch, gridiron, soccer and futsal. Students will also participate in a variety of recreational activities, which may include horse riding, lawn bowls, squash, go-karting and pitch & putt. Social issues such as violence in sport, drugs in sports and leisure trends will be discussed.
Sports Development (A)

This course will have two separate classes for students to choose from:

- **Sports Development (A) – Soccer/Futsal/Individual Athletes**
- **Sports Development (A) – Contact Football Codes/Individual Athletes**

Students selecting this course will be required to provide evidence of high level sporting ability through an application and interview process. This course is for students who have advanced skills in their chosen sporting area, and where time management may have become an issue due to increased training demands. The course aims to provide students with knowledge and skills to enable them to reach their potential in both their academic and sporting endeavours. Students will explore units such as time management, drugs in sport, sport psychology and career planning. Units are non-sequential course patterns.

**Available as a Minor or Major**

**Note:** Time Management and Drugs in Sport is recommended as the first unit studied.

**Sports Development Units (A)**

- **Time Management and Drugs in Sport:** Students studying this unit will gain an awareness and understanding of time management including effectively gaining a balance between academic, training, work and leisure. Students will also investigate issues relating to drugs in sport and the laws related to this.
- **Sports Psychology and Career Planning:** Students studying this unit will gain an understanding of sport psychology as it relates to athletes of all levels, as well as an understanding of the issues associated with career planning both in sport and after sport.
- **Sports Injuries and Time Management:** Students will gain an understanding and awareness of sports injuries and their prevention and treatment. Students studying this unit will gain an awareness and understanding of time management including effectively gaining a balance between academic, training, work and leisure.
- **Sports Promotion and Administration:** Students studying this unit will gain an understanding of sports administration including event management, club and community involvement in management structure and marketing. Students will also investigate sociological issues including media, sponsorship and women in sport.
Sport Studies (A/T)

This course is for students who want to take a more detailed look at issues in sport and recreation. It has a strong focus on sports coaching and our students can look forward to working closely with primary aged students through coaching and refereeing activities. Students wishing to pursue a career or further study in the area of sport and recreation will benefit from this course. Units are non-sequential.

Course Patterns

Available as a Minor or Major

Note: The recommended first unit of study is Sports Coaching.

Sample Sports Studies Units (A/T)

- **Sports Coaching:** Students studying this unit will gain skills and knowledge into the theory and application of sports coaching. This unit will also have a practical element and may involve coaching classmates and junior athletes. This unit will also explore the skills associated with coaching specific groups in the community.

- **Issues in Sport and Skill Acquisition:** This unit explores the many social issues associated with sport including the history of sport, media and sport, money and sport and women in sport. Students will also gain an insight into the theory and practice of acquiring sport specific skills.

- **Sports Administration and Marketing:** This unit will enable students to gain skills and knowledge in the area of sports administration. This will include investigating sport as a business and the specific processes and demands associated with large and small sporting organisations. In addition to this, students will investigate the close relationship between sports marketing and organisational success.

- **Sport, Recreation and Ethical Issues:** Within this unit students will explore the concept of sport versus recreation, and compare and contrast specific activities. Students will also be given the opportunity to debate the ethical issues in sport such as participation and competition, the price of winning, and violence in sport.

Sport, Fitness and Administration (A/V)

The Sport, Fitness and Administration course is primarily targeted at students wishing to pursue a career in the Sport and Fitness Industry. It is particularly relevant for those students wishing to participate in an ASBA (Australian School Based Apprenticeship) in this field. The course has a mix of both practical and theory based work and students should consider this when enrolling. Students completing this course will be working towards obtaining a Certificate II in Sport and Recreation.
Course Patterns

Available as a Minor or Major

Note: The recommended first unit of study is Sports Coaching.

Sample Sport and Recreation Units (A/V)

- **Sports Coaching:** Students will study the Sports Coaching unit, which will provide a background to coaching styles and philosophies and will also require students to work closely with younger athletes at local primary schools and clubs to apply coaching skills.

- **Sports Administration and Management:** This unit explores the administrative requirements of sporting organisations such as fitness centres and sporting clubs. This unit will also cover the broader topics of the industry such as Occupational Health and Safety and communicating effectively in the workplace.

- **Fitness:** This unit examines the components of fitness and principles of training and how they relate to the fitness industry. Students will be given the opportunity to develop training programs and apply them to special population groups such as athletes with disabilities.

- **Sports Industry, First Aid, and Sports Trainer:** In this unit students will study the topic of injuries in sport. They will be given the opportunity of preventing, treating and rehabilitating injuries, and also look at the role of sports trainers on the playing field.
Science

Our students have the opportunity to use new and up to date apparatus in state-of-the-art science laboratories. The teaching and learning in science at Gungahlin College utilises a ‘hands-on’ approach with numerous experimental tasks. Our contemporary learning environment offers increased opportunities for learning through innovative teaching and student collaboration. Minor and major course patterns are available for all science courses however; a major-minor is available in Physics, Chemistry and Biology if a student completes the ANU Extension Program in the appropriate area.

Senior Science (T/A)

The Senior Science Course integrates the four disciplines of science (Physics, Chemistry, Biology and Earth and Environmental Science (EES)) to make provision for students who have an interest in science but may not wish to specialise. The course is designed for students who enjoy a practical approach.

The electives within Senior Science are contemporary and relevant to student interest.

Any units can be studied (although if they are studying biology you are not allowed to complete the diseases component)

Course Patterns

Available as a Minor or Major

Sample Senior Science Units (T/A)

- **The Human Body:** Students will learn how the digestive, respiratory, circulatory, excretory systems, musculoskeletal, nervous, endocrine and reproductive systems work in our bodies and the lifestyle diseases associated with each.
- **Our Perilous Planet:** Students learn about natural and human caused disasters, how we respond to them, how we can prevent them and how we can be warned about them.
- **Origins:** Students will learn the formation of the universe, galaxies and solar systems and the formation of the evolution of the Earth and life.
- **Forensic Science:** Students will learn the procedures and resources required for analysis of evidence and to solve a crime.
- **Genetics and Disease:** Students will learn the structure and function of DNA, single gene inheritance, sex linked inheritance, epigenetics and genetic diseases. Within the Disease half unit students will learn the causes, effects, diagnosis, immune responses, treatments, epidemiology and prevention of disease.
• **Transport**: Students will learn how transports impacts our lives and study the movement of transport devices.

• **The Secret Life of Plants**: Students will learn the classification, characteristics and life cycles of plants and how common plants are used in agriculture and the significant role they play in our culture.

• **Pets and Production**: Students will learn common reproductive, behavioural, nutritional, health, structural and functional traits of domestic animals and understand the positive and negative, impacts to animal production for humans in local, national and worldwide agricultural industries.

• **Wild Animals**: Students will learn common reproductive, behavioural, nutritional, health, structural and functional traits of exotic animals and of Australian native animals.

**Biology (T)**

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 the interconnectedness of life
- Unit 2: Cells and multicellular organisms
- Unit 3: Heredity and continuity of life
- Unit 4: Maintaining the internal environment.

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

In Units 3 and 4, students examine the continuity of biological systems and how they change over time in response to external factors. They examine and connect system interactions at the molecular level to system change at the organism and population levels.

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

**Course Patterns**

**Available as a Minor or Major**

**Note:** There are no prerequisites for students entering the course. This course is sequential.

**Chemistry (T)**

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

- Unit 1: Chemical fundamentals: structure, properties and reactions
- 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.
Course Patterns

Available as a Minor or Major

Note: There are no prerequisites for students entering the course. Students would be best advised to study Mathematics at Maths Methods level as a minimum. This course is sequential.

Earth and Environmental Science (T)

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

- Unit 1: Introduction to Earth systems
- Unit 2: Earth processes - energy transfers and transformations
- Unit 3: Living on Earth - extracting, using and managing Earth resources
- Unit 4: The changing Earth - the cause and impact of Earth hazards.

In Units 1 and 2, students are introduced to the Earth system model and to the ways in which the Earth spheres interact and are related by transfers and transformations of energy.

In Unit 1, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

In Unit 2, students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy.

In Units 3 and 4, students use the Earth system model and an understanding of Earth processes, to examine Earth resources and environments, as well as the factors that impact the Earth system at a range of spatial and temporal scales.

In Unit 3, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches.

In Unit 4, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments.

Course Patterns

Available as a Minor or Major
**Note:** There are no prerequisites for students entering the course. This course is sequential.

**Electronics and Mechatronics (T)**

Mechatronics is a relatively young engineering discipline, which combines skills from mechanical, electrical, computer and software engineering. Today’s technological developments require skills that go beyond the boundaries of traditional engineering specialisations and Mechatronics is transforming the way we look at engineering products. Many of Australia’s Universities are now offering Engineering degrees in this area.

Mechatronics studies systems that result from the interconnection of components like sensors, computer processors, and force actuators to create systems such as robots, vehicles, aircraft, structures and circuits. To design such systems, students not only understand how the different components work, but also how the interconnection as a whole works (i.e. a perspective of a whole system).

Students completing this course will apply scientific principles, mathematical and technological skills to real world applications like: engineering, nano-technology, aviation and photonics. Students will be expected to use computer equipment to model, design and manufacture prototype solutions to scientific problems.

Mechatronics is creating exciting career opportunities in the following areas:

- Medicine and bio-medical
- Energy (renewable)
- Aerospace
- Defence
- Maritime
- Robotics
- Consultancy
- Smart Materials
- Automotive
- Manufacturing

The Mechatronic facilities at Gungahlin College are unique to a senior secondary school of its type. This course will interest students who are interested in Engineering, Mathematics, Science, Information Technology and Design related fields.

**Examples of Electronics and Mechatronics Units (T)**

- **Introduction to Electrotechnology:** Students learn the basics of electricity and electric circuits. They become familiar with concepts of voltage and current and power and how to apply these concepts in the real world.
- **Introduction to Microcontrollers:** Programmable microcontrollers are small chips that operate as a tiny computer that can be used to control a range of sensors and actuators. They are at the heart of many embedded systems. Student will learn the
basics of programmable microcontrollers and apply this knowledge to build prototypes.

- **Advanced Microcontroller Systems**: Students develop a more complete understanding of microcontrollers and use them to create a more sophisticated electronic system.

- **Autonomous Vehicles**: Autonomous vehicles will become increasingly common in the coming decades. Autonomous cars and other land vehicles, UAVs and even submersibles. This unit covers sensors including accelerometers, gyroscopes and magnetometers as well as navigation and GPS and the mechanics of controlling different kinds of vehicles.

- **Major Project**: Students will develop a proposal for a project that will investigate a specific problem of need. Students will be required to investigate this area, model and design solutions, as well as manufacture, create and build a final prototype.

**Course Patterns**

**Available as a Minor or Major**

**Note**: It is recommended that students completing this course:

- Study Mathematics at the Maths Methods (T) level
- Study Physics (T) or Information Technology (T)

**Flight (T/A)**

Aspiring pilots and Aeronautical Engineers will find this course an exciting and rewarding opportunity to pursue their dream career. Our course equips students with a sound understanding of the science of flight as well as opportunities to discover and develop foundation skills in aviation. Students engage in a range of learning activities including both theoretical and practical aspects of flight. Students have access to industry-level resources including maps, flight computers and flight simulators. Our links with external organisations give students the chance to apply their learning in a range of contexts beyond the classroom and in the skies.

**Course Patterns**

**Available as a Minor or Major**

**Note**: There are no prerequisites for students entering the course. Students would be best advised to study Mathematics at Maths Methods level as a minimum for the Tertiary option. The units for this course are not sequential.
**Flight Units (T/A)**

- **Introduction to Aviation Science:** Students explore the physical principles which underpin flight.
- **Navigation:** This unit covers practical and theoretical aspects of navigation and flight planning.
- **Meteorology and Human Factors:** Students investigate meteorology, particularly how it impacts on aviation and ways in which flight affects the human body.
- **Commercial Aviation Theory:** This unit delves deeper into aerodynamic theory for fixed wing and rotary wing aircraft.

**Physics (T)**

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

- **Unit 1:** Thermal, nuclear and electrical physics
- **Unit 2:** Linear motion and waves
- **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 P–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.
Course Patterns

Available as a Minor or Major

Note: There are no prerequisites for students entering the course. Students would be best advised to study Mathematics at Maths Methods level as a minimum. This course is sequential.

Social and Behavioural Sciences

Accounting (A/T)

Accounting is an information system, providing financial information about a business organisation. It provides the basis for effective and efficient decision-making in any business. This course will prepare students for a career in business, including particular vocations in the accounting area, and will form a basis for Tertiary study in Accounting and Commerce degrees.

Accounting students learn skills in bookkeeping, reading and interpreting reports, preparing financial documents and an understanding of the financial requirements of running a business. The extensive use of computers allows our students to gain experience in using commercial accounting packages such as MYOB.

Course Patterns

Available as a Minor or Major (Students can complete a minor in Accounting and combine with units from Business and\or Economics to obtain a major in Commerce. A major in Accounting will be offered if there are sufficient numbers)

Note: The first unit is compulsory for all students completing this course. If completing a major in Accounting the following three units must be studied in sequential order.

Sample of Accounting Units (A/T)

- **The Accounting Purpose and Process**: This unit provides an overview of the importance of accounting to business and the accounting process, i.e. the features of double-entry accounting, the role of accountants in decision-making, the importance of financial statements and the economic and financial structures in place to ensure accounting processes are followed.
- **Recording Business Transactions**: This unit explains the processes involved in generating accounting reports and records from the typical operations of a
business, i.e. original documents, journals, ledgers, financial reports, the features of double-entry accounting, involving the accounting equation, the accounting process or cycle, reporting requirements of the GST and preparation of the BAS, preparation of financial statements (Balance Sheet and Income Statement) from the Trial Balance.

- **Accounting Controls**: This unit covers controls for cash transactions, bank reconciliation statements cash budgeting, sources of finance, controls for credit transactions, controls for inventories and controls for fixed assets.

- **Measuring Business Profit**: This unit covers accrual accounting, balancing day adjusting accounts, provision for depreciation and doubtful debts, preparation of fully classified financial statements and integrated computerised accounting exercises to produce all required financial reports.

**Behavioural Science (A/T)**

A Behavioural Science Major begins with a course in either Psychology or Sociology. The course forms from a combination of units from the courses, Psychology and Sociology. Behavioural Science at Gungahlin College is an examination into the human condition, prompting students to ask, “What is it to be human and what affects our behaviour?”. Behavioural Science is not only a mechanism for exploring the mind and behaviours of humanity; it is also a gateway to further studies at University. Students are immersed in a mix of theory, research, practice and experiments and compliment their studies through guest lecturers from institutions such as the ANU and excursions to schools of Behavioural Studies in Melbourne or Sydney.

Course Patterns

**Available as a Minor, Major, Major Minor or Double Major**

**Note**: There are no compulsory units in either Psychology or Sociology.

**Business (A/T)**

Business at Gungahlin College has a strong practical orientation towards understanding the workings of small to medium size businesses. Excursions to visit local businesses, visiting speakers, practical exercises such as undertaking market research, being a mystery shopper, participating in the share market game, interviewing business owners and opportunities to experience event management as part of a team, allows the practical application of the theory learnt in class to real life situations.
This course provides excellent preparation for students who wish to do further study at university in the areas of Business and Commerce, and offers a great opportunity to develop important skills for life and the workplace.

Course Patterns

Available as a Minor or Major or as part of a Commerce Major

Sample of Business Units (A/T)

- **Small Business and Marketing**: this unit examines the importance of business to our society, the various classifications of business types and the legal structures of businesses such as sole traders, partnerships, companies and franchises. It involves many practical investigations into local businesses, examining a wide variety of marketing strategies and following the process of marketing from the conception of an idea to the sale of the final product.

- **Human Resources and Business Management**: this unit looks at how the management of staff is aligned with the goals of the business. It examines the different ways a business can build a culture that will attract, motivate and build employees commitment and performance in a business. It also examines different theories associated with business management and managing change within organisations of all sizes.

- **Financial Management and Business Planning**: This unit has an emphasis on contemporary issues associated with financial management. While the emphasis is on financial management in the organisational context, personal financial management issues are also included to improve the student’s financial literacy. After a discussion of the importance of financial management, business planning and regulation are introduced and students complete a business plan based on their own ideas.

- **Globalisation and the Future of Business**: The globalisation unit examines what globalisation is, its key drivers and Australia’s global position. Students look at the methods businesses use to go global and the risks that need to be managed. The current business issues unit is more student directed allowing students to investigate issues of interest to them. These can include the impacts of: natural disasters, politics, climate change, electronic commerce, technology or social pressures.

Business Administration (A/V)

Business Administration is a very practical subject where students develop skills in computing, administration, office work and touch typing. Our students learn the necessary
skills to prepare/present assignments and use a range of office applications. For students wishing to gain additional industry experience, work placements can be taken during school time.

This course provides students with the relevant skills, knowledge and attitude required for entry into further employment, training, or education in the office and clerical field. Students can gain a nationally recognised vocational Certificate II in Business. Structured work placements and ASBA (Australian School Based Apprenticeship) opportunities will be provided through contact with local businesses and companies.

**Course Patterns**

**Available as a Minor or Major**

**Sample of Business Administration Units (A/V)**

- **The Work Environment and Working in Business**: This unit enables students to develop keyboard skills, participate in OH&S processes, work effectively in a business environment, produce simple documents, participate in environmentally sustainable work practices, communicate in the workplace, work effectively with others, deliver a service to customers and create electronic presentations.

- **Business Operations and Business Finances**: This unit should enable students to process and maintain workplace information, organise and complete daily work activities, use business technology, handle mail, communicate electronically, create and use spread sheets, and maintain daily financial/business records.

- **Using Business Documents and Create Business Documents**: This unit should enable students to create and use databases, write simple documents, work effectively with diversity, and design and produce business documents.

- **Business Practices and Customer Service in Business**: This unit should enable students to produce spread sheets, organise personal work priorities and development, develop keyboarding speed and accuracy, and design and produce business documents.

**Commerce (A/T)**

This is an interdisciplinary course and allows students to complete a combination of units from Accounting, Business and Economics, and combine them to form a major in Commerce.
There are some additional requirements students must abide by to be eligible for this major. However, it is a great way for students to get a taste of a number of different commercial disciplines prior to leaving College.

**Course Patterns**

**Available as a Minor, Major, Major- Minor or Double Major**

**Economics (T)**

The Economics course is primarily concerned with economic literacy, which involves understanding the economic forces which underly major political and social issues. By studying Economics, students will be better equipped to make considered judgments as workers, consumers, taxpayers and voters. Emphasis is placed on developing a continuing interest in and an understanding of, the contemporary economic problems facing Australia and the world, e.g. inflation, interest rates, taxation, unemployment, balance of payments, economic growth and development, environmental issues and globalisation.

Our students who study Economics learn how individuals, groups and nations use limited resources to satisfy unlimited wants. It is an academic subject and suits students who enjoy thinking and suggesting solutions to problems on a local, national and international level. Find out the answers to questions such as: Why did the global financial crisis occur? Why do things cost as much as they do? Why do interest rates change? What is “The Budget” and how does it affect me?

**Course Patterns**

**Available as a Minor or Major** (Students can complete a minor in Economics and combine with units from Accounting and/or Business to obtain a major in Commerce. A major in Economics will be offered if there are sufficient numbers)

**Sample sequence of Economics Units (T)**

- **Introduction to Economics**: This introductory unit has a broad overview of basic economic principles. It explores concepts such as supply and demand, scarcity and the role of individuals, firms and government in the economy.
- **Macroeconomic Theories and Issues**: This unit explains various economic models looking at the influence of the government and financial sectors. It explores concepts such as the business cycle, inflation, unemployment and their interrelationships.
- **Globalisation and Trade Economics**: This unit examines the key features of globalisation and the main components of the global economy - free trade,
protection, effects of the environment, ecological and geographic phenomena. We look at why the value of the Australian dollar changes and how it impacts on the economy and the individual.

- **Development and Population Economics:** Development economics examines the indicators of economic development, strategies for economic growth and development and the role international organisations play in assisting less developed countries. Population economics examines population changes and their economic impacts. Case studies are used to analyse the impacts of government policies on population growth and economic sustainability.

**Legal Studies (A/T)**

Students taking part in the Legal Studies course will gain an understanding of the philosophies behind the law’s role in our society. Students are encouraged to question the role and application of the law in order to gain a greater understanding of legal reasoning. A well rounded understanding of justice and social equality are the outcome for those who take part in the course.

Participants are encouraged to become more active citizens while gaining an understanding of the principles for studying law at university and developing key analytical skills. Students will also have the opportunity to participate in Mock Trial Debating, and a number of excursions.

**Course Patterns**

**Available as a Minor or Major**

**Sample sequence of Legal Studies Units (A/T)**

- **Legal Systems and Australian Law:** This unit introduces students to Australia’s legal institutions and processes. It considers the role and importance of the law in their lives and their roles in law-making processes. Students analyse the interrelationship between law, justice and society and the changing nature of law. Many fundamental legal concepts are introduced in this course and these are developed in later Legal Studies courses available at the College.

- **Crime and Justice:** This unit explores law enforcement processes in Australia. Students analyse legislation, cases, media reports and opinions to review arguments for change of the law. Students examine the definition and classification of crime, elements of crime, defences, the trial, the jury, punishment, victims of crime; criminal law reform issues, and the criminal justice system.
• **World Order and Human Rights:** World Order explores international law and the issues associated with international law in practice. Students evaluate the effectiveness of domestic law in responding to global legal situations. In particular, students examine issues such as international conflict, international treaties and conventions, international trade agreements and the effectiveness of international law. Students in this unit will look at fundamental human rights and liberties in Australian and international society. A particular focus of the unit is the tension between the protection of society and the rights and liberties of the individual. Particular areas of interest are individual rights and freedoms, discrimination and lawful deprivation of freedom.

• **Current Legal Issues and Torts:** This unit is designed as a detailed study of significant and topical issues in Australian and international law. It involves the in-depth study of at least two major legal issues. Students are provided with a range of possible issues to select from, or they may identify their own. Possible issues may include; access to justice, terrorism, indigenous people and Australian law, victims of crime, uranium, etc.

**Psychology (A/T)**

Psychology is a subject which investigates the mind and behaviour of both people and animals. Through conducting research and examining theories and psychological studies, students will explore the mental processes and biological explanations behind thinking and behaviours. A student who undertakes a course in Psychology will have the opportunity to study concepts such as those associated with human endeavour, relationships, industry, personality, mental disorders, development and health.

Psychology can be combined with Sociology units to gain a major or double major in Behavioural Science.

**Sample of Psychology (A/T) Units**

• **Social Influences, Attitudes and Prejudice:** Students will explore and analyse individual behaviour and attitudes and how these are influenced in a social context. Examination of factors affecting conformity, obedience and group phenomena will form a key part of this unit.

• **Infancy to Adulthood:** Students will learn about human psychological development across the lifespan. Research and theories exploring motor, perceptual, cognitive and social development from conception to death will be investigated.

• **Learning and Memory:** This unit of work addresses questions such as ‘How do we learn?’ , ‘How does learning affect behaviour?’ and ‘Why do we remember some pieces of information and not others?’ Students will undertake examination of
mental processes and how they lead to the acquisition of behaviour, knowledge and memories.

Retail (A)

Students will explore a wide range of aspects of the retail industry, including sales, marketing as well as the interpersonal skills involved with working with people on a day to day basis. Students examine aspects of marketing including pricing, presentation and placement.

Course Patterns

Available as a Minor

Sample of Retail (A) units

- **Working in the Retail Industry**: Exploring the best practice of communication in the workplace while applying safe work practices.
- **Retail selling and merchandising**: Discovering the methods used to sell products, provide advice on products, merchandise products, plan and organise displays.

Social and Community Work (A/V)

Social and Community Work provides students with an introduction to, and awareness of, the many community services available. It offers practical experience in the areas of childcare, aged care, disability and youth work through work placements, excursions and guest speakers. The simulated baby activity is a popular component of this course as students experience virtual parenting skills. This is a great opportunity to develop important skills for life and the workplace, become a volunteer, and prepare for a career in the community services and health sectors.

Students who are deemed competent in the relevant units of competency, and with the completion of two vocational placements, will be awarded a **Certificate II in Community Services** which is a nationally recognised vocational qualification.

Students may enrol in Social and Community Work without any prior knowledge or experience (although it would be desirable.) Only students who undertake vocational placements are eligible to receive a full vocational certificate.

ASBAs (Australian School Based Apprenticeships) e.g. childcare, aged care and disability are available in this course of study.
Course Patterns

Available as a Minor or Major

Sample of Social and Community Work Units (A/V)

- **Understanding Community Services:** This unit provides an overview of the many community service agencies available in the community. Students begin to undertake study in areas to prepare them for possible future work. These areas including: OH&S, legislation, working with others, communicating with people, accessing the services of the organisation and preparing for work in the community services sector.

- **Working with Children:** This unit provides students with the opportunity to study each stage of child development. Students will use the knowledge they gained during the first semester and apply this knowledge to the area of child care. Students will also have the opportunity to borrow one of the simulated babies to experience looking after a young baby.

- **Disability and Aged Care Work:** This unit provides students with the opportunity to apply their understanding of the physical and psychosocial aspects of ageing, support the rights and interests of the older person, demonstrate an understanding of the delivery of quality services for people with disabilities and to demonstrate the capacity to support rights, interests and needs of people with disabilities. Practical skills are taught in this unit such as using a wheelchair for a day.

- **Issues in Youth Work:** This unit provides students with the opportunity to learn more about alcohol and other drugs and examine the issues associated with the culture of young people.

Sociology (A/T)

Sociology explores the ideas of classical theorist through modern contexts and case studies in an attempt to explain society and how it behaves. Through the exploration of modern forms of communication such as social networks and mobile phones; students are promoted to question the extent of individuality in our society. Students also have the opportunity to design their own social research experiments in order to develop a greater understanding of group behaviour in different contexts.

Sociology can be combined with Psychology units to gain a major or double major in Behavioural Science.
Sample of Sociology (A/T) Units

- **Media Youth and Culture:** Students explore the messages delivered to the population through various media formats, including traditional print as well as modern peer to peer communication and the influence these messages have on the way we think and behave.

- **Deviance and Crime:** Students learn about the motivation behind deviant behaviour and attempt to explain society’s reaction to it. Students also look at different ways society attempts to curtail deviant behaviour and assess the effectiveness of these techniques.

- **Sociology of Religion:** Students explore the beliefs and values of the world’s largest religions and the effects they have on social diversity. Students explore the historic role of religion in society and the catalyst role it has played in historic events. Students will also look at new world religion and fundamentalism.

Technology and Design

Design and Graphics (A/T)

Students choosing to study this course can study either of the following course streams offered by Gungahlin College:

- **Computer Aided Design (A/T)**

  Students are introduced to the production of 2D and 3D drawings and computer based drawing design skills. These skills are required if a student may be proceeding to any courses which utilise these skills, such as architecture, engineering, surveying and drafting.

- **Graphic Design (A/T)**

  Our Graphic Design students explore the design principles and elements, and then apply them through projects for a variety of mediums including T-shirts, magazine and poster design. Students learn how to effectively use typography, colour and imagery to create visual messages for the intended target audience.

- **Architecture (A/T)**

  Students learn the basics of building and landscape design and use the computer packages available to create portfolios of their work. Projects in architecture are based on realistic design scenarios.
Course Patterns

Available as a Minor or Major in either stream, or combined to form a Major, Major-Minor or Double major. Units in each stream are sequential.

Design and Graphics Units (A/T)

- **CADD**: Students are introduced to the design process. They use isometric, orthographic and perspective drawings. Computer systems and components are used to enable the presentation of information.
- **CADD Applications**: Students demonstrate further CADD techniques and concepts and create detailed 2D drawings from 3D models. They are introduced to 3D CADD software packages and use these to design, visualise, test, analyse and manufacture to following design briefs. Students are also introduced to 3D animation.
- **CADD Advanced**: In this unit students demonstrate the relationship between CADD, CAM and CAE including 3D scanning, prototyping/3D printing, milling and marketing. They design simple ‘real world’ projects and demonstrate project management skills.
- **Graphic Design**: Students communicate ideas in oral, visual, written and 3D presentations. They explore the design process to create products for print and screen. Students are involved in creating printed designs for T shirts and are involved in magazine design.
- **Graphic Design Applications**: Students apply graphic design processes and follow a design brief to work with a client to develop an idea, produce work and critique their work. They are involved in developing logos.
- **Graphic Design Typography**: In this unit students look at how graphic design impacts the society and the environment. They look at fundamental principles of visual communication. They use typographical layout principles to find solutions in their design projects.
- **Architecture**: The use of architectural principles in the production of a range of tasks is studied. Students will develop a design brief and generate solutions for domestic, commercial or industrial situations. They will develop fundamental presentation techniques and be introduced to architectural CADD software.
- **Architecture Applications**: Students will develop understandings of building architectural terminology and language and demonstrate how architectural design impacts society and the environment. They will look at human needs and sustainable and environmental designs. Students will present their architectural ideas and concepts in oral, written, CADD and 3D presentations.
Major Design Project: The content of this unit can be associated with any of the strands of the course and is an opportunity for students to independently concentrate on a specific component of Design and Graphics. Students will write their own design brief and follow the design process to solve the brief, documenting the process in a design folio.

Design and Technology (A/T)

This Design and Technology course at Gungahlin College integrates theory and practice in a modern learning environment with the application of technology in society. Through communicating and innovative projects, students develop aesthetic awareness and learn to visualise ideas and build prototypes. Our students acquire skills that enable them to use state of the art equipment, machinery and information technologies to communicate ideas.

Course Patterns

Available as a Minor or Major

Design and Technology Units (A/T)

- **Product Design**: This unit introduces students to the design process which is followed to design and make small projects e.g. sticky tape dispenser and desk tidy to fulfil the requirements of a given design brief. The students look at the influences on product design and concentrate on the formation of a design portfolio which illustrates their understanding of materials, products and processes as applied to their design solution.
- **Systems Design**: Students will evaluate systems related to Design and Technology. They will have opportunities to design, produce and present systems and develop solutions to design situations using systems. Projects include the design and construction of a child’s mechanical toy.
- **Environmental Design**: In this unit students evaluate environments related to Design and Technology. They look at ecological sustainability and understand the principles of environmental design and human interactions. They will explore solutions to design briefs where they will produce and present environmental designs.
- **Design and Manufacture**: In this unit students will use a formal design process to produce products that demonstrate an understanding of various resistant materials.
- **Major Design Project**: This unit allows students to undertake an independent project where they apply the design process to develop a major project of their
choice. In this project they will need to demonstrate competency in design and in using materials, equipment and processes.

**Food for Life (A)**

This is a course for students who have a keen interest in food, health and well-being. The course provides a balance between theoretical understandings and practical experiences. It uses a practical approach that allows students to solve problems in everyday life.

**Course Patterns**

**Available as a Minor or Major**

**Food and People Units (A)**

- **Nutrition for Life:** Students study nutrition and related menu planning for the different stages of the life cycle. There is an emphasis on health related issues for teenagers. Practical experiences will be used to emphasise the theoretical components.
- **Food First:** This unit investigates the reasons we eat food with particular emphasis on food for social and festive occasions. Students will prepare food for celebrations and will be involved in critically evaluating food preparation methods.
- **Food and Culture in Australia:** During this unit students will look at the development of, and influences on Australian cuisine, from the use of bush foods to international cuisines. Students will plan and organise social activities that illustrate cultural variances and prepare a range of foods from different cultures.
- **Independent Living:** This unit helps students prepare for independent living and looks at consumer rights, management and budgeting. Students plan and prepare a range of dishes, working within budgetary and time constraints.

**Food Science and Management (T)**

This course gives students an understanding of food as a resource. Areas of study include socio-cultural, nutritional, scientific, managerial and technological influences on the production, distribution, storage, preparation and consumption of food. Students are involved in practical experiences that illustrate their theoretical understandings. The course is particularly suited to students who wish to further their studies in health sciences and/or management in the hospitality industry.

**Course Patterns**

**Available as a Minor or Major**
**Food and Resource Management Units (T)**

- **Nutritional Science:** Students will analyse the role and importance of nutrition to health. They will evaluate topical food issues and controversies and the relationship between food, nutrition intake and health. Practical activities supplement theoretical components.

- **Food Security and World Resources:** This unit looks at issues faced by people in less economically developed countries in the fight against starvation, the impact of globalisation, and factors impacting food production and distribution throughout the world. Students will look at organisations that work to reduce global poverty.

- **Food Chemistry and Technology:** In this unit students look at the physical and chemical components of food and how the properties of foods change during food preparation. Students will be involved in food experimentation. Food properties will be related to new technology and new food developments.

- **Food and Management:** This unit looks at management processes and small business enterprises. Students will be involved in applying management processes to develop marketing plans for new food products.

**Furniture Construction (A/V)**

This course is for students who are interested in this area or intend to undertake a career in furniture construction, cabinet making and any of the associated trades. It is a Vocational course that incorporates nationally recognised competencies. Students completing the course, including four vocational placements, will gain AQTF Level 1 in Furnishing (Certificate I in Furnishing).

**Course Patterns**

**Available as a Minor or Major**

**Furniture Construction Units (A/V)**

- **Furniture and Timber: Fundamentals:** In this introductory unit students learn safe working practices and concentrate on learning and using handmade timber joints and make articles using hand and power tools. Students begin by constructing a toolbox, which incorporates many joints and a drawer.

- **Furniture and Timber: Industrial Skills:** This course teaches students to plan and organise their workplace, the safe layout of work materials and the planning of their own safe work sequence. It also covers communication and teamwork in workplace, safety, mathematical ideas and techniques, problem solving and the use of technology to report, record and respond to safety threats and
emergencies. The students finalise their toolbox and complete a low line timber unit.

- **Furniture and Timber: Project:** This course teaches students to interpret, draw and set-out furniture plans and preparation work. Students negotiate a timber furniture project and produce the project from plan to production.

- **Timber Furniture: Major Project:** This course teaches student finishing techniques. Characteristics, limitation and uses of coating materials required for projects are covered. Students learn coating application equipment, techniques and safe working procedures. Students finalise their furniture project and revise the process.

**Textiles and Fashion (A/T/V)**

In this course our students develop creative and technical skills through units in fashion design. They will also develop their understanding of the fashion industry through units in manufacturing, designing and marketing. At the completion of the course students can achieve their Certificate II in Applied Fashion Design and Technology. The course is suited to students wishing to study fashion design or tertiary courses and careers in design, cultural and business related fields.

**Course Patterns**

**Available as a Minor or Major**

**Textiles and Fashion Units (A/T/V)**

- **Design Applications:** Students explore design elements and principles as they apply to fashion and interiors. They investigate fabric colouration techniques, and look at the properties of different fibres and fabrics. The unit has a practical focus and students will develop and expand their technical sewing skills.

- **Fashion Design and Illustration:** In this unit students expand their designing skills, investigate industry practices, explore and apply embellishing techniques and use and adapt commercial patterns to construct garments or furnishings. They follow the design process to document and solve specific design briefs.

- **Marketing a Designer Label:** Further expansion of designing skills occurs in this unit where students construct their own garments. After considering the elements of marketing and looking at fashion forecasting, students develop their own fashion label and adopt a marketing approach for their design projects.

- **Designing for Clients:** In this unit students choose a client and design and manufacture a project to meet the needs of their client.
• **Recycle and Reuse**: This unit looks at the impact of textiles on the environment and students apply this knowledge to the development of sustainable fashion products using recycled materials.

• **Design for Performance**: Costumes and sets: Students follow design briefs to construct costumes and sets for productions. They investigate factors influencing design choices and the effective use of time and resources to meet deadlines.

**Hospitality (A/V)**

This course provides students with the knowledge, skills and attitudes which will equip them to make informed decisions on seeking careers in Hospitality and helps them work in the Hospitality Industry. This is a ‘hands-on’ course where students gain competencies leading to Vocational Certificates I and II in Hospitality and Hospitality (kitchen operations). Students will be involved in work placements in industry while studying hospitality.

**Course Patterns**

**Available as a Minor or Major**

**Hospitality Units (A/V)**

• **Hospitality Essentials**: In this unit students study several of the core competencies for their Hospitality and Kitchen Operations certificates. Safe and hygienic work practices are discussed and applied through practical experiences. Students learn about the commercial kitchen and learn and refine industry related skills when working in the kitchen. They present food to a standard suitable to serve to customers.

• **Hospitality Kitchen Procedure**: In this unit students further refine their food preparation and teamwork skills in the kitchen, with an emphasis on the basic methods of cookery. They learn how to work with colleagues and customers and how to make adjustments to cater for social diversity, the individual needs of customers and begin to learn front of house service skills. Students are involved in the running of regular cafes.

Successful completion of the above two units and a work placement should enable students to achieve a Certificate I in Hospitality

• **Leadership in Service Operations**: Students continue to study front and back of house competencies in this unit. Particular emphasis is placed on using basic methods of cookery and expanding their knowledge of techniques used in the industry when preparing food. In addition students will look at providing food and
beverage service and will learn how to prepare and serve non-alcoholic beverages. Learning to make coffees using the espresso machine is a large part of this unit. In addition they learn to carry out basic work place calculations. Regular café experiences are an integral part of the course.

Successful completion of the above three units and two work placements enable students to achieve a Certificate II in Hospitality.

- **Professional Catering:** In this final unit the emphasis is largely on working in the commercial kitchen and refining their back of house skills. Students study units such as the preparation of salads and appetisers, preparation of buffets and the production of food for dietary and cultural needs. The emphasis is practical and café and catering experiences are an integral part of the course.

Successful completion of all units and an additional back of house work placement enable students to achieve a Certificate II in Kitchen Operations.

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**Metal Technology (A)**

This course is aimed at students who are seeking a career in the Metals, Engineering and Related Services Industry (this includes fitting and machining, light fabrication and boiler making), the automotive, building and electro technology industries and any other industries using these skills.

**Course Patterns**

**Available as a Minor or Major**

**Metal Technology Units (A)**

- **Introduction to Metal Technology:** In this unit students develop and apply essential OHS skills and follow workshop organisation and procedures. They are involved in applying basic drawing and design sketches and using the design process to produce a toolbox in response to a design brief.
- **Light Metal Fabrication:** Students continue following the design process to solve given design briefs. Emphasis in this unit is on material properties and fabrication.
- **Metal Welding and Thermal Cutting:** In this unit students learn to select and apply joining techniques and chose appropriate materials in the design and production of their projects.
- **Metal Machining:** Students continue to work on design brief solutions. In this unit they also consider project costing, the sourcing, sizing and ordering of materials.
Tourism and Event Management (A/V)

Tourism is a vocational course that provides our students with the skills and knowledge to make an informed decision on seeking a career in the tourism industry. Would you like to learn the geography of the world and about other cultures? Would you like to learn how to plan exciting trips around the world for you and your friends and family? Tourism is also a good subject for students wanting to work in the hospitality industry, become airline pilots or just learn more about events planning and the world around us. The course is a practical based course and involves excursions.

Course Patterns

Available as a Minor or Major

Sample of Tourism Units (A)

- **Tourism and Event Management**: This unit introduces students to tourism industry knowledge, and largely focusses on Australian destinations. Students provide “clients” with information and advice on Australian destinations as they plan holidays for them.

- **Global Tourism**: The focus in this unit shifts to the international scene and students are involved in developing knowledge to provide information and advice on international destinations. They also learn about cultural differences, how to deal with people from different cultures and working safely.

- **Working in Tourism**: In this unit the students further their knowledge and skills of Australian and International destinations, produce business documents and learn the skills of working with both their team members and customers.

- **Tourism and Events Promotion**: The focus in this unit is largely on events, sourcing and interpreting information and providing information to their clients. This unit links in with the College open night and students are tour guides for the night.
Vocational Education

Gungahlin College is a registered training organisation (RTO) offering vocational courses and Australian School-Based Apprenticeships ASBAs.

Vocational Courses

Vocational courses provide competency based training that is workplace relevant and develops skills that enhance training and employment opportunities beyond college. Students work towards the completion of specific competencies that will allow them to receive a nationally recognised qualification.

The following nationally recognised qualifications will be offered in 2016:

- Certificate II and III in Business (BSB20115, BSB30115)
- Certificate II and III in Sport and Recreation (SIS20313, SIS30513)
- Certificate I and II in Hospitality (SIT10213, SIT20213)
- Certificate II in Kitchen Operations (SIT20312)
- Certificate II in Community Services (CHC20112)
- Certificate I and II in Information, Digital Media and Technology (ICT10115, ICT20115)
- Certificate II in Applied Fashion Design and Technology (LMT21707)
- Certificate I in Furnishing (MSF10113)
- Certificate II/III in Live Production and Services (CUA30413)
- Certificate III in Community Dance, Theatre and Events (yet to be approved)
- Certificate II in Tourism (SIT20112)

Australian School-Based Apprenticeship (ASBA)

Students are able to undertake an Australian School-Based Apprenticeship (ASBA) part-time while attending college.

As a result of participating in an ASBA, students:

- Receive valuable experience that provides pathways to further training and employment
- Are paid the National Training Wage for the time spent in the workplace.
- Receive a nationally recognised vocational qualification along with their Year 12 Certificate
- Receive recognition of training completed on their Year 12 Certificate
• Start in a career before finishing College.

The range of Apprenticeship offerings is extensive. For example:

• Certificate II in Animal Studies (Veterinary nursing)
• Certificate II in Automotive Servicing
• Building and Construction- Certificate II in Construction
• Certificate III in Plumbing
• Certificate III in Electrical
• Certificate III in Carpentry
• Certificate II and III in Business -Gungahlin College as RTO
• Certificate II in Community Services -Gungahlin College as RTO
• Certificate II in Horticulture (Landscaping)
• Certificate II in Hospitality Operations and Kitchen Operations -Gungahlin College as RTO
• Certificate II and III in Sport and Recreation -Gungahlin College as RTO
• Certificate II in Information Technology -Gungahlin College as RTO
• Certificate II in Retail
• Certificate III in Aged Care
• Certificate III in Automotive Vehicle Body (Panel Beating and Spray Painting)
• Certificate III in Child Care
• Certificate III in Electro technology
• Certificate II in Tourism-Gungahlin College as RTO

**Work Experience (WEX)**

Work Experience (WEX) is an integral part of offering students an opportunity to explore a wide range of employment opportunities and have a taste of different work environments before they leave College.

Students can participate a number of times in WEX during their 2 years of college. WEX allows students to experience workplace expectations and requirements and is used to help students partner with a suitable employer before they start an ASBA.

**Partnerships with other Registered Training Organisations (RTO)**

Students also have the opportunity to participate in other courses in partnership with other RTO’s. These courses enhance the students Year 12 certificate by offering extension units that may represent part of a nationally recognised qualification. These courses carry an external cost to the student. These courses include:
- CIT Bar and Restaurant Service
- CIT Computerised Reservation Systems
- AIE Certificate II in Screen (Basic 3D Animation)
- AIE Certificate II in IT (Basic Games Programming)
- CIT Certificate IV Business Units
- CIT Introduction to Community Services Work
- CIT Electrotechnology Basics
- CIT Portfolio Presentation
- CIT Fashion Illustration
- CIT Massage
- CIT Hair and Beauty
- Club Start

Further information on ASBA's, WEX or any of the vocational courses offered can be obtained from:

Sue Birkett, Director
Vocational Education, MAZE and Staffing
Ph: 61421000
Email: susan.birkett@ed.act.edu.au

Di Davidson
Careers and Transition
Ph: 61421020
Email: diane.davidson@ed.act.edu.au
Co-Curricular Activities

Gungahlin College offers students a range of activities and experiences which enable them to acquire skills and access opportunities to supplement the regular academic curriculum at the school.

These include activities in the areas of Sport, Music, Dance and Drama. Students accessing these activities are able to enrol in registered units (R Units) at the beginning of each Semester. R Units recognise the hours spent by students outside the regular academic curriculum, the health and wellbeing of students, and the positive contribution they make to our school. There are no prerequisites to these activities, but they may incur associated costs. The program may vary from year to year and students should discuss opportunities with the relevant faculty director.

Voluntary Contributions

Gungahlin College does not involve parents in any form of fundraising activity and parents/carers are asked to continue the tradition of providing financial support to the College’s education program through voluntary contributions.

Enrolment Contribution

At enrolment a non-refundable contribution of $90 is requested for the provision of resources such as textbooks, eResources, student ID/Myway Card, WIFI and printing.

Voluntary Parental Financial Contributions

This voluntary contribution is able to be made as a tax deduction through the Library Trust Fund.

Where are the contributions spent:

Voluntary Parental Contributions fall into two main categories:

- **General Voluntary Contributions (currently $170 per student per year)**
  Parents are encouraged to contribute this amount as it ensures the College can continue to provide a higher level of resources for students in all curriculum areas. The money raised by these contributions provides some funds for eResources, text
books, library books, general equipment required in faculty areas, computer hardware and software and sporting equipment.

- **Course Contributions**
  These contributions cover the cost of basic consumables used by students in some “practical” courses, eg Hospitality, Wood and Metal Technology, Ceramics, Visual Arts, Photography, Science. Costs vary depending upon the courses selected by students. Students and parents are provided with information on the costs associated with these semester units at the beginning of each semester. Without the payment of these course contributions, it would not be possible to provide the range or quality of units currently offered at Gungahlin College. It also needs to be recognised that many of the courses available to students each semester have no cost attached to them at all (see table on opposite page).

**Payment Options:**

Westpac – BSB 032777  Account Number 001375 (Please include your family key or students name and description of payment, eg Yr11 Photography, Student Name) and email gungahlincollege@ed.act.edu.au to advise of the payment

Cash or cheques (please make payable to Gungahlin College)

Credit Cards or EFTPOS – payments are able to be made by phoning the College on 621421100 between 9am and 2pm during the Term. (Please note: Minimum payment for EFTPOS is $10)

**Lockers**

Gungahlin has both powered and unpowered lockers which can be hired for the two years the student is at the college.

$80 for two year hire of Powered Lockers

$60 for two year hire of Unpowered Lockers

This optional service will ensure that the college is able to supply and maintain the lockers for all students who require them.
## Course Contributions

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<th>Course</th>
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<td>Business Administration</td>
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<td>Food Science and Management</td>
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<td>Production for Live Theatre</td>
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<td>Mechatronics</td>
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<td>Social and Community Work</td>
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<td>Textiles and Design</td>
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<tr>
<td>All Sciences</td>
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Appendix

Senior Studies Planner

Name:

My goals at college are:

My career goal is:

To reach my career goal I need:

An A Package (ACT Senior secondary Certificate) or

T Package (ACT Senior Secondary Certificate with a Tertiary Entrance Statement (ATAR))

Therefore, my study package should be something like this....

<table>
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<th>Year</th>
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<th>Semester 2</th>
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- * Most students choose 5 subjects per semester and in consultation with your Connect Teacher\House Coordinator some students may select 6 subjects
- All students will complete a half line of pastoral care
Checklist

In my package, have I selected courses I will enjoy and do well in?

How many ‘T’ courses have I chosen?

How many ‘A’ courses have I chosen?

I will have majors in:

I will have minors in:

RELEVANT WEBSITE FOR INFORMATION:

Board of Senior Secondary Studies: http://www.bsss.act.edu.au/

Gungahlin College: http://www.gungahlincollege.act.edu.au
## Student Timetable

### Monday
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### Tuesday
- **Staff PL:**
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### Wednesday
- **Blended Learning:**
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### Thursday
- **Blended Learning:**
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### Friday
- **Year 12 Connect**
<table>
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<th>8:30 - 9:30</th>
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<td>A</td>
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### Night Timetable (Line N)
- **4:45 - 6:30**